

COLLEGE ANNUAL ASSESSMENT REPORT

Assessed Year: 2018

College: College of Professional Studies

Contact: Wylie Sirk, Ph.D., Chair of CPS Faculty Governance Committee

Report Date: January 21, 2019

The logo for Purdue University Fort Wayne, featuring the word "PURDUE" in a large, white, serif font, with "UNIVERSITY" in a smaller, white, sans-serif font below it, and "FORT WAYNE" in a white, sans-serif font at the bottom. The text is set against a black rectangular background.

PURDUE
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TIPS AND HINTS

Tips and Hints

When you click on tip text, the whole tip is selected so that you can revise the placeholder instructional text. Edit the placeholder text and format it any way you want or cut and paste into the form field. The table of contents updates automatically as you add pages to each section in your document. To see the updates, right-click anywhere in the table of contents and select *Update field*.

Report Expectations:

The finished report should be about 4 -5 pages in length. Include as attachments:

1. Either letters to colleges describing your evaluation of their annual assessment report or the completed Appendix D Rubrics for all departments/programs in your college.
2. Attach all Departmental/Program Annual Assessment reports so that these can be published at <http://www.ipfw.edu/offices/assessment/reports/reports-program.html>.

Assistance:

If at any point you have questions about completing or submitting this report, please contact the Office of Assessment and Program Review.

SECTION 1: SUMMARY OF FINDINGS FOR ALL DEPARTMENTS/PROGRAMS

Section 1: Summary of Findings for all Departments/Programs

Instructions: In this box, please summarize your review of all departments. You can either do a narrative or summarize all departments within each of the departmental review rubrics and paste in this box.

The College of Professional Studies (CPS) is comprised of the School of Education, and the departments of Hospitality and Tourism Management, Human Services, and Public Policy. The CPS Faculty Governance Committee reviewed assessment reports from programs in each of these departments. A summary of these reviews is below.

Hospitality and Tourism Management:

In the Hospitality and Tourism Management (HTM), the Assessment Committee evaluated the undergraduate program. Using the university's rubric we found that HTM's work has met the quality level of exemplary (3.0) in 6 out of 19 criteria and acceptable (2.0) in 9 out of 19 on the rubric. Four areas were rated as developing (1.0). Please see table below:

	Exemplary (3)	Acceptable (2)	Developing (1)
Clearly stated SLO			
Clarity & specificity		X	
Student centered		X	
Expectation level	X		
Programmatic curriculum map			
Content alignment			X
Developmental aspect of SLO		X	
Student engagement			X
Alignment of Bacc. Framework			X
Assessment plan I			
Relate assessments and SLO		X	
Types of measures		X	
Assessment plan II			
Established results	X		
Data collection and design integrity		X	

SECTION 1: SUMMARY OF FINDINGS FOR ALL DEPARTMENTS/PROGRAMS

Evidence of Reliability of measures			X
Reporting results			
Present results	X		
Historical results		X	
Interpretation of results	X		
Report dissemination and collaboration			
Shared with faculty	X		
Shared with stakeholders	X		
Programmatic change: curriculum		X	
Programmatic change: assessment		X	

Human Services:

In the Human Services Department, the Assessment Committee evaluated the undergraduate program. Using the university's rubric we found that Human Services' work has met the quality level of exemplary (3.0) in 14 out of 19 criteria and acceptable (2.0) in 2 out of 19 on the rubric. Three areas were rated as developing (1.0). Please see table below:

	Exemplary (3)	Acceptable (2)	Developing (1)
Clearly stated SLO			
Clarity & specificity	X		
Student centered	X		
Expectation level	X		
Programmatic curriculum map			
Content alignment	X		
Developmental aspect of SLO		X	
Student engagement			X
Alignment of Bacc. Framework	X		
Assessment plan I			
Relate assessments and SLO	X		

SECTION 1: SUMMARY OF FINDINGS FOR ALL DEPARTMENTS/PROGRAMS

Types of measures	X		
Assessment plan II			
Established results	X		
Data collection and design integrity		X	
Evidence of Reliability of measures			X
Reporting results			
Present results	X		
Historical results			X
Interpretation of results	X		
Report dissemination and collaboration			
Shared with faculty	X		
Shared with stakeholders	X		
Programmatic change: curriculum	X		
Programmatic change: assessment	X		

Department of Public Policy:

Bachelor of Science in Public Affairs

In the Department of Public Policy Department, the Assessment Committee evaluated the Bachelor of Science in Public Affairs (B.S.P.A.) program. Using the university's rubric we found that B.S.P.A.'s work has met the quality level of exemplary (3.0) in 1 out of 19 criteria and acceptable (2.0) in 5 out of 19 on the rubric. Thirteen areas were rated as developing (1.0). Please see table below:

	Exemplary (3)	Acceptable (2)	Developing (1)
Clearly stated SLO			
Clarity & specificity		X	
Student centered	X		
Expectation level			X
Programmatic curriculum map			
Content alignment			X
Developmental aspect of SLO			X

SECTION 1: SUMMARY OF FINDINGS FOR ALL DEPARTMENTS/PROGRAMS

Student engagement			X
Alignment of Bacc. Framework			X
Assessment plan I			
Relate assessments and SLO			X
Types of measures			X
Assessment plan II			
Established results		X	
Data collection and design integrity			X
Evidence of Reliability of measures			X
Reporting results			
Present results			X
Historical results			X
Interpretation of results			X
Report dissemination and collaboration			
Shared with faculty		X	
Shared with stakeholders		X	
Programmatic change: curriculum		X	
Programmatic change: assessment			X

Department of Public Policy:

Master of Public Management and Master of Public Administration

In the Department of Public Policy, the Assessment Committee evaluated the Master of Public Management (M.P.M.) and Master of Public Administration (M.P.A.) programs. Using the university's rubric we found that M.P.M. and M.P.A.'s work has met the quality level of acceptable (2.0) in 5 out of 18 criteria on the rubric. Thirteen areas were rated as developing (1.0). One criterion, on alignment with the PFW Baccalaureate Framework, was not rated as it is not applicable to graduate programs. None of the criterion were mark exemplary (3.0). Please see table below:

SECTION 1: SUMMARY OF FINDINGS FOR ALL DEPARTMENTS/PROGRAMS

	Exemplary (3)	Acceptable (2)	Developing (1)
Clearly stated SLO			
Clarity & specificity		X	
Student centered			X
Expectation level			X
Programmatic curriculum map			
Content alignment			X
Developmental aspect of SLO			X
Student engagement			X
Alignment of Bacc. Framework			N/A
Assessment plan I			
Relate assessments and SLO			X
Types of measures			X
Assessment plan II			
Established results		X	
Data collection and design integrity			X
Evidence of Reliability of measures			X
Reporting results			
Present results			X
Historical results			X
Interpretation of results			X
Report dissemination and collaboration			
Shared with faculty		X	
Shared with stakeholders		X	
Programmatic change: curriculum		X	
Programmatic change: assessment			X

SECTION 1: SUMMARY OF FINDINGS FOR ALL DEPARTMENTS/PROGRAMS

School of Education:

Undergraduate Initial Program

In the School of Education, the Assessment Committee evaluated the Undergraduate Initial Program (UIP). Using the university's rubric we found that UIP's work has met the quality level of exemplary (3.0) in 19 out of 19 criteria on the rubric. Please see table below:

	Exemplary (3)	Acceptable (2)	Developing (1)
Clearly stated SLO			
Clarity & specificity	X		
Student centered	X		
Expectation level	X		
Programmatic curriculum map			
Content alignment	X		
Developmental aspect of SLO	X		
Student engagement	X		
Alignment of Bacc. Framework	X		
Assessment plan I			
Relate assessments and SLO	X		
Types of measures	X		
Assessment plan II			
Established results	X		
Data collection and design integrity	X		
Evidence of Reliability of measures	X		
Reporting results			
Present results	X		
Historical results	X		
Interpretation of results	X		
Report dissemination and collaboration			
Shared with faculty	X		
Shared with stakeholders	X		

SECTION 1: SUMMARY OF FINDINGS FOR ALL DEPARTMENTS/PROGRAMS

Programmatic change: curriculum	X		
Programmatic change: assessment	X		

School of Education:

Special Education

In the School of Education, the Assessment Committee evaluated the Special Education (SPED) program. Using the university's rubric we found that SPED's work has met the quality level of exemplary (3.0) in 16 out of 18 criteria on the rubric. One area was rated as acceptable (2.0). One criterion, on *Historical Results*, was not rated as it was the first year for current rubrics so past results were not comparable. One criterion, on alignment with the *PFW Baccalaureate Framework*, was not rated as it is not applicable to graduate programs. Please see table below:

	Exemplary (3)	Acceptable (2)	Developing (1)
Clearly stated SLO			
Clarity & specificity	X		
Student centered	X		
Expectation level	X		
Programmatic curriculum map			
Content alignment	X		
Developmental aspect of SLO	X		
Student engagement	X		
Alignment of Bacc. Framework	N/A	N/A	N/A
Assessment plan I			
Relate assessments and SLO	X		
Types of measures	X		
Assessment plan II			
Established results	X		
Data collection and design integrity	X		
Evidence of Reliability of measures		X	
Reporting results			

SECTION 1: SUMMARY OF FINDINGS FOR ALL DEPARTMENTS/PROGRAMS

Present results	X		
Historical results	N/A	N/A	N/A
Interpretation of results	X		
Report dissemination and collaboration			
Shared with faculty	X		
Shared with stakeholders	X		
Programmatic change: curriculum	X		
Programmatic change: assessment	X		

School of Education:

School Counselor Education

In the School of Education, the Assessment Committee evaluated the School Counselor Education (CE) program. Using the university's rubric we found that CE's work has met the quality level of exemplary (3.0) in 15 out of 18 criteria on the rubric. Three areas were rated as developing (1.0). One criterion, on alignment with the PFW Baccalaureate Framework, was not rated as it is not applicable to graduate programs. Please see table below:

	Exemplary (3)	Acceptable (2)	Developing (1)
Clearly stated SLO			
Clarity & specificity	X		
Student centered	X		
Expectation level	X		
Programmatic curriculum map			
Content alignment	X		
Developmental aspect of SLO	X		
Student engagement	X		
Alignment of Bacc. Framework	N/A	N/A	N/A
Assessment plan I			
Relate assessments and SLO	X		
Types of measures	X		

SECTION 1: SUMMARY OF FINDINGS FOR ALL DEPARTMENTS/PROGRAMS

Assessment plan II			
Established results	X		
Data collection and design integrity	X		
Evidence of Reliability of measures	X		
Reporting results			
Present results			X
Historical results			X
Interpretation of results			X
Report dissemination and collaboration			
Shared with faculty	X		
Shared with stakeholders	X		
Programmatic change: curriculum	X		
Programmatic change: assessment	X		

School of Education:

Educational Leadership

In the School of Education, the Assessment Committee evaluated the Educational Leadership (EDLE) program. Using the university's rubric we found that EDLE's work has met the quality level of exemplary (3.0) in 16 out of 18 criteria on the rubric. One area was rated as acceptable (2.0). One area was rated as developing (1.0). One criterion, on alignment with the PFW Baccalaureate Framework, was not rated as it is not applicable to graduate programs. Please see table below:

	Exemplary (3)	Acceptable (2)	Developing (1)
Clearly stated SLO			
Clarity & specificity	X		
Student centered	X		
Expectation level	X		
Programmatic curriculum map			
Content alignment	X		
Developmental aspect of SLO		X	

SECTION 1: SUMMARY OF FINDINGS FOR ALL DEPARTMENTS/PROGRAMS

Student engagement			X
Alignment of Bacc. Framework	N/A	N/A	N/A
Assessment plan I			
Relate assessments and SLO	X		
Types of measures	X		
Assessment plan II			
Established results	X		
Data collection and design integrity	X		
Evidence of Reliability of measures	X		
Reporting results			
Present results	X		
Historical results	X		
Interpretation of results	X		
Report dissemination and collaboration			
Shared with faculty	X		
Shared with stakeholders	X		
Programmatic change: curriculum	X		
Programmatic change: assessment	X		

SECTION 2: RECOMMENDATIONS FOR ACADEMIC DEPARTMENTS

Section 2: Recommendations for Academic Departments

In this box either report on the recommendations made to each department, or describe how you provided feedback to the departments and append letters sent to the departments.

The College of Professional Studies Faculty Governance Committee reviewed all of the programs described above using the official University rubric (SD 15-06 Appendix D Rubrics) including recommendations. In addition, the Departments/Programs received a memo summarizing performance on the rubric and detailing specific recommendations to improve assessment practices.

Hospitality and Tourism Management

The following suggestions are offered to meet the requirements outlined in SD 15-16:

1. A curriculum map should be provided with expected levels of learning.
2. Assessed courses should be identified by course numbers for clarity.
3. SLOs should be provided by course and level of achievement for all programming.
4. Evidence of reliability of measures is not clear.
5. Baccalaureate Framework mapping is required.
6. Please follow the PFW template for assessment report.

Human Services

The following suggestions are offered to meet the requirements outlined in SD 15-16:

1. A concise description of levels of Achievement” should be provided.
2. Some SLOs appear not to have been assessed for some of the courses. It is recommended that an “N/A” category be introduced in order to eliminate the impression that some SLOs are not assessed for some courses.
3. “Levels of Student Engagement” are not apparent from the curriculum map. They should be introduced.
4. Evidence of reliability of measures is not clear.

Public Policy

Undergraduate

The following suggestions are offered to meet the requirements outlined in SD 15-16:

1. Develop SLOs with greater clarity and specificity.
2. Provide evidence for the expectation level of SLOs.
3. Complete B.S.P.A. programmatic curriculum map.
4. Provide evidence of Pedagogical Framework for the PFW Baccalaureate Degree SLOs alignment.
5. Establish an assessment plan that details the relationship between assessments and SLOs.
6. Develop and implement an assessment plan.
7. Develop a method to provide meaningful results that are connected to SLOs.
8. Evidence a plan for routine reporting to disseminate and collaborate with faculty, students and all other stakeholders.
9. Provide an intentional method to use results for programmatic change that will improve student learning, achievement, and success.

SECTION 2: RECOMMENDATIONS FOR ACADEMIC DEPARTMENTS

10. Provide an intentional process to evaluate and improve the assessment process for evaluating programming and reporting out meaningful results.

Note that there is evidence provided in the PPOL B.S.P.A. Assessment Report that future planning and work are underway to change programming for improved student achievement. In addition, it is strongly recommended to use the PFW Assessment University template for the future.

Graduate

The following suggestions are offered to meet the requirements outlined in SD 15-16:

1. Develop SLOs with greater clarity and specificity.
2. Provide evidence for the expectations level of SLOs.
3. Complete M.P.M. and M. P. A. programmatic curriculum map.
4. Establish an assessment plan that details the relationship between assessments and SLOs.
5. Develop and implement an assessment plan.
6. Develop a method to provide meaningful results that are connected to SLOs.
7. Evidence a plan for routine reporting to disseminate and collaborate with faculty, students and all other stakeholders.
8. Provide an intentional method to use results for programmatic change that will improve student learning, achievement, and success.
9. Provide an intentional process to evaluate and improve the assessment process for evaluating programming and reporting out meaningful results.

Note that there is clear evidence provided in the PPOL M.P.M. and M.P.A. Assessment Report of additional work and planning that may lead to change for improved student achievement. Work is in progress to evaluate for the purpose of implementing change to improve the programs and student success. In addition, it is strongly recommended to use the PFW Assessment University template for the future.

School of Education

Undergraduate Initial Program

The following notation is offered to clarify the rating for Assessment Plan – Part 2, Established Results

1. As all benchmarks are being met, detailed timelines for completion are not necessary.

Graduate

Counselor Education

The following suggestions are offered to meet the requirements outlined in SD 15-16:

1. Please follow the PFW template for assessment report.
2. The university name should be changed from IPFW to PFW in the assessment report. The term “SLOs” be used instead of “specific objectives”.
3. Please use the term, “curricular map” instead of course mapping.
4. PFW Baccalaureate Framework is not applicable to advanced (graduate) programs.
5. The detailed results of student assessments with rubrics should be included in the assessment report.
6. Historical results of student assessments should be included in the assessment report.
7. Interpretation of results should be included in the assessment report.
8. Statements of programmatic and curricular improvement should be included in the assessment report.
9. Statements of improvement of assessment process should be included in the assessment report.

SECTION 2: RECOMMENDATIONS FOR ACADEMIC DEPARTMENTS

Educational Leadership

The following suggestions are offered to meet the requirements outlined in SD 15-16:

1. Descriptions of ELCC standards would help explain course map of program standards.
2. Descriptions of each class would help explain student engagement.
3. PFW Baccalaureate Framework is not applicable to advanced (graduate) programs.

Special Education

The following notation is offered to clarify the rating for Assessment Plan – Part 2, Established Results

1. As all benchmarks are being met, detailed timelines for completion are not necessary.

The following suggestions are offered to meet the requirements outlined in SD-15-16:

1. PFW Baccalaureate Framework is not applicable to advanced (graduate) programs.
2. Continue efforts to enhance reliability and validity measures.
3. Using the Special Education Graduate Level newly established rubrics, begin to build historical record of annual assessments to provide context for results.

SECTION 3: RESULTS OF ACTIVITIES RELATED TO PRIOR YEAR FINDINGS

Section 3: Results of Activities Related to Prior Year Findings

In this box, describe changes in your review process based on last year's review and changes you expect to make in coming years based on the current year review.

Last year was a review of the College of Education and Public Policy (CEPP). Through the transition from IPFW to Purdue University Fort Wayne our college has emerged with two new departments, Hospitality and Tourism Management and Human Services. In addition, Educational Studies and Professional Studies merged and is the School of Education. Plus, our college is renamed the College of Professional Studies (CPS).

Last year was also the first year that program assessment reports were evaluated individually. This was beneficial in allowing departments to receive and utilize targeted feedback to improve specific program assessment plans. One recommendation from last year was that initial programs in education complete an assessment report using the university template, rather than submitting many multiple individual specialized professional association (SPA) reports based on licensure area. This year, the School of Education did just that, allowing the unit to address the specific areas of concern for university assessment reporting as well as not overwhelming the College Governance Committee.

A common area for improvement noted in last year's report was assessment reporting. Both education programs and the Department of Public Policy were advised that their assessment results might be more widely disseminated to other stakeholders, such as community partners. The School of Education, partly due to the requirements of the Council for Accreditation of Educator Preparation (CAEP), has made assessment results widely available. Public Policy still has room for growth in this area.

Another weakness of last year's education program report was neglect of the PFW Baccalaureate Framework. This year's report on undergraduate programs aligned SLOs with the Framework. The Framework does not apply to the graduate programs.

As this is the first report to include the new departments in our college, we do not have the prior year's findings for Hospitality and Tourism Management and Human Services.

SECTION 4: CONCLUSIONS AND FUTURE DIRECTIONS

Section 4: Conclusions and Future Directions

Describe, based on this years' experience, the overall quality of assessment in your college, provide recommendations for improving the assessment process at the department/program, college, and institutional level, and any additional resources your college might need to ensure that assessment is being used to improve student learning.

Overall Quality

The overall quality of assessment systems in College of Professional Studies programs as reflected in the program assessment reports is strong, with the wide variation that is to be expected in a college with eight distinct assessment systems. The vast majority of programs continue to implement carefully designed assessment systems. These systems have been improved through assimilation into the university assessment system. The School of Education, for example, is now using CAEP accreditation reports and data to provide evidence of meeting university assessment requirements. Hospitality and Tourism Management, Counselor Education, and Public Policy are all at various stages of exploring the possibility of becoming accredited by national bodies. It is our hope that they, too, will see the university and accreditation processes as complementary.

Recommendations

Nevertheless, there are some areas for improvement. Two departments should align SLOs with the PFW Baccalaureate Framework. There were several suggestions that SLOs be revised for greater clarity and specificity. Some programs would benefit from more intentionality around using assessment results for continuous program improvement. While steps have been taken to improve the psychometric properties of program assessments, some systems would benefit from heightened attention to issues of reliability and validity. The levels of student engagement with activities that develop the SLOs might be clarified in some reports and curriculum maps. Some College of Professional Studies programs are refining already strong assessment systems, while others need to complete more foundational work.

Needed Resources

The College of Professional Studies is appreciative of our associate dean and director of assessment and analytics, both of whom have significant expertise in assessment and data literacy. Additional support for their work in the form of professional development funding and opportunities, work-study or graduate assistantships, technology platforms, etc., would be beneficial. A new university learning management system that contains a data management system usable for accreditation purposes would be tremendous help to our assessment processes (in addition to saving students the substantial expense of an outside system). As resources are highly dependent on enrollment numbers, funding targeted for marketing and recruitment would also serve to enhance teaching, learning, and assessment in the College of Professional Studies.

ATTACHMENTS

Attachments

1. Provide either letters to departments describing your evaluation of their annual assessment report or the completed Appendix D Rubrics for all departments/programs in your college.
2. Attach all Departmental/Program Annual Assessment reports so that these can be published at <http://www.ipfw.edu/offices/assessment/reports/reports-program.html>.



College of Professional Studies

TO: Andy Downs, Ph.D., Chair, Department of Public Policy
FROM: CPS Faculty Governance Committee
DATE: December 10th, 2018
RE: Evaluation of PPOL B.S.P.A.

CPS Faculty Governance Committee was charged to evaluate the Bachelor of Science in Public Affairs (B.S.P.A.) Assessment Reports using Appendix D "PFW Assessment Progress Worksheet" of the Senate Document SD 15-6.

Based on the PPOL B.S.P.A. Assessment Report for Academic Year 2017-18 and assessed from the College Level Rubric criteria the following recommendations are below. Attached are additional details provided in the College Level Rubric.

The following suggestions are offered to meet the requirements outlined in SD 15-16:

1. Develop SLOs with greater clarity and specificity.
2. Provide evidence for the expectation level of SLOs.
3. Complete B.S.P.A. programmatic curriculum map.
4. Provide evidence of Pedagogical Framework for the PFW Baccalaureate Degree SLOs alignment.
5. Establish an assessment plan that details the relationship between assessments and SLOs.
6. Develop and implement an assessment plan.
7. Develop a method to provide meaningful results that are connected to SLOs.
8. Evidence a plan for routine reporting to disseminate and collaborate with faculty, students and all other stakeholders.
9. Provide an intentional method to use results for programmatic change that will improve student learning, achievement, and success.
10. Provide an intentional process to evaluate and improve the assessment process for evaluating programming and reporting out meaningful results.

Note that there is evidence provided in the PPOL B.S.P.A. Assessment Report that future planning and work are underway to change programming for improved student achievement. In addition, it is strongly recommended to use the PFW Assessment University template for the future.

Clearly Stated Programmatic Student Learning Outcomes (SLOs)				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Clarity and specificity	All SLOs are stated with clarity and specificity including precise verbs and rich descriptions of the knowledge, skills and value domains expected of students upon completing the program.	SLOs generally contain precise verbs, rich description of the knowledge, skills and value domains expected of students.	SLOs are inconsistently defined for the program, descriptions of the knowledge, skill and value domains are present but lack consistent precision.	2 – Improved specificity is needed in the application of knowledge and skills for SLOs
Student-Centered	All SLOs are stated in student-centered terms (i.e. what a student should know, think, or do).	Most SLOs are stated in student-centered terms.	Some SLO's are stated in student-centered terms.	3
Expectation Level	SLO's exceed basic expectations established by the University and other necessary approving organizations required of the submitting unit.	SLO's meet the basic expectations established by the University and other necessary approving organizations required of the submitting unit.	SLOs meet only a portion of the expectations established by the University or other necessary approving organizations required of the submitting unit.	1 – Lack evidence of the expectations established to make determination.
Recommendations: Example: SLO 3# lacks the description of learned knowledge and value expected of students. What is meant by centrality of professional ethics and personal integrity? SLO #4 does off clarity and specificity (good example). Provide evidence for the expectation level of SLOs.				

Programmatic Curricular Map				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Content Alignment	All SLOs are mapped to common classes or learning activities expected of all students completing the program.	Most SLOs are mapped to common classes or learning activities expected of all students completing the program.	Common classes or learning activities are identified for all students completing the program but most SLO's are not clearly mapped to classes or activities.	1 – Courses are provided but not mapped to SLOs
Student Learning Development of SLOs (Learning Benchmarks)	Curricular Map clearly identifies the progression of student learning relative to all SLOs at specific points in the curriculum.	Curricular Map identifies levels of expected learning relative to most SLOs at specific points in the curriculum.	Curricular Map identifies expected levels of learning for some SLOs at specific points in the curriculum.	1 – Evidence of assessment outcome of SLOs but not specific to the curriculum
Student Engagement	Classes and/or activities engage students in the work outlined in the SLOs.	Classes and/or activities engage students in the work outlined by most of the SLOs	Classes and/or activities do not consistently engage students in the work outlined by most of the SLOs.	1 – Evidence of student engagement is not provided
Recommendations: Complete B.S.P.A. programmatic curriculum map that provides alignment with all SLOs to classes and learning activities, develops learning benchmarks, and provides evidence of student engagement. Descriptions of each class would help understand student engagement.				

Alignment with PFW Baccalaureate Framework				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
PFW Baccalaureate Framework Alignment	Specific, clearly defined, student-centered Program Level SLO's are aligned to all foundation areas of the PFW Baccalaureate Framework.	Generally defined student centered Program-Level SLO's are aligned to all foundation areas of the PFW Baccalaureate Framework.	Program-Level SLO's are aligned to some foundation areas of the PFW Baccalaureate Framework.	1 – Evidence of alignment to Baccalaureate Framework is not documented clearly.
Recommendations: Pedagogical Framework for the IPFW Baccalaureate Degree is referenced from a November, 2008 plan but current evidence of alignment to SLOs is needed (see University template).				

Assessment Plan – Part 1				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Relationship between assessments and SLOs	Detail is provided regarding SLO-to-measure match. Specific items included on the assessment are linked to SLOs. The match is affirmed by faculty subject experts.	Description of how SLOs relate to assessment is general but sufficient to show alignment.	Description of how SLOs relate to assessment is incomplete or too general to provide sufficient information for use in determining progress toward SLO.	1 – A collection of artifacts are evidenced but there is no description of how SLOs relate to assessment and no information to determine student progress
Types of Measures	All SLOs are assessed using at least two measures including at least one direct measure	Most SLOs are assessed using at least one direct measure.	Most SLOs are either assessed using only indirect measures or are not assessed.	1 – Evidence of artifact collection but no clear connection of SLOs being assessed.
Recommendations: Establish an assessment plan that details the relationship between assessments and SLOs. Assessments are linked to SLOs. Evidence at least two measures that assess SLOs.				

Assessment Plan – Part 2				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Established Results	Statements of desired results (data targets) provide useful comparisons and detailed timelines for completion.	Statements of desired results provide a basic data target and a general timeline for completion.	Statements of desired results are missing or unrealistic for completion.	2 – Evidence is documented to revise and improve results and programming
Data Collection and Design Integrity	The data collection process is sound, clearly explained, and appropriately specific to be actionable.	Enough information is provided to understand the data collection process with limited methodological concerns.	Limited information is provided about the data collection process or includes sufficient flaws to nullify any conclusions drawn from the data	1 – A process for data collection and design need developed and implemented
Evidence of Reliability of Measures	Methods used to ensure reliability of findings are clearly explained and consistently support drawing meaningful conclusions.	Methods used to ensure reliability of findings are stated and generally support drawing meaningful conclusions.	Methods to ensure reliability of findings are insufficient for drawing meaningful conclusions.	1
Recommendations: Develop and implement an assessment plan, which establishes data targets and meaningful information that provides student results. The data collection process is sound, understood and easily implemented. The methods will provide reliable findings, clearly explained and meaningful for future programs.				

Reporting Results				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Presentation of Results	Results are clearly present and directly related to SLOs. Results consistently demonstrate student achievement relative to stated SLOs. Results are derived from generally accepted practices for student learning outcomes assessment.	Results are present and related to SLOs. Results generally demonstrate student achievement relative to stated SLOs. Results are derived from generally accepted practices for student learning outcomes assessment.	Results are provided but do not clearly relate to SLO's. Results inconsistently demonstrate student achievement relative to stated SLO's. Use of generally accepted practices for student learning outcomes assessment is unclear.	1 – No direct student results are reported
Historical Results	Past iterations of results are provided for most assessments to provide context for current results.	Past iterations of results are provided for the majority of assessments to provide context for current results.	Limited or no iterations of prior results are provided.	1 – no historical results shown
Interpretation of Results	Interpretations of results are reasonable given the SLOs, desired levels of student learning and methodology employed. Multiple faculty interpreted the results including an interpretation of how classes/activities might have affected the results.	Interpretations of results are reasonable given the SLO's, desired levels of student learning and methodology employed. Multiple faculty interpreted the results.	Interpretation of results does not adequately refer to stated SLO's or identify expectations for student learning relative to SLO's. The interpretation does not include multiple faculty.	1 no interpretation of results
Recommendations: Develop a method to report out meaningful results (data) that are connected to SLOs and student progress.				

Report Dissemination and Collaboration				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Documents and results are shared with faculty	Information is routinely provided to all faculty with multiple opportunities for collaboration to build meaningful future plans.	Information is provided to all faculty through an effective mode and with sufficient detail to be meaningful.	Information is not distributed to all faculty or provides insufficient detail to be meaningful.	2 – minimal evidence is documented of results being shared with faculty
Documents and results are shared with other stakeholders	Information is routinely provided to stakeholders (beyond faculty) with multiple opportunities for collaboration to build meaningful future plans.	Information is shared with stakeholders (beyond faculty) through an effective mode and with sufficient detail to be meaningful.	Information is not distributed to stakeholders (beyond faculty) or provides insufficient detail to be meaningful.	2 – minimal evidence is documented of results being shared with stakeholders
Recommendations: Evidence is indicated of planning for routine reporting to disseminate and collaborate with faculty, students and all other stakeholders. Continue to improve process for student success.				

Use of Results for Programmatic Change to Improve Student Learning, Achievement and Success – Part 1				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Programmatic and Curricular Improvement	Evidence reported demonstrates a consistent pattern of an integrated assessment, pedagogy and curricular approach that assesses student performance relative to SLOs, uses assessment data to make curricular and/or pedagogical changes and reassesses learning to determine how or the extent to which the change positively influenced student learning.	Evidence reported demonstrates assessment of student learning relative to SLO's and describes curricular and/or pedagogical changes planned or made as a result of assessment of student learning. Some evidence of an emergent pattern of assess/curricular or pedagogical change/reassess is demonstrated.	Assessment findings are reported but insufficient evidence of curricular or pedagogical changes are present and limited or no evidence of an emergent pattern of assess/curricular or pedagogical change/reassess is demonstrated.	2 – some evidence is offered for pedagogical changes planned and implementing revised formatting of program
Recommendations: Provide an intentional method to use results for programmatic change to improve student learning, achievement and success.				

Use of Results for Programmatic Change to Improve Student Learning, Achievement and Success – Part 2				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Improvement of Assessment Process (mechanics)	Past and current assessment process are critically evaluated, including acknowledgement of flaws, present and intended improvements to process are identified (when needed) and specific changes to the assessment process are detailed.	Past and current assessment process are critically evaluated, including acknowledgement of flaws, present and intended improvements to process are identified (when needed) and moderate changes to the assessment process, or general plans for improvement of assessment process are proposed.	Past and current assessment process are sporadically evaluated, including acknowledgement of flaws, but no evidence of improving upon past assessment or making plans to improve assessment in future iterations is proposed.	1 – no evidence is available
Recommendations: Provide an intentional process to evaluate and improve the assessment process.				



College of Professional Studies

TO: Andy Downs, Ph.D., Chair, Department of Public Policy
FROM: CPS Faculty Governance Committee
DATE: December 10th, 2018
RE: Evaluation of PPOL M.P.M. and M.P.A.

CPS Faculty Governance Committee was charged to evaluate the Masters of Public Management (M.P.M.) and Masters of Public Administration (M.P.A.) Assessment Reports using Appendix D "PFW Assessment Progress Worksheet" of the Senate Document SD 15-6.

Based on the PPOL M.P.M. and M.P.A. Assessment Report for Academic Year 2017-18 and assessed from the College Level Rubric criteria the following recommendations are below. Attached are additional details provided in the College Level Rubric.

The following suggestions are offered to meet the requirements outlined in SD 15-16:

1. Develop SLOs with greater clarity and specificity.
2. Provide evidence for the expectation level of SLOs.
3. Complete M.P.M. and M. P. A. programmatic curriculum map.
4. Establish an assessment plan that details the relationship between assessments and SLOs.
5. Develop and implement an assessment plan.
6. Develop a method to provide meaningful results that are connected to SLOs.
7. Evidence a plan for routine reporting to disseminate and collaborate with faculty, students and all other stakeholders.
8. Provide an intentional method to use results for programmatic change that will improve student learning, achievement, and success.
9. Provide an intentional process to evaluate and improve the assessment process for evaluating programming and reporting out meaningful results.

Note that there is clear evidence provided in the PPOL M.P.M. and M.P.A. Assessment Report of additional work and planning that may lead to change for improved student achievement. Work is in progress to evaluate for the purpose of implementing change to improve the programs and student

success. In addition, it is strongly recommended to use the PFW Assessment University template for the future.

Clearly Stated Programmatic Student Learning Outcomes (SLOs)				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Clarity and specificity	All SLOs are stated with clarity and specificity including precise verbs and rich descriptions of the knowledge, skills and value domains expected of students upon completing the program.	SLOs generally contain precise verbs, rich description of the knowledge, skills and value domains expected of students.	SLOs are inconsistently defined for the program, descriptions of the knowledge, skill and value domains are present but lack consistent precision.	2 – Consistency is needed with all SLOs
Student-Centered	All SLOs are stated in student-centered terms (i.e. what a student should know, think, or do).	Most SLOs are stated in student-centered terms.	Some SLO's are stated in student-centered terms.	1 – Candidate (student) develops...
Expectation Level	SLO's exceed basic expectations established by the University and other necessary approving organizations required of the submitting unit.	SLO's meet the basic expectations established by the University and other necessary approving organizations required of the submitting unit.	SLOs meet only a portion of the expectations established by the University or other necessary approving organizations required of the submitting unit.	1 – lack evidence of the expectations established to make determination.
Recommendations: Example: SLO #5 What is meant by enhancing public welfare? Provide evidence for the expectation level of SLOs.				

Programmatic Curricular Map				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Content Alignment	All SLOs are mapped to common classes or learning activities expected of all students completing the program.	Most SLOs are mapped to common classes or learning activities expected of all students completing the program.	Common classes or learning activities are identified for all students completing the program but most SLO's are not clearly mapped to classes or activities.	1 – Courses are provided but not mapped to SLOs
Student Learning Development of SLOs (Learning Benchmarks)	Curricular Map clearly identifies the progression of student learning relative to all SLOs at specific points in the curriculum.	Curricular Map identifies levels of expected learning relative to most SLOs at specific points in the curriculum.	Curricular Map identifies expected levels of learning for some SLOs at specific points in the curriculum.	1 – Evidence of assessment outcome of SLOs but not specific to the curriculum
Student Engagement	Classes and/or activities engage students in the work outlined in the SLOs.	Classes and/or activities engage students in the work outlined by most of the SLOs	Classes and/or activities do not consistently engage students in the work outlined by most of the SLOs.	1 – Evidence of student engagement is not provided
Recommendations: Complete M.P.M. and M.P.A. programmatic curriculum map that provides alignment with all SLOs to classes and learning activities, develops learning benchmarks, and provides evidence of student engagement. Descriptions of each class would help understand student engagement.				

Alignment with PFW Baccalaureate Framework				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
PFW Baccalaureate Framework Alignment	Specific, clearly defined, student-centered Program Level SLO's are aligned to all foundation areas of the PFW Baccalaureate Framework.	Generally defined student centered Program-Level SLO's are aligned to all foundation areas of the PFW Baccalaureate Framework.	Program-Level SLO's are aligned to some foundation areas of the PFW Baccalaureate Framework.	N/A
Recommendations: PFW Baccalaureate Framework is not applicable to advanced (graduate) programs.				

Assessment Plan – Part 1				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Relationship between assessments and SLOs	Detail is provided regarding SLO-to-measure match. Specific items included on the assessment are linked to SLOs. The match is affirmed by faculty subject experts.	Description of how SLOs relate to assessment is general but sufficient to show alignment.	Description of how SLOs relate to assessment is incomplete or too general to provide sufficient information for use in determining progress toward SLO.	1 – A collection of artifacts are evidenced but there is no description of how SLOs relate to assessment and no information to determine student progress
Types of Measures	All SLOs are assessed using at least two measures including at least one direct measure	Most SLOs are assessed using at least one direct measure.	Most SLOs are either assessed using only indirect measures or are not assessed.	1 – Evidence of artifact collection but no clear connection of SLOs being assessed.
Recommendations: Establish an assessment plan that details the relationship between assessments and SLOs. Assessments are linked to SLOs. Evidence at least two measures that assess SLOs. Clarify rubric competency level – What is meant by Superior and Significant? How do you know when Superior is achieved?				

Assessment Plan – Part 2				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Established Results	Statements of desired results (data targets) provide useful comparisons and detailed timelines for completion.	Statements of desired results provide a basic data target and a general timeline for completion.	Statements of desired results are missing or unrealistic for completion.	2 – Evidence is documented to revise and improve results and programming
Data Collection and Design Integrity	The data collection process is sound, clearly explained, and appropriately specific to be actionable.	Enough information is provided to understand the data collection process with limited methodological concerns.	Limited information is provided about the data collection process or includes sufficient flaws to nullify any conclusions drawn from the data	1 – A process for data collection and design need developed and implemented
Evidence of Reliability of Measures	Methods used to ensure reliability of findings are clearly explained and consistently support drawing meaningful conclusions.	Methods used to ensure reliability of findings are stated and generally support drawing meaningful conclusions.	Methods to ensure reliability of findings are insufficient for drawing meaningful conclusions.	1
Recommendations: Develop and implement an assessment plan, which establishes data targets and meaningful information that provides student results. The data collection process is sound, understood and easily implemented. The methods will provide reliable findings, clearly explained and meaningful for future programs.				

Reporting Results				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Presentation of Results	Results are clearly present and directly related to SLOs. Results consistently demonstrate student achievement relative to stated SLOs. Results are derived from generally accepted practices for student learning outcomes assessment.	Results are present and related to SLOs. Results generally demonstrate student achievement relative to stated SLOs. Results are derived from generally accepted practices for student learning outcomes assessment.	Results are provided but do not clearly relate to SLO's. Results inconsistently demonstrate student achievement relative to stated SLO's. Use of generally accepted practices for student learning outcomes assessment is unclear.	1 – No direct student results are reported
Historical Results	Past iterations of results are provided for most assessments to provide context for current results.	Past iterations of results are provided for the majority of assessments to provide context for current results.	Limited or no iterations of prior results are provided.	1 – no historical results shown
Interpretation of Results	Interpretations of results are reasonable given the SLOs, desired levels of student learning and methodology employed. Multiple faculty interpreted the results including an interpretation of how classes/activities might have affected the results.	Interpretations of results are reasonable given the SLO's, desired levels of student learning and methodology employed. Multiple faculty interpreted the results.	Interpretation of results does not adequately refer to stated SLO's or identify expectations for student learning relative to SLO's. The interpretation does not include multiple faculty.	1 no interpretation of results
Recommendations: Develop a method to report out meaningful results (data) that are connected to SLOs and student progress.				

Report Dissemination and Collaboration				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Documents and results are shared with faculty	Information is routinely provided to all faculty with multiple opportunities for collaboration to build meaningful future plans.	Information is provided to all faculty through an effective mode and with sufficient detail to be meaningful.	Information is not distributed to all faculty or provides insufficient detail to be meaningful.	2 – minimal evidence is documented of results being shared with faculty
Documents and results are shared with other stakeholders	Information is routinely provided to stakeholders (beyond faculty) with multiple opportunities for collaboration to build meaningful future plans.	Information is shared with stakeholders (beyond faculty) through an effective mode and with sufficient detail to be meaningful.	Information is not distributed to stakeholders (beyond faculty) or provides insufficient detail to be meaningful.	2 – minimal evidence is documented of results being shared with stakeholders
Recommendations: Provide clear evidence of planning for routine reporting to disseminate and collaborate with faculty, students and all other stakeholders.				

Use of Results for Programmatic Change to Improve Student Learning, Achievement and Success – Part 1				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Programmatic and Curricular Improvement	Evidence reported demonstrates a consistent pattern of an integrated assessment, pedagogy and curricular approach that assesses student performance relative to SLOs, uses assessment data to make curricular and/or pedagogical changes and reassesses learning to determine how or the extent to which the change positively influenced student learning.	Evidence reported demonstrates assessment of student learning relative to SLO's and describes curricular and/or pedagogical changes planned or made as a result of assessment of student learning. Some evidence of an emergent pattern of assess/curricular or pedagogical change/reassess is demonstrated.	Assessment findings are reported but insufficient evidence of curricular or pedagogical changes are present and limited or no evidence of an emergent pattern of assess/curricular or pedagogical change/reassess is demonstrated.	2 – some evidence is offered for pedagogical changes planned and implementing revised formatting of program
Recommendations: Provide an intentional method to use results for programmatic change to improve student learning, achievement and success. There is specific evidence of program change with delivery method of hybrid/online as a result of review and study of current programming. There is clear evidence of additional work that may lead to change for improved student achievement.				

Use of Results for Programmatic Change to Improve Student Learning, Achievement and Success – Part 2				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Improvement of Assessment Process (mechanics)	Past and current assessment process are critically evaluated, including acknowledgement of flaws, present and intended improvements to process are identified (when needed) and specific changes to the assessment process are detailed.	Past and current assessment process are critically evaluated, including acknowledgement of flaws, present and intended improvements to process are identified (when needed) and moderate changes to the assessment process, or general plans for improvement of assessment process are proposed.	Past and current assessment process are sporadically evaluated, including acknowledgement of flaws, but no evidence of improving upon past assessment or making plans to improve assessment in future iterations is proposed.	1 – no evidence is available
Recommendations: Provide an intentional process to evaluate and improve the assessment process.				



College of Professional Studies

TO: Kerrie Fineran, Ph.D. Program Director, Counselor Education

FROM: CPS Faculty Governance Committee

DATE: December 10th, 2018

RE: Evaluation of Counselor Education Assessment Reports

CPS Faculty Governance Committee was charged to evaluate the Counselor Education Assessment Reports using Appendix D "PFW Assessment Progress Worksheet" of the Senate Document SD 15-6.

Based on the submitted Counselor Education Assessment Reports, it is evident that Counseling Education's student academic achievement goals have been met.

The following suggestions are offered to meet the requirements outlined in SD 15-16:

1. Please follow the PFW template for assessment report.
2. The university name should be changed from IPFW to PFW in the assessment report. The term "SLOs" be used instead of "specific objectives".
3. Please use the term, "curricular map" instead of course mapping.
4. PFW Baccalaureate Framework is not applicable to advanced (graduate) programs.
5. The detailed results of student assessments with rubrics should be included in the assessment report.
6. Historical results of student assessments should be included in the assessment report.
7. Interpretation of results should be included in the assessment report.
8. Statements of programmatic and curricular improvement should be included in the assessment report.
9. Statements of improvement of assessment process should be included in the assessment report.

Clearly Stated Programmatic Student Learning Outcomes (SLOs) p 50				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Clarity and specificity	All SLOs are stated with clarity and specificity including precise verbs and rich descriptions of the knowledge, skills and value domains expected of students upon completing the program.	SLOs generally contain precise verbs, rich description of the knowledge, skills and value domains expected of students.	SLOs are inconsistently defined for the program, descriptions of the knowledge, skill and value domains are present but lack consistent precision.	3
Student-Centered	All SLOs are stated in student-centered terms (i.e. what a student should know, think, or do).	Most SLOs are stated in student-centered terms.	Some SLO's are stated in student-centered terms.	3
Expectation Level	SLO's exceed basic expectations established by the University and other necessary approving organizations required of the submitting unit.	SLO's meet the basic expectations established by the University and other necessary approving organizations required of the submitting unit.	SLOs meet only a portion of the expectations established by the University or other necessary approving organizations required of the submitting unit.	3
Recommendations: The university name should be changed from IPFW to PFW in the assessment report. The term "SLOs" be used instead of "specific objectives".				

Programmatic Curricular Map (p55-62, table 4 and 5)				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Content Alignment	All SLOs are mapped to common classes or learning activities expected of all students completing the program.	Most SLOs are mapped to common classes or learning activities expected of all students completing the program.	Common classes or learning activities are identified for all students completing the program but most SLO's are not clearly mapped to classes or activities.	3
Student Learning Development of SLOs (Learning Benchmarks)	Curricular Map clearly identifies the progression of student learning relative to all SLOs at specific points in the curriculum.	Curricular Map identifies levels of expected learning relative to most SLOs at specific points in the curriculum.	Curricular Map identifies expected levels of learning for some SLOs at specific points in the curriculum.	3
Student Engagement	Classes and/or activities engage students in the work outlined in the SLOs.	Classes and/or activities engage students in the work outlined by most of the SLOs	Classes and/or activities do not consistently engage students in the work outlined by most of the SLOs.	3
Recommendations: Please use the term, "curricular map" instead of course mapping.				

Alignment with PFW Baccalaureate Framework				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
IPFW Baccalaureate Framework Alignment	Specific, clearly defined, student-centered Program Level SLO's are aligned to all foundation areas of the IPFW Baccalaureate Framework.	Generally defined student centered Program-Level SLO's are aligned to all foundation areas of the IPFW Baccalaureate Framework.	Program-Level SLO's are aligned to some foundation areas of the IPFW Baccalaureate Framework.	N/A
Recommendations: PFW Baccalaureate Framework is not applicable to advanced (graduate) programs.				

Assessment Plan – Part 1				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Relationship between assessments and SLOs	Detail is provided regarding SLO-to-measure match. Specific items included on the assessment are linked to SLOs. The match is affirmed by faculty subject experts.	Description of how SLOs relate to assessment is general but sufficient to show alignment.	Description of how SLOs relate to assessment is incomplete or too general to provide sufficient information for use in determining progress toward SLO.	3
Types of Measures	All SLOs are assessed using at least two measures including at least one direct measure	Most SLOs are assessed using at least one direct measure.	Most SLOs are either assessed using only indirect measures or are not assessed.	3
Recommendations:				

Assessment Plan – Part 2 p79				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Established Results	Statements of desired results (data targets) provide useful comparisons and detailed timelines for completion.	Statements of desired results provide a basic data target and a general timeline for completion.	Statements of desired results are missing or unrealistic for completion.	3
Data Collection and Design Integrity	The data collection process is sound, clearly explained, and appropriately specific to be actionable.	Enough information is provided to understand the data collection process with limited methodological concerns.	Limited information is provided about the data collection process or includes sufficient flaws to nullify any conclusions drawn from the data	3
Evidence of Reliability of Measures	Methods used to ensure reliability of findings are clearly explained and consistently support drawing meaningful conclusions.	Methods used to ensure reliability of findings are stated and generally support drawing meaningful conclusions.	Methods to ensure reliability of findings are insufficient for drawing meaningful conclusions.	3
Recommendations:				

Reporting Results				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Presentation of Results	Results are clearly present and directly related to SLOs. Results consistently demonstrate student achievement relative to stated SLOs. Results are derived from generally accepted practices for student learning outcomes assessment.	Results are present and related to SLOs. Results generally demonstrate student achievement relative to stated SLOs. Results are derived from generally accepted practices for student learning outcomes assessment.	Results are provided but do not clearly relate to SLO's. Results inconsistently demonstrate student achievement relative to stated SLO's. Use of generally accepted practices for student learning outcomes assessment is unclear.	1
Historical Results	Past iterations of results are provided for most assessments to provide context for current results.	Past iterations of results are provided for the majority of assessments to provide context for current results.	Limited or no iterations of prior results are provided.	1
Interpretation of Results	Interpretations of results are reasonable given the SLOs, desired levels of student learning and methodology employed. Multiple faculty interpreted the results including an interpretation of how classes/activities might have affected the results.	Interpretations of results are reasonable given the SLO's, desired levels of student learning and methodology employed. Multiple faculty interpreted the results.	Interpretation of results does not adequately refer to stated SLO's or identify expectations for student learning relative to SLO's. The interpretation does not include multiple faculty.	1
Recommendations: The detailed results of student assessments with rubrics should be included in the assessment report. Historical results of student assessments should be included in the assessment report. Interpretation of results should be included in the assessment report.				

Report Dissemination and Collaboration				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Documents and results are shared with faculty	Information is routinely provided to all faculty with multiple opportunities for collaboration to build meaningful future plans.	Information is provided to all faculty through an effective mode and with sufficient detail to be meaningful.	Information is not distributed to all faculty or provides insufficient detail to be meaningful.	3
Documents and results are shared with other stakeholders	Information is routinely provided to stakeholders (beyond faculty) with multiple opportunities for collaboration to build meaningful future plans.	Information is shared with stakeholders (beyond faculty) through an effective mode and with sufficient detail to be meaningful.	Information is not distributed to stakeholders (beyond faculty) or provides insufficient detail to be meaningful.	3
Recommendations:				

Use of Results for Programmatic Change to Improve Student Learning, Achievement and Success – Part 1				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Programmatic and Curricular Improvement	Evidence reported demonstrates a consistent pattern of an integrated assessment, pedagogy and curricular approach that assesses student performance relative to SLOs, uses assessment data to make curricular and/or pedagogical changes and reassesses learning to determine how or the extent to which the change positively influenced student learning.	Evidence reported demonstrates assessment of student learning relative to SLO's and describes curricular and/or pedagogical changes planned or made as a result of assessment of student learning. Some evidence of an emergent pattern of assess/curricular or pedagogical change/reassess is demonstrated.	Assessment findings are reported but insufficient evidence of curricular or pedagogical changes are present and limited or no evidence of an emergent pattern of assess/curricular or pedagogical change/reassess is demonstrated.	1
Recommendations: Statements of programmatic and curricular improvement should be included in the assessment report.				

Use of Results for Programmatic Change to Improve Student Learning, Achievement and Success – Part 2				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Improvement of Assessment Process (mechanics)	Past and current assessment process are critically evaluated, including acknowledgement of flaws, present and intended improvements to process are identified (when needed) and specific changes to the assessment process are detailed.	Past and current assessment process are critically evaluated, including acknowledgement of flaws, present and intended improvements to process are identified (when needed) and moderate changes to the assessment process, or general plans for improvement of assessment process are proposed.	Past and current assessment process are sporadically evaluated, including acknowledgement of flaws, but no evidence of improving upon past assessment or making plans to improve assessment in future iterations is proposed.	1
Recommendations: Statements of improvement of assessment process should be included in the assessment report.				



College of Professional Studies

TO: J. Wylie Sirk, Ph.D. Program Director, Educational Leadership
FROM: CPS Faculty Governance Committee
DATE: December 10th, 2018
RE: Evaluation of Educational Leadership Assessment Reports

CPS Faculty Governance Committee was charged to evaluate the Educational Leadership Assessment Reports using Appendix D "PFW Assessment Progress Worksheet" of the Senate Document SD 15-6.

Based on the submitted Educational Leadership Assessment Reports, it is evident that Educational Leadership's student academic achievement goals have been met.

The following suggestions are offered to meet the requirements outlined in SD 15-16:

1. Descriptions of ELCC standards would help explain course map of program standards.
2. Descriptions of each class would help explain student engagement.
3. PFW Baccalaureate Framework is not applicable to advanced (graduate) programs.

Educational Leadership Advanced (Masters) Program

Clearly Stated Programmatic Student Learning Outcomes (SLOs)				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Clarity and specificity	All SLOs are stated with clarity and specificity including precise verbs and rich descriptions of the knowledge, skills and value domains expected of students upon completing the program.	SLOs generally contain precise verbs, rich description of the knowledge, skills and value domains expected of students.	SLOs are inconsistently defined for the program, descriptions of the knowledge, skill and value domains are present but lack consistent precision.	3
Student-Centered	All SLOs are stated in student-centered terms (i.e. what a student should know, think, or do).	Most SLOs are stated in student-centered terms.	Some SLO's are stated in student-centered terms.	3
Expectation Level	SLO's exceed basic expectations established by the University and other necessary approving organizations required of the submitting unit.	SLO's meet the basic expectations established by the University and other necessary approving organizations required of the submitting unit.	SLOs meet only a portion of the expectations established by the University or other necessary approving organizations required of the submitting unit.	3
Recommendations:				

Programmatic Curricular Map				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Content Alignment	All SLOs are mapped to common classes or learning activities expected of all students completing the program.	Most SLOs are mapped to common classes or learning activities expected of all students completing the program.	Common classes or learning activities are identified for all students completing the program but most SLO's are not clearly mapped to classes or activities.	3
Student Learning Development of SLOs (Learning Benchmarks)	Curricular Map clearly identifies the progression of student learning relative to all SLOs at specific points in the curriculum.	Curricular Map identifies levels of expected learning relative to most SLOs at specific points in the curriculum.	Curricular Map identifies expected levels of learning for some SLOs at specific points in the curriculum.	2
Student Engagement	Classes and/or activities engage students in the work outlined in the SLOs.	Classes and/or activities engage students in the work outlined by most of the SLOs	Classes and/or activities do not consistently engage students in the work outlined by most of the SLOs.	1
Recommendations: Descriptions of ELCC standard would help understand course map of program standards. Descriptions of each class would help understand student engagement.				

Alignment with PFW Baccalaureate Framework				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
PFW Baccalaureate Framework Alignment	Specific, clearly defined, student-centered Program Level SLO's are aligned to all foundation areas of the PFW Baccalaureate Framework.	Generally defined student centered Program-Level SLO's are aligned to all foundation areas of the PFW Baccalaureate Framework.	Program-Level SLO's are aligned to some foundation areas of the PFW Baccalaureate Framework.	N/A
Recommendations: PFW Baccalaureate Framework is not applicable to advanced (graduate) programs.				

Assessment Plan – Part 1				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Relationship between assessments and SLOs	Detail is provided regarding SLO-to-measure match. Specific items included on the assessment are linked to SLOs. The match is affirmed by faculty subject experts.	Description of how SLOs relate to assessment is general but sufficient to show alignment.	Description of how SLOs relate to assessment is incomplete or too general to provide sufficient information for use in determining progress toward SLO.	3
Types of Measures	All SLOs are assessed using at least two measures including at least one direct measure	Most SLOs are assessed using at least one direct measure.	Most SLOs are either assessed using only indirect measures or are not assessed.	3
Recommendations:				

Assessment Plan – Part 2				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Established Results	Statements of desired results (data targets) provide useful comparisons and detailed timelines for completion.	Statements of desired results provide a basic data target and a general timeline for completion.	Statements of desired results are missing or unrealistic for completion.	3
Data Collection and Design Integrity	The data collection process is sound, clearly explained, and appropriately specific to be actionable.	Enough information is provided to understand the data collection process with limited methodological concerns.	Limited information is provided about the data collection process or includes sufficient flaws to nullify any conclusions drawn from the data	3
Evidence of Reliability of Measures	Methods used to ensure reliability of findings are clearly explained and consistently support drawing meaningful conclusions.	Methods used to ensure reliability of findings are stated and generally support drawing meaningful conclusions.	Methods to ensure reliability of findings are insufficient for drawing meaningful conclusions.	3
Recommendations:				

Reporting Results				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Presentation of Results	Results are clearly present and directly related to SLOs. Results consistently demonstrate student achievement relative to stated SLOs. Results are derived from generally accepted practices for student learning outcomes assessment.	Results are present and related to SLOs. Results generally demonstrate student achievement relative to stated SLOs. Results are derived from generally accepted practices for student learning outcomes assessment.	Results are provided but do not clearly relate to SLO's. Results inconsistently demonstrate student achievement relative to stated SLO's. Use of generally accepted practices for student learning outcomes assessment is unclear.	3
Historical Results	Past iterations of results are provided for most assessments to provide context for current results.	Past iterations of results are provided for the majority of assessments to provide context for current results.	Limited or no iterations of prior results are provided.	3
Interpretation of Results	Interpretations of results are reasonable given the SLOs, desired levels of student learning and methodology employed. Multiple faculty interpreted the results including an interpretation of how classes/activities might have affected the results.	Interpretations of results are reasonable given the SLO's, desired levels of student learning and methodology employed. Multiple faculty interpreted the results.	Interpretation of results does not adequately refer to stated SLO's or identify expectations for student learning relative to SLO's. The interpretation does not include multiple faculty.	3
Recommendations:				

Report Dissemination and Collaboration				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Documents and results are shared with faculty	Information is routinely provided to all faculty with multiple opportunities for collaboration to build meaningful future plans.	Information is provided to all faculty through an effective mode and with sufficient detail to be meaningful.	Information is not distributed to all faculty or provides insufficient detail to be meaningful.	3
Documents and results are shared with other stakeholders	Information is routinely provided to stakeholders (beyond faculty) with multiple opportunities for collaboration to build meaningful future plans.	Information is shared with stakeholders (beyond faculty) through an effective mode and with sufficient detail to be meaningful.	Information is not distributed to stakeholders (beyond faculty) or provides insufficient detail to be meaningful.	3
Recommendations:				

Use of Results for Programmatic Change to Improve Student Learning, Achievement and Success – Part 1				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Programmatic and Curricular Improvement	Evidence reported demonstrates a consistent pattern of an integrated assessment, pedagogy and curricular approach that assesses student performance relative to SLOs, uses assessment data to make curricular and/or pedagogical changes and reassesses learning to determine how or the extent to which the change positively influenced student learning.	Evidence reported demonstrates assessment of student learning relative to SLO's and describes curricular and/or pedagogical changes planned or made as a result of assessment of student learning. Some evidence of an emergent pattern of assess/curricular or pedagogical change/reassess is demonstrated.	Assessment findings are reported but insufficient evidence of curricular or pedagogical changes are present and limited or no evidence of an emergent pattern of assess/curricular or pedagogical change/reassess is demonstrated.	3
Recommendations:				

Use of Results for Programmatic Change to Improve Student Learning, Achievement and Success – Part 2				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Improvement of Assessment Process (mechanics)	Past and current assessment process are critically evaluated, including acknowledgement of flaws, present and intended improvements to process are identified (when needed) and specific changes to the assessment process are detailed.	Past and current assessment process are critically evaluated, including acknowledgement of flaws, present and intended improvements to process are identified (when needed) and moderate changes to the assessment process, or general plans for improvement of assessment process are proposed.	Past and current assessment process are sporadically evaluated, including acknowledgement of flaws, but no evidence of improving upon past assessment or making plans to improve assessment in future iterations is proposed.	3
Recommendations:				



College of Professional Studies

TO: Dr. John Niser., Chair, HTM
FROM: CPS Faculty Governance Committee
DATE: January 8, 2019
RE: Evaluation of HTM Assessment Reports

CPS Faculty Governance Committee was charged to evaluate the HTM Assessment Reports using Appendix D “PFW Assessment Progress Worksheet” of the Senate Document SD 15-6.

Based on the HTM Assessment Report for Academic Report and assessed from the College Level Rubric criteria the following recommendations are below. Attached are additional details provided in the College Level Rubric.

The following suggestions are offered to meet the requirements outlined in SD 15-16:

1. A curriculum map should be provided with expected levels of learning.
2. Assessed courses should be identified by course numbers for clarity.
3. SLOs should be provided by course and level of achievement for all programming.
4. Evidence of reliability of measures is not clear.
5. Baccalaureate Framework mapping is required.
6. Please follow the PFW template for assessment report.

Clearly Stated Programmatic Student Learning Outcomes (SLOs)				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Clarity and specificity	All SLOs are stated with clarity and specificity including precise verbs and rich descriptions of the knowledge, skills and value domains expected of students upon completing the program.	SLOs generally contain precise verbs, rich description of the knowledge, skills and value domains expected of students.	SLOs are inconsistently defined for the program, descriptions of the knowledge, skill and value domains are present but lack consistent precision.	2
Student-Centered	All SLOs are stated in student-centered terms (i.e. what a student should know, think, or do).	Most SLOs are stated in student-centered terms.	Some SLO's are stated in student-centered terms.	2
Expectation Level	SLO's exceed basic expectations established by the University and other necessary approving organizations required of the submitting unit.	SLO's meet the basic expectations established by the University and other necessary approving organizations required of the submitting unit.	SLOs meet only a portion of the expectations established by the University or other necessary approving organizations required of the submitting unit.	3
Recommendations:				

Programmatic Curricular Map				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Content Alignment	All SLOs are mapped to common classes or learning activities expected of all students completing the program.	Most SLOs are mapped to common classes or learning activities expected of all students completing the program.	Common classes or learning activities are identified for all students completing the program but most SLO's are not clearly mapped to classes or activities.	1
Student Learning Development of SLOs (Learning Benchmarks)	Curricular Map clearly identifies the progression of student learning relative to all SLOs at specific points in the curriculum.	Curricular Map identifies levels of expected learning relative to most SLOs at specific points in the curriculum.	Curricular Map identifies expected levels of learning for some SLOs at specific points in the curriculum.	2
Student Engagement	Classes and/or activities engage students in the work outlined in the SLOs.	Classes and/or activities engage students in the work outlined by most of the SLOs	Classes and/or activities do not consistently engage students in the work outlined by most of the SLOs.	1
Recommendations: Descriptions of each class would help understand student engagement.				

Alignment with PFW Baccalaureate Framework				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
PFW Baccalaureate Framework Alignment	Specific, clearly defined, student-centered Program Level SLO's are aligned to all foundation areas of the PFW Baccalaureate Framework.	Generally defined student centered Program-Level SLO's are aligned to all foundation areas of the PFW Baccalaureate Framework.	Program-Level SLO's are aligned to some foundation areas of the PFW Baccalaureate Framework.	1
Recommendations: Alignment is not clear.				

Assessment Plan – Part 1				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Relationship between assessments and SLOs	Detail is provided regarding SLO-to-measure match. Specific items included on the assessment are linked to SLOs. The match is affirmed by faculty subject experts.	Description of how SLOs relate to assessment is general but sufficient to show alignment.	Description of how SLOs relate to assessment is incomplete or too general to provide sufficient information for use in determining progress toward SLO.	2
Types of Measures	All SLOs are assessed using at least two measures including at least one direct measure	Most SLOs are assessed using at least one direct measure.	Most SLOs are either assessed using only indirect measures or are not assessed.	2
Recommendations:				

Assessment Plan – Part 2				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Established Results	Statements of desired results (data targets) provide useful comparisons and detailed timelines for completion.	Statements of desired results provide a basic data target and a general timeline for completion.	Statements of desired results are missing or unrealistic for completion.	3
Data Collection and Design Integrity	The data collection process is sound, clearly explained, and appropriately specific to be actionable.	Enough information is provided to understand the data collection process with limited methodological concerns.	Limited information is provided about the data collection process or includes sufficient flaws to nullify any conclusions drawn from the data	2
Evidence of Reliability of Measures	Methods used to ensure reliability of findings are clearly explained and consistently support drawing meaningful conclusions.	Methods used to ensure reliability of findings are stated and generally support drawing meaningful conclusions.	Methods to ensure reliability of findings are insufficient for drawing meaningful conclusions.	1
Recommendations: Evidence of reliability of measures is not clear.				

Reporting Results				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Presentation of Results	Results are clearly present and directly related to SLOs. Results consistently demonstrate student achievement relative to stated SLOs. Results are derived from generally accepted practices for student learning outcomes assessment.	Results are present and related to SLOs. Results generally demonstrate student achievement relative to stated SLOs. Results are derived from generally accepted practices for student learning outcomes assessment.	Results are provided but do not clearly relate to SLO's. Results inconsistently demonstrate student achievement relative to stated SLO's. Use of generally accepted practices for student learning outcomes assessment is unclear.	3
Historical Results	Past iterations of results are provided for most assessments to provide context for current results.	Past iterations of results are provided for the majority of assessments to provide context for current results.	Limited or no iterations of prior results are provided.	2
Interpretation of Results	Interpretations of results are reasonable given the SLOs, desired levels of student learning and methodology employed. Multiple faculty interpreted the results including an interpretation of how classes/activities might have affected the results.	Interpretations of results are reasonable given the SLO's, desired levels of student learning and methodology employed. Multiple faculty interpreted the results.	Interpretation of results does not adequately refer to stated SLO's or identify expectations for student learning relative to SLO's. The interpretation does not include multiple faculty.	3
Recommendations:				

Report Dissemination and Collaboration				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Documents and results are shared with faculty	Information is routinely provided to all faculty with multiple opportunities for collaboration to build meaningful future plans.	Information is provided to all faculty through an effective mode and with sufficient detail to be meaningful.	Information is not distributed to all faculty or provides insufficient detail to be meaningful.	3
Documents and results are shared with other stakeholders	Information is routinely provided to stakeholders (beyond faculty) with multiple opportunities for collaboration to build meaningful future plans.	Information is shared with stakeholders (beyond faculty) through an effective mode and with sufficient detail to be meaningful.	Information is not distributed to stakeholders (beyond faculty) or provides insufficient detail to be meaningful.	3
Recommendations:				

Use of Results for Programmatic Change to Improve Student Learning, Achievement and Success – Part 1				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Programmatic and Curricular Improvement	Evidence reported demonstrates a consistent pattern of an integrated assessment, pedagogy and curricular approach that assesses student performance relative to SLOs, uses assessment data to make curricular and/or pedagogical changes and reassesses learning to determine how or the extent to which the change positively influenced student learning.	Evidence reported demonstrates assessment of student learning relative to SLO's and describes curricular and/or pedagogical changes planned or made as a result of assessment of student learning. Some evidence of an emergent pattern of assess/curricular or pedagogical change/reassess is demonstrated.	Assessment findings are reported but insufficient evidence of curricular or pedagogical changes are present and limited or no evidence of an emergent pattern of assess/curricular or pedagogical change/reassess is demonstrated.	2
Recommendations:				

Use of Results for Programmatic Change to Improve Student Learning, Achievement and Success – Part 2				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Improvement of Assessment Process (mechanics)	Past and current assessment process are critically evaluated, including acknowledgement of flaws, present and intended improvements to process are identified (when needed) and specific changes to the assessment process are detailed.	Past and current assessment process are critically evaluated, including acknowledgement of flaws, present and intended improvements to process are identified (when needed) and moderate changes to the assessment process, or general plans for improvement of assessment process are proposed.	Past and current assessment process are sporadically evaluated, including acknowledgement of flaws, but no evidence of improving upon past assessment or making plans to improve assessment in future iterations is proposed.	2
Recommendations: <ol style="list-style-type: none"> 1. A curriculum map should be provided with expected levels of learning. 2. Assessed courses should be identified by course numbers for clarity 3. SLOs should be provided by course and level of achievement. 4. Baccalaureate Framework mapping is required. 				



College of Professional Studies

TO: Isabel Nunez, Ph.D., Director, School of Education
FROM: CPS Faculty Governance Committee
DATE: December 14, 2018
RE: Evaluation of School of Education, Initial Programs Assessment Reports

A CPS Faculty Governance Committee member, Andrea Bales, was charged to evaluate the School of Education, Initial Programs Assessment Reports using Appendix D “PFW Assessment Progress Worksheet” of the Senate Document SD 15-6.

Based on the submitted SOE Initial Programs Report, it is evident that the SOE Initial Program’s student academic achievement goals have been met.

The following notation is offered to clarify the rating for Assessment Plan – Part 2, Established Results

1. As all benchmarks are being met, detailed timelines for completion are not necessary.

Initial Program

Clearly Stated Programmatic Student Learning Outcomes (SLOs)				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Clarity and specificity	All SLOs are stated with clarity and specificity including precise verbs and rich descriptions of the knowledge, skills and value domains expected of students upon completing the program.	SLOs generally contain precise verbs, rich description of the knowledge, skills and value domains expected of students.	SLOs are inconsistently defined for the program, descriptions of the knowledge, skill and value domains are present but lack consistent precision.	3
Student-Centered	All SLOs are stated in student-centered terms (i.e. what a student should know, think, or do).	Most SLOs are stated in student-centered terms.	Some SLO's are stated in student-centered terms.	3
Expectation Level	SLO's exceed basic expectations established by the University and other necessary approving organizations required of the submitting unit.	SLO's meet the basic expectations established by the University and other necessary approving organizations required of the submitting unit.	SLOs meet only a portion of the expectations established by the University or other necessary approving organizations required of the submitting unit.	3
Recommendations:				

Initial Program

Programmatic Curricular Map				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Content Alignment	All SLOs are mapped to common classes or learning activities expected of all students completing the program.	Most SLOs are mapped to common classes or learning activities expected of all students completing the program.	Common classes or learning activities are identified for all students completing the program but most SLO's are not clearly mapped to classes or activities.	3
Student Learning Development of SLOs (Learning Benchmarks)	Curricular Map clearly identifies the progression of student learning relative to all SLOs at specific points in the curriculum.	Curricular Map identifies levels of expected learning relative to most SLOs at specific points in the curriculum.	Curricular Map identifies expected levels of learning for some SLOs at specific points in the curriculum.	3
Student Engagement	Classes and/or activities engage students in the work outlined in the SLOs.	Classes and/or activities engage students in the work outlined by most of the SLOs	Classes and/or activities do not consistently engage students in the work outlined by most of the SLOs.	3
Recommendations:				

Initial Program

Alignment with PFW Baccalaureate Framework				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
IPFW Baccalaureate Framework Alignment	Specific, clearly defined, student-centered Program Level SLO's are aligned to all foundation areas of the IPFW Baccalaureate Framework.	Generally defined student centered Program-Level SLO's are aligned to all foundation areas of the IPFW Baccalaureate Framework.	Program-Level SLO's are aligned to some foundation areas of the IPFW Baccalaureate Framework.	3
Recommendations:				

Initial Program

Assessment Plan – Part 1				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Relationship between assessments and SLOs	Detail is provided regarding SLO-to-measure match. Specific items included on the assessment are linked to SLOs. The match is affirmed by faculty subject experts.	Description of how SLOs relate to assessment is general but sufficient to show alignment.	Description of how SLOs relate to assessment is incomplete or too general to provide sufficient information for use in determining progress toward SLO.	3
Types of Measures	All SLOs are assessed using at least two measures including at least one direct measure	Most SLOs are assessed using at least one direct measure.	Most SLOs are either assessed using only indirect measures or are not assessed.	3
Recommendations:				

Assessment Plan – Part 2				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Established Results	Statements of desired results (data targets) provide useful comparisons and detailed timelines for completion.	Statements of desired results provide a basic data target and a general timeline for completion.	Statements of desired results are missing or unrealistic for completion.	3 – Benchmarks are met; timelines are not applicable
Data Collection and Design Integrity	The data collection process is sound, clearly explained, and appropriately specific to be actionable.	Enough information is provided to understand the data collection process with limited methodological concerns.	Limited information is provided about the data collection process or includes sufficient flaws to nullify any conclusions drawn from the data	3
Evidence of Reliability of Measures	Methods used to ensure reliability of findings are clearly explained and consistently support drawing meaningful conclusions.	Methods used to ensure reliability of findings are stated and generally support drawing meaningful conclusions.	Methods to ensure reliability of findings are insufficient for drawing meaningful conclusions.	3
Recommendations:				

Initial Program

Reporting Results				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Presentation of Results	Results are clearly present and directly related to SLOs. Results consistently demonstrate student achievement relative to stated SLOs. Results are derived from generally accepted practices for student learning outcomes assessment.	Results are present and related to SLOs. Results generally demonstrate student achievement relative to stated SLOs. Results are derived from generally accepted practices for student learning outcomes assessment.	Results are provided but do not clearly relate to SLO's. Results inconsistently demonstrate student achievement relative to stated SLO's. Use of generally accepted practices for student learning outcomes assessment is unclear.	3
Historical Results	Past iterations of results are provided for most assessments to provide context for current results.	Past iterations of results are provided for the majority of assessments to provide context for current results.	Limited or no iterations of prior results are provided.	3
Interpretation of Results	Interpretations of results are reasonable given the SLOs, desired levels of student learning and methodology employed. Multiple faculty interpreted the results including an interpretation of how classes/activities might have affected the results.	Interpretations of results are reasonable given the SLO's, desired levels of student learning and methodology employed. Multiple faculty interpreted the results.	Interpretation of results does not adequately refer to stated SLO's or identify expectations for student learning relative to SLO's. The interpretation does not include multiple faculty.	3
Recommendations:				

Report Dissemination and Collaboration				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Documents and results are shared with faculty	Information is routinely provided to all faculty with multiple opportunities for collaboration to build meaningful future plans.	Information is provided to all faculty through an effective mode and with sufficient detail to be meaningful.	Information is not distributed to all faculty or provides insufficient detail to be meaningful.	3
Documents and results are shared with other stakeholders	Information is routinely provided to stakeholders (beyond faculty) with multiple opportunities for collaboration to build meaningful future plans.	Information is shared with stakeholders (beyond faculty) through an effective mode and with sufficient detail to be meaningful.	Information is not distributed to stakeholders (beyond faculty) or provides insufficient detail to be meaningful.	3
Recommendations:				

Use of Results for Programmatic Change to Improve Student Learning, Achievement and Success – Part 1				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Programmatic and Curricular Improvement	Evidence reported demonstrates a consistent pattern of an integrated assessment, pedagogy and curricular approach that assesses student performance relative to SLOs, uses assessment data to make curricular and/or pedagogical changes and reassesses learning to determine how or the extent to which the change positively influenced student learning.	Evidence reported demonstrates assessment of student learning relative to SLO's and describes curricular and/or pedagogical changes planned or made as a result of assessment of student learning. Some evidence of an emergent pattern of assess/curricular or pedagogical change/reassess is demonstrated.	Assessment findings are reported but insufficient evidence of curricular or pedagogical changes are present and limited or no evidence of an emergent pattern of assess/curricular or pedagogical change/reassess is demonstrated.	3
Recommendations:				

Use of Results for Programmatic Change to Improve Student Learning, Achievement and Success – Part 2				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Improvement of Assessment Process (mechanics)	Past and current assessment process are critically evaluated, including acknowledgement of flaws, present and intended improvements to process are identified (when needed) and specific changes to the assessment process are detailed.	Past and current assessment process are critically evaluated, including acknowledgement of flaws, present and intended improvements to process are identified (when needed) and moderate changes to the assessment process, or general plans for improvement of assessment process are proposed.	Past and current assessment process are sporadically evaluated, including acknowledgement of flaws, but no evidence of improving upon past assessment or making plans to improve assessment in future iterations is proposed.	3
Recommendations:				



College of Professional Studies

TO: Patricia Eber, Ph.D., Chair, Human Services
FROM: CPS Faculty Governance Committee
DATE: January 8, 2019
RE: Evaluation of Human Services Assessment Reports

CPS Faculty Governance Committee was charged to evaluate the Human Services Assessment Reports using Appendix D “PFW Assessment Progress Worksheet” of the Senate Document SD 15-6.

Based on the submitted Human Services Assessment Reports, it is evident that Human Services’ student academic achievement goals have been met.

The following suggestions are offered to meet the requirements outlined in SD 15-16:

1. A concise description of levels of achievement should be provided.
2. Some SLOs appear not to have been assess for some of the courses. It is recommended that an “N/A” category be introduced in order to eliminate the impression that some SLOs are not assess for some courses.
3. “Levels of Student Engagement” are not apparent from the curriculum map. They should be introduced.
4. Evidence of reliability of measures is not clear.

Clearly Stated Programmatic Student Learning Outcomes (SLOs)				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Clarity and specificity	All SLOs are stated with clarity and specificity including precise verbs and rich descriptions of the knowledge, skills and value domains expected of students upon completing the program.	SLOs generally contain precise verbs, rich description of the knowledge, skills and value domains expected of students.	SLOs are inconsistently defined for the program, descriptions of the knowledge, skill and value domains are present but lack consistent precision.	3
Student-Centered	All SLOs are stated in student-centered terms (i.e. what a student should know, think, or do).	Most SLOs are stated in student-centered terms.	Some SLO's are stated in student-centered terms.	3
Expectation Level	SLO's exceed basic expectations established by the University and other necessary approving organizations required of the submitting unit.	SLO's meet the basic expectations established by the University and other necessary approving organizations required of the submitting unit.	SLOs meet only a portion of the expectations established by the University or other necessary approving organizations required of the submitting unit.	3
Recommendations:				

Programmatic Curricular Map				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Content Alignment	All SLOs are mapped to common classes or learning activities expected of all students completing the program.	Most SLOs are mapped to common classes or learning activities expected of all students completing the program.	Common classes or learning activities are identified for all students completing the program but most SLO's are not clearly mapped to classes or activities.	3
Student Learning Development of SLOs (Learning Benchmarks)	Curricular Map clearly identifies the progression of student learning relative to all SLOs at specific points in the curriculum.	Curricular Map identifies levels of expected learning relative to most SLOs at specific points in the curriculum.	Curricular Map identifies expected levels of learning for some SLOs at specific points in the curriculum.	2
Student Engagement	Classes and/or activities engage students in the work outlined in the SLOs.	Classes and/or activities engage students in the work outlined by most of the SLOs	Classes and/or activities do not consistently engage students in the work outlined by most of the SLOs.	1
Recommendations: Descriptions of each class would help understand student engagement.				

Alignment with PFW Baccalaureate Framework				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
PFW Baccalaureate Framework Alignment	Specific, clearly defined, student-centered Program Level SLO's are aligned to all foundation areas of the PFW Baccalaureate Framework.	Generally defined student centered Program-Level SLO's are aligned to all foundation areas of the PFW Baccalaureate Framework.	Program-Level SLO's are aligned to some foundation areas of the PFW Baccalaureate Framework.	3
Recommendations:				

Assessment Plan – Part 1				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Relationship between assessments and SLOs	Detail is provided regarding SLO-to-measure match. Specific items included on the assessment are linked to SLOs. The match is affirmed by faculty subject experts.	Description of how SLOs relate to assessment is general but sufficient to show alignment.	Description of how SLOs relate to assessment is incomplete or too general to provide sufficient information for use in determining progress toward SLO.	3
Types of Measures	All SLOs are assessed using at least two measures including at least one direct measure	Most SLOs are assessed using at least one direct measure.	Most SLOs are either assessed using only indirect measures or are not assessed.	3
Recommendations:				

Assessment Plan – Part 2				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Established Results	Statements of desired results (data targets) provide useful comparisons and detailed timelines for completion.	Statements of desired results provide a basic data target and a general timeline for completion.	Statements of desired results are missing or unrealistic for completion.	3
Data Collection and Design Integrity	The data collection process is sound, clearly explained, and appropriately specific to be actionable.	Enough information is provided to understand the data collection process with limited methodological concerns.	Limited information is provided about the data collection process or includes sufficient flaws to nullify any conclusions drawn from the data	2
Evidence of Reliability of Measures	Methods used to ensure reliability of findings are clearly explained and consistently support drawing meaningful conclusions.	Methods used to ensure reliability of findings are stated and generally support drawing meaningful conclusions.	Methods to ensure reliability of findings are insufficient for drawing meaningful conclusions.	1
Recommendations: Evidence of reliability of measures is not clear.				

Reporting Results				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Presentation of Results	Results are clearly present and directly related to SLOs. Results consistently demonstrate student achievement relative to stated SLOs. Results are derived from generally accepted practices for student learning outcomes assessment.	Results are present and related to SLOs. Results generally demonstrate student achievement relative to stated SLOs. Results are derived from generally accepted practices for student learning outcomes assessment.	Results are provided but do not clearly relate to SLO's. Results inconsistently demonstrate student achievement relative to stated SLO's. Use of generally accepted practices for student learning outcomes assessment is unclear.	3
Historical Results	Past iterations of results are provided for most assessments to provide context for current results.	Past iterations of results are provided for the majority of assessments to provide context for current results.	Limited or no iterations of prior results are provided.	1
Interpretation of Results	Interpretations of results are reasonable given the SLOs, desired levels of student learning and methodology employed. Multiple faculty interpreted the results including an interpretation of how classes/activities might have affected the results.	Interpretations of results are reasonable given the SLO's, desired levels of student learning and methodology employed. Multiple faculty interpreted the results.	Interpretation of results does not adequately refer to stated SLO's or identify expectations for student learning relative to SLO's. The interpretation does not include multiple faculty.	3
Recommendations:				

Report Dissemination and Collaboration				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Documents and results are shared with faculty	Information is routinely provided to all faculty with multiple opportunities for collaboration to build meaningful future plans.	Information is provided to all faculty through an effective mode and with sufficient detail to be meaningful.	Information is not distributed to all faculty or provides insufficient detail to be meaningful.	3
Documents and results are shared with other stakeholders	Information is routinely provided to stakeholders (beyond faculty) with multiple opportunities for collaboration to build meaningful future plans.	Information is shared with stakeholders (beyond faculty) through an effective mode and with sufficient detail to be meaningful.	Information is not distributed to stakeholders (beyond faculty) or provides insufficient detail to be meaningful.	3
Recommendations:				

Use of Results for Programmatic Change to Improve Student Learning, Achievement and Success – Part 1				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Programmatic and Curricular Improvement	Evidence reported demonstrates a consistent pattern of an integrated assessment, pedagogy and curricular approach that assesses student performance relative to SLOs, uses assessment data to make curricular and/or pedagogical changes and reassesses learning to determine how or the extent to which the change positively influenced student learning.	Evidence reported demonstrates assessment of student learning relative to SLO's and describes curricular and/or pedagogical changes planned or made as a result of assessment of student learning. Some evidence of an emergent pattern of assess/curricular or pedagogical change/reassess is demonstrated.	Assessment findings are reported but insufficient evidence of curricular or pedagogical changes are present and limited or no evidence of an emergent pattern of assess/curricular or pedagogical change/reassess is demonstrated.	3
Recommendations:				

Use of Results for Programmatic Change to Improve Student Learning, Achievement and Success – Part 2				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Improvement of Assessment Process (mechanics)	Past and current assessment process are critically evaluated, including acknowledgement of flaws, present and intended improvements to process are identified (when needed) and specific changes to the assessment process are detailed.	Past and current assessment process are critically evaluated, including acknowledgement of flaws, present and intended improvements to process are identified (when needed) and moderate changes to the assessment process, or general plans for improvement of assessment process are proposed.	Past and current assessment process are sporadically evaluated, including acknowledgement of flaws, but no evidence of improving upon past assessment or making plans to improve assessment in future iterations is proposed.	3
Recommendations: <ol style="list-style-type: none"> 1. A concise description of “levels of Achievement” should be provided. 2. Some SLOs appear not to have been assess for some of the courses. It is recommended that a “N/A” category be introduced in order to eliminate the impression that some SLOs are not assess for some courses. 3. “Levels of Student Engagement” are not apparent from the curriculum map. They should be introduced. 				



College of Professional Studies

TO: Jane Leather, Ph.D., Director, Special Education Program

FROM: CPS Faculty Governance Committee

DATE: December 14, 2018

RE: Evaluation of Special Education Graduate Level Assessment Reports

A CPS Faculty Governance Committee member, Andrea Bales, was charged to evaluate the Special Education Graduate Level Assessment Reports using Appendix D “PFW Assessment Progress Worksheet” of the Senate Document SD 15-6.

Based on the submitted Special Education Graduate Level Assessment Report, it is evident that Special Education Graduate Level’s student academic achievement goals have been met.

The following notation is offered to clarify the rating for Assessment Plan – Part 2, Established Results

1. As all benchmarks are being met, detailed timelines for completion are not necessary.

The following suggestions are offered to meet the requirements outlined in SD-15-16:

1. PFW Baccalaureate Framework is not applicable to advanced (graduate) programs.
2. Continue efforts to enhance reliability and validity measures.
3. Using the Special Education Graduate Level newly established rubrics, begin to build historical record of annual assessments to provide context for results.

Special Education

Clearly Stated Programmatic Student Learning Outcomes (SLOs)				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Clarity and specificity	All SLOs are stated with clarity and specificity including precise verbs and rich descriptions of the knowledge, skills and value domains expected of students upon completing the program.	SLOs generally contain precise verbs, rich description of the knowledge, skills and value domains expected of students.	SLOs are inconsistently defined for the program, descriptions of the knowledge, skill and value domains are present but lack consistent precision.	3
Student-Centered	All SLOs are stated in student-centered terms (i.e. what a student should know, think, or do).	Most SLOs are stated in student-centered terms.	Some SLO's are stated in student-centered terms.	3
Expectation Level	SLO's exceed basic expectations established by the University and other necessary approving organizations required of the submitting unit.	SLO's meet the basic expectations established by the University and other necessary approving organizations required of the submitting unit.	SLOs meet only a portion of the expectations established by the University or other necessary approving organizations required of the submitting unit.	3
Recommendations:				

Programmatic Curricular Map				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Content Alignment	All SLOs are mapped to common classes or learning activities expected of all students completing the program.	Most SLOs are mapped to common classes or learning activities expected of all students completing the program.	Common classes or learning activities are identified for all students completing the program but most SLO's are not clearly mapped to classes or activities.	3
Student Learning Development of SLOs (Learning Benchmarks)	Curricular Map clearly identifies the progression of student learning relative to all SLOs at specific points in the curriculum.	Curricular Map identifies levels of expected learning relative to most SLOs at specific points in the curriculum.	Curricular Map identifies expected levels of learning for some SLOs at specific points in the curriculum.	3
Student Engagement	Classes and/or activities engage students in the work outlined in the SLOs.	Classes and/or activities engage students in the work outlined by most of the SLOs	Classes and/or activities do not consistently engage students in the work outlined by most of the SLOs.	3
Recommendations: Please use the term, "curricular map" instead of course mapping.				

Alignment with PFW Baccalaureate Framework				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
IPFW Baccalaureate Framework Alignment	Specific, clearly defined, student-centered Program Level SLO's are aligned to all foundation areas of the IPFW Baccalaureate Framework.	Generally defined student centered Program-Level SLO's are aligned to all foundation areas of the IPFW Baccalaureate Framework.	Program-Level SLO's are aligned to some foundation areas of the IPFW Baccalaureate Framework.	N/A
Recommendations: PFW Baccalaureate Framework is not applicable to advanced (graduate) programs.				

Assessment Plan – Part 1				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Relationship between assessments and SLOs	Detail is provided regarding SLO-to-measure match. Specific items included on the assessment are linked to SLOs. The match is affirmed by faculty subject experts.	Description of how SLOs relate to assessment is general but sufficient to show alignment.	Description of how SLOs relate to assessment is incomplete or too general to provide sufficient information for use in determining progress toward SLO.	3
Types of Measures	All SLOs are assessed using at least two measures including at least one direct measure	Most SLOs are assessed using at least one direct measure.	Most SLOs are either assessed using only indirect measures or are not assessed.	3
Recommendations:				

Assessment Plan – Part 2				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Established Results	Statements of desired results (data targets) provide useful comparisons and detailed timelines for completion.	Statements of desired results provide a basic data target and a general timeline for completion.	Statements of desired results are missing or unrealistic for completion.	3 – Benchmarks met; timelines not applicable
Data Collection and Design Integrity	The data collection process is sound, clearly explained, and appropriately specific to be actionable.	Enough information is provided to understand the data collection process with limited methodological concerns.	Limited information is provided about the data collection process or includes sufficient flaws to nullify any conclusions drawn from the data	3
Evidence of Reliability of Measures	Methods used to ensure reliability of findings are clearly explained and consistently support drawing meaningful conclusions.	Methods used to ensure reliability of findings are stated and generally support drawing meaningful conclusions.	Methods to ensure reliability of findings are insufficient for drawing meaningful conclusions.	2
Recommendations: Continue to enhance measures for reliability and validity Clarify how conclusions regarding reliability and validity are drawn				

Special Education

Reporting Results				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Presentation of Results	Results are clearly present and directly related to SLOs. Results consistently demonstrate student achievement relative to stated SLOs. Results are derived from generally accepted practices for student learning outcomes assessment.	Results are present and related to SLOs. Results generally demonstrate student achievement relative to stated SLOs. Results are derived from generally accepted practices for student learning outcomes assessment.	Results are provided but do not clearly relate to SLO's. Results inconsistently demonstrate student achievement relative to stated SLO's. Use of generally accepted practices for student learning outcomes assessment is unclear.	3
Historical Results	Past iterations of results are provided for most assessments to provide context for current results.	Past iterations of results are provided for the majority of assessments to provide context for current results.	Limited or no iterations of prior results are provided.	N/A First year for current rubrics; past results no comparable
Interpretation of Results	Interpretations of results are reasonable given the SLOs, desired levels of student learning and methodology employed. Multiple faculty interpreted the results including an interpretation of how classes/activities might have affected the results.	Interpretations of results are reasonable given the SLO's, desired levels of student learning and methodology employed. Multiple faculty interpreted the results.	Interpretation of results does not adequately refer to stated SLO's or identify expectations for student learning relative to SLO's. The interpretation does not include multiple faculty.	3
Recommendations:				

Report Dissemination and Collaboration				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Documents and results are shared with faculty	Information is routinely provided to all faculty with multiple opportunities for collaboration to build meaningful future plans.	Information is provided to all faculty through an effective mode and with sufficient detail to be meaningful.	Information is not distributed to all faculty or provides insufficient detail to be meaningful.	3
Documents and results are shared with other stakeholders	Information is routinely provided to stakeholders (beyond faculty) with multiple opportunities for collaboration to build meaningful future plans.	Information is shared with stakeholders (beyond faculty) through an effective mode and with sufficient detail to be meaningful.	Information is not distributed to stakeholders (beyond faculty) or provides insufficient detail to be meaningful.	3
Recommendations:				

Use of Results for Programmatic Change to Improve Student Learning, Achievement and Success – Part 1				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Programmatic and Curricular Improvement	Evidence reported demonstrates a consistent pattern of an integrated assessment, pedagogy and curricular approach that assesses student performance relative to SLOs, uses assessment data to make curricular and/or pedagogical changes and reassesses learning to determine how or the extent to which the change positively influenced student learning.	Evidence reported demonstrates assessment of student learning relative to SLO's and describes curricular and/or pedagogical changes planned or made as a result of assessment of student learning. Some evidence of an emergent pattern of assess/curricular or pedagogical change/reassess is demonstrated.	Assessment findings are reported but insufficient evidence of curricular or pedagogical changes are present and limited or no evidence of an emergent pattern of assess/curricular or pedagogical change/reassess is demonstrated.	3
Recommendations:				

Use of Results for Programmatic Change to Improve Student Learning, Achievement and Success – Part 2				
	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Improvement of Assessment Process (mechanics)	Past and current assessment process are critically evaluated, including acknowledgement of flaws, present and intended improvements to process are identified (when needed) and specific changes to the assessment process are detailed.	Past and current assessment process are critically evaluated, including acknowledgement of flaws, present and intended improvements to process are identified (when needed) and moderate changes to the assessment process, or general plans for improvement of assessment process are proposed.	Past and current assessment process are sporadically evaluated, including acknowledgement of flaws, but no evidence of improving upon past assessment or making plans to improve assessment in future iterations is proposed.	3
Recommendations:				

SCHOOL OF EDUCATION

EDUCATIONAL LEADERSHIP ASSESSMENT REPORT

Advanced (Masters) Program

Section 1: Student Learning Outcomes (SLOs)

Our advanced Educational Leadership (EDLE) program is guided by the following SLOs derived from the 2011 Educational Leadership Program Building Level Standards (ELCC). Leadership preparation include three dimensions:

1. Awareness – acquiring concepts, information, definitions and procedures
2. Understanding – interpreting, integrating and using knowledge and skills
3. Application – applying knowledge and skills to new or specific opportunities or problems

A synthesis of key content and high impact field-based experiences extended over time result in the candidates' demonstration of the professional knowledge, skills, and dispositions articulated in the ELCC standards.

1. Vision: The candidate demonstrates knowledge as a school building leader to promote the success of every learner through understanding principles for developing, articulating, implementing, and stewarding a school vision of learning and includes knowledge of the importance of shared school vision, mission, and goals for student success, which promotes continual learning success.
2. Learning Culture: The candidate applies knowledge as a school building leader to create a positive school culture and instructional program using effective practices that contribute to the academic success of all learners.
3. Management: The candidate applies knowledge as a school building leader to leverage organizational, operational, and resource management skills to support school improvement and contribute to the academic success of all learners.
4. Parents and Community: The candidate demonstrates an knowledge as a school building leader to build relationships that ensure all key stakeholders work collaboratively and effectively together, responding to diverse community interests and needs, mobilizing community resources and cultivating community partners in order to achieve transformative results.
5. Ethics: The candidate applies knowledge as a school building leader by acting with integrity and, fairness, and in an ethical manner to

support school policies and assurance of equitable practices, while supporting and communicating democratic values, equity, and diversity in order to ensure the success of all learners.

6. Politics: The candidate applies knowledge as a school building leader by using laws, policies, and leadership platforms to advocate for all students and families and act to influence policy makers in order to ensure the success of all learners.
7. Overall Field and Clinical Internships Experience: The candidate applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

Section 2: Curricular Maps

Throughout the program, courses blend theory and practice through course work and multiple and substantial field experiences in the P-12 school setting that are aligned with the SLO's in each of the ELCC standard areas. Note the PFW Baccalaureate Framework is not applicable to advanced programs.

Program Course of Study

EDU 50001	Introduction to Educational Leadership – Hybrid (3 hrs; must be taken first)
EDU 62400	The Principalship (K-12) – Online (3 hrs)
EDU 51000	School and Community Relations – Hybrid (3 hrs)
EDU 51500	Teacher Supervision and Evaluation – Online (3 hrs)
EDU 50002	Instruction in the Context of Curriculum – Online (3 hrs)
EDU 62000	Workshop/Selected Problems – Hybrid (3 hrs)
EDU 63800	Public School Personnel Management – Online (3 hrs)
EDU 63000	Economic Dimensions of Education – Hybrid (3 hrs)
EDU 60800	Legal Perspectives on Education – Hybrid (3 hrs)
EDU 69500	Practicum in Educational Leadership – Hybrid (3 hrs)

Course Map of Program Standards

C =coverage within the course

S = program Signature Assessment

ELCC Standards

	50001	51000	51500	60800	62400	63000	63800	69500	62000	50002
1.0	C									
1.1		C			C	C	C/S	C	C	C
1.2			C				C/S		C	C
1.3		C	C				C/S	C	C	C
1.4		C					C/S		C	C
2.0	C									
2.1				C	C		C/S	C/S	C	C
2.2		C					C/S	C/S	C	C
2.3			C				C/S	C/S	C	
2.4			C				C/S	C/S	C	
3.0	C									
3.1			C/S	C				C		
3.2			C/S	C		C				
3.3			C/S	C				C		
3.4			C/S							C
3.5			C/S							C
4.0	C									
4.1		C/S			C		C/S			
4.2		C/S			C		C/S	C		
4.3		C/S				C	C/S			
4.4		C/S			C		C/S	C		
5.0	C									
5.1			C/S		C					C
5.2			C/S							C
5.3			C/S	C	C			C		
5.4			C/S	C				C		
5.5			C/S			C		C		
6.0	C									
6.1		C/S		C/S	C			C		C
6.2		C/S		C/S	C	C				C
6.3		C/S		C/S	C			C	C	C
7.0								C/S	C	
	50001	51000	51500	60800	62400	63000	63800	69500	62000	50002

Section 3: Description of Assessment Plan

A. Description of Assessment Model

Throughout the program, assessment data provide information on individual and collective candidate performance and on program effectiveness. Assessments are based upon the Educational Unit Conceptual Framework, ELCC Standards (for Specialized Professional Associations [SPAs] program review which is part of Council for the Accreditation of Educator Preparation [CAEP] accreditation process), and Indiana Content Standards for Educators as direct evidence of candidate knowledge, skills, and dispositions. Additional evaluation of our program is based upon the Standards for Advanced Programs which is part of the CAEP accreditation process.

To ensure adequacy, all standards and elements have been reviewed and mapped across program courses to assure candidate understanding and to link them to research-based practices for application as a school leader. Both quantitative and qualitative data are captured electronically for regular review for the purpose of program improvement. Signature assessments are used in designated courses to provide not only assessment data for use by the instructor but also data to be used by the program. These assessments are placed throughout our program ending with our Practicum (EDU 69500).

B. Measures Used

Selection of signature assessments for this assessment report was based on providing early program, mid-program and completion of program signature assessments, thus demonstrating a broad scope review of our EDLE program. Signature assessments are used throughout the program in designated courses to check candidate learning against standard criteria. In addition, Review of Candidate Performance, (see Appendix C) using multiple measures, is completed for each candidate at least twice during the program. These measures included class achievement, academic enablers (dispositions) and signature assessments.

C. Rubrics

Performance on all signature assessments is measured by rubrics. These rubrics are developed to measure the content knowledge and

professional leadership skills of candidates, as well as the effectiveness of instruction and program design and implementation. Changes to these tools have been made from feedback provided by CAEP.

See Appendix A for assessment rubric as well as data.

D. Descriptions and Plan for Disseminating and Using Findings

Assessments are developed to focus on specific ELCC standards and elements using a designed project to evaluate the desired learning outcomes for each candidate. The candidate demonstrates their content knowledge and professional leadership skills through the completion of the required project for the assessment. The success of the project is based on meeting the requirements to be rated 'Acceptable' on the relevant rubric.

Our School of Education (SOE) provides guidance from our Continuous Improvement Annual Cycle (see Appendix B), which directs faculty to review the data each semester. Faculty in our program meet monthly to review and reflect on assessment results. These discussions focus on the continual relevant connections of ELCC standards as they relate to the practice of knowledge and course programming for candidates to continue to achieve at their highest levels. Faculty complete an After Action Research (AAR) form via Qualtrics for each assessment reviewed. At the end of the year, the AARs are reviewed as a meta-analysis and additional decisions are made and implemented.

Second, these data are shared with our Unit Advisory Council, which is comprised of community members who are stakeholders in our program. Their feedback and insights are shared back with faculty who account for them when making continuous improvement decisions.

Third, the results of these assessments are shared with our accrediting body, CAEP. The accreditation process also requires that we make the results of assessments public via our website.

Section 4: Assessment Results

A. Current Year Assessment Findings

The assessment findings for AY 2017-2018 are based upon program data gathered through the signature assessments. The results are organized by assessment.

Assessment #2 Evaluative Management Components of Human Resources (ELCC 1.0, 2.0, 4.0)

The assessment method for the Personnel Evaluation Model Study is based on the candidate meeting Acceptable levels on the rubric for this assessment (see Appendix A). Data for candidates completing this assignment in Fall 2016 and Fall 2017 were analyzed. Data indicated that in Fall 2016 9 out of 9 of the candidates exceeded the highest level at Target and Fall 2017 12 out of 12 were at least Acceptable with 100% meeting benchmark requirements (i.e., must have each criteria at an acceptable or target level of performance).

Assessment #3 Working with faculty on Instruction, Curriculum, Culture and Professional Development (ELCC 3.4, 3.5 and 5.1-5.4)

The assessment method for the Professional Development Plan is based on the candidate meeting Acceptable levels on the rubric for this assessment (see Appendix A). Data for candidates completing this assignment in Summer I 2017 and Summer I 2018 were analyzed. Data indicated that summer 2017, 7 out of 8 of the candidates were evaluated at the Acceptable or Target levels of performance in elements 3.4 and 3.5. One candidate was evaluated as Unacceptable in ELCC 3.4 thus resulting in 90% having met requirements for element 3.4 and 100% having met requirements for element 3.5. Data indicated that 8 out of 8 of the candidates were evaluated at the Acceptable or Target levels of performance in all five elements of Standard 5 (5.1-5.5) in this assessment, so 100% met requirements. Data for candidates from Summer I 2017 indicated that 7 out of 7 were evaluated at the Acceptable or Target levels of performance in both ELCC Standard 3 (3.4-3.5) and ELCC Standard 5.0 (5.1-5.5) in this assessment, so 100% met requirements. Data for candidates completing Summer I 2018 indicate that 4 out of 4 were evaluated at the Acceptable or Target levels of performance in both ELCC Standard 3 (3.4-3.5) and ELCC Standard 5.0 (5.1-5.5) in this assessment, so 100% met requirements.

Assessment #4 Professional Leadership Skill Application in Practicum School-level and School-scenario Settings (ELCC 2.1-2.4)

The assessment method for the School Setting Scenario Project, which is completed as a culmination project at the end of the program, is based on the candidate meeting Acceptable levels on the rubric for this assessment (see Appendix A). Data for candidates completing this assignment in Spring 2017 and Spring 2018 were analyzed. Data from Spring 2017 indicated that 8 out of 10 of the candidates were evaluated at the Acceptable or Target levels of performance in all four elements in this assessment. One candidate was Unacceptable on

element 2.4 and one candidate was Unacceptable on all four elements. Data for candidates completing this assignment in Spring 2018 indicate 11 out of 11 were evaluated at the Acceptable or Target levels of performance in all four elements (2.1-2.4) in this assessment, so 100% met requirements.

Assessment #7 School Legal Project: Knowing the Law as a Building Leader (ELCC 6.1-6.3)

The assessment method for the School Legal Project is based on the candidate meeting Acceptable levels on the rubric for this assessment (see Appendix A). Data for candidates completing this assignment in Summer II 2017 and Summer II 2018 were analyzed. Data from Summer II 2017 indicate that 11 out of 11 of the candidates were evaluated at the Acceptable or Target levels of performance in all three elements in this assessment. Data from Summer II 2018 indicate that 9 out of 9 were evaluated at the Acceptable or Target levels of performance in all three elements. For both applications of this assessment, Summer II 2017 and Summer II 2018, candidates met 100% of requirements.

B. Proposed Changes to Address Findings

Results of the AARs demonstrate the proposed changes in response to the program data gathered during AY 2017-2018. The results are organized by assessment.

Assessment #2 Evaluative Management Components of Human Resources (ELCC 1.0, 2.0, 4.0)

The data were analyzed and utilized to inform instruction and program improvement. Candidates are required to achieve at least Acceptable. All ELCC standard elements (1.0, 2.0 and 4.0) identified candidates at the Target level during fall 2016. Candidates during Fall 2017 were evaluated with 6 at Acceptable and 6 at Target. Faculty review identified a common indicator for receiving Acceptable rather than Target was that candidates did not identify evidence from multiple sources and provide clear explanation of theories. Faculty will direct students to resources that provide learning supports for use of multiple sources within the assessment. Faculty will continue to meet monthly to review and reflect on student surveys, assessments and student discussions from class sessions. These discussions will focus on the continual relevant connections of ELCC standards 1.0, 2.0, and 4.0 as they relate to the practice of knowledge and course programming for candidates to continue to achieve at their highest levels.

Assessment #3 Working with faculty on Instruction, Curriculum, Culture and Professional Development (ELCC 3.4, 3.5 and 5.1-5.4)
The data were analyzed and utilized to inform instruction and program improvement to support, all candidates reaching the Target level. Analyzing Summer I 2017, the two ELCC standard elements (3.4, 3.5) identified 5 candidates at the Target level. The application identifies 6 Target, 1 Acceptable, and 1 Unacceptable for element 3.4 and 7 Target and 1 Acceptable for element 3.5. As an example, in order for the candidate to meet at least Acceptable they must develop research-based school policies and practices that protect time and schedules to maximize teacher instructional time and student learning. Thus 90% of the candidates met requirements for ELCC element 3.4 and 100% of the candidates met requirements for ELCC element 3.5 during Summer I 2017. Faculty adjusted instruction and activities to align more closely with candidate practices to more effectively create school capacity for distributed leadership and ensure quality time that supports high quality school instruction and student learning (ELCC 3.4, 3.5). Additional instruction was necessary for the student not meeting the requirement for element 3.4 in order for the student to demonstrate staff involvement practice in professional development decision-making. All five Standard 5 elements (5.1-5.5) identified 5 out of 8 candidates at the Target level. One candidate scored at the Target level in elements 5.1, 5.2, 5.4, and 5.5, scoring Acceptable in element 5.3. The remaining two candidates scored Target in elements 5.2 and 5.3, scoring Acceptable in elements 5.1, 5.4, and 5.5. These results indicate 100% of candidates met requirements in elements 5.1-5.5.

Summer I 2018 data indicate 5 out of 7 candidates reached Target for all ELCC standard elements (3.4, 3.5; 5.1-5.5), one candidate scored Acceptable for ELCC standard element 5.5 and Target for all other ELCC standard elements, and one candidate scored Acceptable for ELCC standard element 3.4 and 5.5. These results indicate a mean improvement from 1.83 to 1.94. Faculty continue to discuss the results for additional methods of student feedback to improve alignment of elements through instruction. Faculty will make intentional decisions to identify areas of weakness in the student assignments that fall short of reaching Target to develop and incorporate information and activities for preparation within the program. Faculty will use the monthly meetings to develop additional feedback mechanisms to improve student learning as evidenced by performance on the assignment.

Assessment #4 Professional Leadership Skill Application in Practicum School-level and School-scenario Settings (ELCC 2.1-2.4)

The data were analyzed and utilized to inform instruction and program improvement to support, all candidates in reaching 100% of requirements. As indicated from Spring 2017, assessment, 10 candidates completed the assessment. All four ELCC standard elements identified 3 candidates at the Target level. The application indicates seven Target and two Acceptable for ELCC 2.1; eight Target and one Acceptable for ELCC 2.2; seven Target and two Acceptable for ELCC 2.3; and five Target and three Acceptable for ELCC 2.4.

Two candidates scored Unacceptable for ELCC 2.4. One of these two candidates scored Unacceptable for all elements. The candidate scoring Unacceptable for all elements did not pass the assignment; however, this was not indicative of the student's work throughout the program and their total quality of work was used for evaluation. During the semester there were family-related issues that required additional attention away from the normal course of study. The two students not meeting the requirement of Acceptable received additional instruction and remediation in the areas of deficiency.

For elements 2.1-2.3 candidates met requirements at 90% and for element 2.4 candidates met requirements at 80%. Faculty have discussed the results to determine methods of improvement in all four elements (2.1-2.4). Our faculty strives to support candidates to identify misunderstanding of methods and practices in order for them to more effectively create and sustain a school culture for high level learning through identifying and implementing school improvement goals that provides for the success of all students (ELCC 2.1). Faculty focus on candidates' learning practice of skills for collaboration with staff to plan, implement and evaluate a more aligned curriculum and to include designed evaluation systems based on multiple measures of teacher performance and student outcomes (ELCC 2.2). Assignments are coordinated among faculty to support candidate practice in the supervision of the instructional and leadership capacity of school staff (ELCC 2.3) with faculty examining more deeply the most appropriate embedded uses of technologies to support instruction, student achievement and continuous school improvement (ELCC 2.4) that will support candidate learning and practices.

Data for candidates completing this assignment in Spring 2018 reflect a sharp improvement with 11 out of 11 evaluated at the Target for ELCC standard elements 2.1, 2.2, and 2.3. Data indicates for ELCC standard elements 2.4 that 9 out of 11 candidates were evaluated at

Target and 2 out of 9 were evaluated at Acceptable, with 100% meeting requirements. Faculty working with candidates during the Practicum will coordinate these efforts of change and improvement while in the field observing of the candidates. Faculty will use the monthly meetings to develop additional feedback mechanisms to improve student learning as evidenced by performance on the assignment.

Assessment #7 School Legal Project: Knowing the Law as a Building Leader (ELCC 6.1-6.3)

The data were analyzed and utilized to inform instruction and program improvement. Summer II 2017 data indicate 9 out of 11 candidates at the Target level for all ELCC Standard 6 elements (6.1, 6.2, 6.3) and 2 out of 11 candidates at the Acceptable level. Summer II 2018 data indicate 6 out of 9 at the Target level for all ELCC Standard 6 elements (6.1, 6.2, 6.3) and 3 out of 9 candidates at the Acceptable level, with 100% meeting requirements. Results of faculty analysis of the data indicate an improved student understanding of skills required to advocate for school policies and programs that promote equitable learning opportunities for all students, including the ability to provide two-way communication with all stakeholders. Faculty will continue to meet monthly to review and reflect with a focus on candidates' practice of skills to demonstrate leadership maturity that responds appropriately with emerging leadership strategies. Faculty will develop additional feedback mechanisms to improve student learning as evidenced by performance on the assignments.

C. Prior Year Assessment Findings and Descriptions of Changes Made

The report EDLE submitted last year was the full CAEP SPA report of seven signature assessments. The College-level assessment team recommended our program should more clearly describe the methods to ensure reliability, including having multiple faculty assess for student outcomes. Our signature assessments are faculty created, so we are developing a process of vetting them to be reviewed by multiple faculty and stakeholders to provide additional feedback as we move forward. We are transitioning to new national standards called National Educational Leadership Preparation (NELP) Program Recognition Standards. This process will require a new alignment of standards with the courses followed by determination of the most effective placement of signature assessments with courses for the greatest learning impact for all candidates. Having methods in place to ensure reliability and validity of the rubrics will be critical for the future of our program. Another recommendation from the review last year is to more readily share assessment results with other stakeholders and

community partners. Reaching out to other colleagues outside of our program faculty within the School of Education and our Unit Advisory Council are effective strategies we are using. Additionally, we have initiated conversation to develop a team of Alumni Ambassadors that would advocate for our program out in the field with their own colleagues. Sharing with them and allowing them to provide feedback could offer an additional source of meaningful information.

D. Assessment Findings for Curricular Changes Made

After review and analysis of data used during our monthly meetings, we spent this last year restructuring the format and delivery of the EDLE program. Courses are realigned from 16 weeks to 8 weeks. Students continue to take two courses per semester but one class at a time during the semester. More online time is incorporated in each course between hybrid courses and online courses. Hybrid courses have two Saturday sessions scheduled during the 8 weeks, whereas the online courses have no required face-to-face time. Students are responsive to the realignment of the program and appreciate the flexibility of the schedule to fit their own professional and personal schedules. As mentioned earlier, with the new NELP standards changes will be made to assessments, courses, and program to adjust and align with the new standards. This process will be transitional over a period of a year with implementation beginning fall 2019.

Section 5: Conclusions, Next Steps, and Communication

The process of review, reflection, analysis, feedback, and evaluation are always impactful for continuous improvement to take place in any program. Continual growth of our EDLE program is critical to meet the professional needs for future and emerging school leaders throughout our region. We will continue to refine our program using the feedback and insights shared out of our Continuous Improvement Annual Cycle. A future next step is to work and collaborate more closely with our candidates, alumni, administrators and community partners so that when they think of leadership they first turn to Purdue University Fort Wayne and our Educational Leadership program, where high-level learning, knowledge development and practice of effective professional leadership skills are happening every day.

Appendix A

Signature Assessment #2: Evaluative Management Components of Human Resources EDUC A638 *Public School Personnel Management*

Personnel Evaluation Critique

Assessment Overview

The success for high level student learning relies on a shared school vision of learning through use of assessment data, effective school goals, assessment of organizational effectiveness, along with continual and sustained school improvement. In addition, a positive school culture for learning using a variety of instructional research methodologies with content knowledge toward developing and supervising the instructional and leadership capacity of school staff are key to highly successful student learning. Professional leadership skills are exhibited through the management of school organization, operations, and resources for a safe, efficient, and effective learning environment; managing school resources to include human capital, school operations, and school facilities; alignment of resources; use of technology and management systems; use of diverse cultural, social, and intellectual resources for effective relationships with all partners are all essential for a safe, efficient, and effective school learning environment.

As a building-level education leader it is critical to practice effective behaviors that will promote continual improvement of human capital in order to sustain the effective school learning environment. The **Personnel Evaluation Critique** provides significant opportunities for students to display evidence of their content knowledge developed in the classroom through extensive study, analysis, assessment, and evaluation of a teacher evaluation model system. Students will identify the effectiveness of the teacher evaluation model system and how it appropriately supports the teacher practice in developing a comprehensive, safe, efficient, and effective school learning environment.

ELCC Standard 1.0 and Elements with which Assessments are Aligned:
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ELCC Standard 1.0: (Content Knowledge)	A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.
Element 1.1:	Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
Element 1.2	Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.
Element 1.3	Candidates understand and can promote continual and sustainable school improvement.
Element 1.4	Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

ELCC Standard 2.0 and Elements with which Assessments are Aligned:	
ELCC Standard 2.0: (Content Knowledge)	A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.
Element 2.1:	Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
Element 2.2	Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
Element 2.3	Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
Element 2.4	Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.
ELCC Standard 4.0 and Elements with which Assessments are Aligned:	
ELCC Standard 4.0: (Content Knowledge)	A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural,

	social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.
Element 4.1:	Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.
Element 4.2	Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.
Element 4.3	Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
Element 4.4	Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

Assignment

To guide your professional leadership experiences in these areas, you are required to complete a cohesive paper as a final assessment for this course and evidence of your content knowledge and professional leadership skills in these areas. From your study of a teacher evaluation model system, you will develop a written project to (1) explain and critique the model, (2) explain the pros and cons of the model, (3) explain compliance with policies and legislation, and (4) then draw conclusions of your findings with recommendations for improvement. The project should be 18-20 pages of a professionally reasoned and professionally written response (double-spaced, 1" margins) and use APA style and formatting. Include appropriate Title Page and Reference Page. An Abstract is not required. You will be graded (using the attached rubric) on the depth and clarity of your thoughts and ideas, and how well you connect your understanding of the content knowledge using *ELCC Standards and Elements 1.0, 2.0 and 4.0* (See above).

1. Select one of the following teacher evaluation models for study.
Indiana RISE Model
Teacher Evaluation Model other than Indiana RISE
2. Study, analyze, assess and evaluate the selected teacher evaluation model to determine its comprehensive and effective support for teacher improvement and development of widely agreed upon effective practices.
3. Construct questions to interview teachers and principals that have participated in the teacher evaluation model. Interview at least two teachers and two principals on their uses and experiences from the teacher evaluation model process. Use their responses as resources to assist your learning.
4. Study, analyze, assess, and evaluate the data collected from the interviews, the teacher evaluation model, appropriate research literature that supports teacher evaluation, grounded in research-based best practices and uphold ELCC Standards.
5. Draw conclusions of your findings with recommendations for improvement.

Components of the Personnel Evaluation Process Critique Project as it is Assessed:

Part A. ELCC Standard 1.0 (Elements 1.1, 1.2, 1.3, 1.4)

Your project of study shall (1) explain and critique the evaluation model, (2) explain and critique the pros and cons of the evaluation model, and (3) provide recommendations to the evaluation model as the evaluation process supports teacher development and your knowledge of ELCC Standard 1.0 (Elements 1.1-1.4).

1. **Element 1.1** Construct a study of the personnel evaluation model for the purpose of displaying evidence of content knowledge of collaborative school vision; theories relevant to building, articulating, implementing, and stewarding a school vision; and methods for involving school stakeholders in the visioning process.
2. **Element 1.2** Construct a study of the personnel evaluation model for the purpose of displaying evidence of content knowledge of the design and use of assessment data for learning; organizational effectiveness and learning strategies; tactical and strategic program planning; implementation and evaluation of school improvement process; and variables that affect student achievement.
3. **Element 1.3** Construct a study of the personnel evaluation model, for the purpose of displaying evidence of content knowledge of continual and sustained improvement models and processes; school change processes for continual and sustainable improvement; and role of professional learning in continual and sustainable school improvement.
4. **Element 1.4** Construct a study of the personnel evaluation model for the purpose of displaying evidence of content knowledge of effective strategies for monitoring the implementation, revision of plans to achieve school improvement goals, and program evaluation models.

Part B. ELCC Standard 2.0 (Elements 2.1, 2.2, 2.3, 2.4)

Your project of study shall (1) explain and critique the evaluation model, (2) explain and critique the pros and cons of the evaluation model, and (3) provide recommendations to the evaluation model as the evaluation process supports teacher development and your knowledge of ELCC Standard 2.0 (Elements 2.1-2.4).

1. **Element 2.1** Construct a study of the personnel evaluation model for the purpose of displaying evidence of content knowledge of theories on human development behavior, personalized learning environment, and motivation; and school culture and ways it can be influenced to ensure student success.
2. **Element 2.2** Construct a study of the personnel evaluation model for the purpose of displaying evidence of content knowledge of curriculum development and instructional delivery theories; measures of teacher performance; multiple methods of evaluation, accountability systems, data collection, and analysis of evidence; and school technology and information systems to support and monitor student learning.

3. **Element 2.3** Construct a study of the personnel evaluation model for the purpose of displaying evidence of content knowledge of high-quality professional development for school staff and leaders; instructional leadership practices; leadership theory, change processes, and evaluation; and standards for high-quality teacher, principal, and district practice.
4. **Element 2.4** Construct a study of the personnel evaluation model for the purpose of displaying evidence of content knowledge of technology and its uses for instruction within the school; and infrastructures for the ongoing support, review, and planning of instructional technology.

Part C. ELCC Standard 4.0 (Elements 4.1, 4.2, 4.3, 4.4)

Your project of study shall (1) explain and critique the evaluation model, (2) explain and critique the pros and cons of the evaluation model, and (3) provide recommendations to the evaluation model as the evaluation process supports teacher development and your knowledge of ELCC Standard 4.0 (Elements 4.1-4.4).

1. **Element 4.1** Construct a study of the personnel evaluation model for the purpose of displaying evidence of content knowledge of collaboration and communication techniques to improve the school's educational environment; and information pertinent to the school's educational environment.
2. **Element 4.2** Construct a study of the personnel evaluation model for the purpose of displaying evidence of content knowledge of identify and mobilize effective community resources; school-based cultural competence; and diverse cultural, social, and intellectual community resources.
3. **Element 4.3** Construct a study of the personnel evaluation model for the purpose of displaying evidence of content knowledge of the needs of students, parents or caregivers; school organizational culture that promotes open communication with families and caregivers; school strategies for effective oral and written communication with families and caregivers; and approaches to collaboration with families and caregivers.
4. **Element 4.4** Construct a study of the personnel evaluation model for the purpose of displaying evidence of content knowledge of the needs of school community partners; school organizational culture that promotes open communication with community partners; school strategies for effective oral and written communication with community partners; and collaboration methods to develop and sustain productive relationships with community partners.

Signature Assessment # 2
A638 Public School Personnel Management
 Assessment: Personnel Evaluation Critique Project

ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.			
	Target	Acceptable	Unacceptable
ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school. <u>Assignment:</u> Part A #1	Candidate identifies evidence from multiple sources and provides clear explanation of collaborative school vision; theories relevant to building, articulating, implementing, and stewarding a school vision; and methods for involving school stakeholders in the visioning process exhibited in the study.	Candidate identifies evidence of collaborative school vision; theories relevant to building, articulating, implementing, and stewarding a school vision; and methods for involving school stakeholders in the vision process exhibited in the study.	Study response provide lack of basic knowledge of collaborative school vision; theories relevant to building, articulating, implementing, and stewarding a school vision; and methods for involving school stakeholders in the vision process.
COMMENTS:			
ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. <u>Assignment:</u> Part A #2	Candidate identifies evidence from multiple sources and provides clear explanation of the design and use of assessment data for learning; organizational effectiveness and learning strategies; tactical and strategic program planning; implementation and evaluation of school improvement process; and variables that affect student achievement exhibited in the study.	Candidate identifies evidence of the design and use of assessment data for learning; organizational effectiveness and learning strategies; tactical and strategic program planning; implementation and evaluation of school improvement process; and variables that affect student achievement exhibited in the study.	Study response provide lack of basic knowledge of the design and use of assessment data for learning; organizational effectiveness and learning strategies; tactical and strategic program planning; implementation and evaluation of school improvement process; and variables that affect student achievement.
COMMENTS:			
ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement. <u>Assignment:</u> Part A #3	Candidate identifies evidence from multiple sources and provides clear explanation of continual and sustained improvement models and processes; school change processes for continual and sustainable improvement; and role of professional	Candidate identifies evidence of continual and sustained improvement models and processes; school change processes for continual and sustainable improvement; and role of professional learning in continual and sustainable school improvement exhibited in the study.	Study response provide lack of basic knowledge of continual and sustained improvement models and processes; school change processes for continual and sustainable improvement; and role of professional learning in continual and sustainable school improvement.

	learning in continual and sustainable school improvement exhibited in the study.		
COMMENTS:			
ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders. <u>Assignment:</u> Part A #4	Candidate identifies evidence from multiple sources and provides clear explanation of effective strategies for monitoring the implementation, revision of plans to achieve school improvement goals, and program evaluation models exhibited in the study.	Candidate identifies evidence of effective strategies for monitoring the implementation, revision of plans to achieve school improvement goals, and program evaluation models exhibited in the study.	Study response provide lack of basic knowledge of effective strategies for monitoring the implementation, revision of plans to achieve school improvement goals, and program evaluation models.

COMMENTS:

ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.			
	Target	Acceptable	Unacceptable
ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. <u>Assignment:</u> Part B #1	Candidate identifies evidence from multiple sources and provides clear explanation of theories on human development behavior, personalized learning environment, and motivation; and school culture and ways it can be influenced to ensure student success exhibited in the study.	Candidate identifies evidence of theories on human development behavior, personalized learning environment, and motivation; and school culture and ways it can be influenced to ensure student success exhibited in the study.	Study response provide lack of basic knowledge of theories on human development behavior, personalized learning environment, and motivation; and school culture and ways it can be influenced to ensure student success.
COMMENTS:			
ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. <u>Assignment:</u> Part B #2	Candidate identifies evidence from multiple sources and provides clear explanation of curriculum development and instructional delivery theories; measures of teacher performance; multiple methods of evaluation, accountability systems, data collection, and analysis of evidence; and school technology and information systems to support and monitor student learning exhibited in the study.	Candidate identifies evidence of curriculum development and instructional delivery theories; measures of teacher performance; multiple methods of evaluation, accountability systems, data collection, and analysis of evidence; and school technology and information systems to support and monitor student learning exhibited in the study.	Study response provide lack of basic knowledge of curriculum development and instructional delivery theories; measures of teacher performance; multiple methods of evaluation, accountability systems, data collection, and analysis of evidence; and school technology and information systems to support and monitor student learning.
COMMENTS:			

ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff. <u>Assignment:</u> Part B #3	Candidate identifies evidence from multiple sources and provides clear explanation of high-quality professional development for school staff and leaders; instructional leadership practices; leadership theory, change processes, and evaluation; and standards for high-quality teacher, principal, and district practice exhibited in the study.	Candidate identifies evidence of high-quality professional development for school staff and leaders; instructional leadership practices; leadership theory, change processes, and evaluation; and standards for high-quality teacher, principal, and district practice exhibited in the study.	Study response provide lack of basic knowledge of high-quality professional development for school staff and leaders; instructional leadership practices; leadership theory, change processes, and evaluation; and standards for high-quality teacher, principal, and district practice.
COMMENTS:			
ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment. <u>Assignment:</u> Part B #4	Candidate identifies evidence from multiple sources and provides clear explanation of technology and its uses for instruction within the school; and infrastructures for the ongoing support, review, and planning of instructional technology exhibited in the study.	Candidate identifies evidence of technology and its uses for instruction within the school; and infrastructures for the ongoing support, review, and planning of instructional technology exhibited in the study.	Study response provide lack of basic knowledge of technology and its uses for instruction within the school; and infrastructures for the ongoing support, review, and planning of instructional technology.
COMMENTS:			

ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.			
	Target	Acceptable	Unacceptable
ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. <u>Assignment:</u> Part C #1	Candidate identifies evidence from multiple sources and provides clear explanation of collaboration and communication techniques to improve the school's educational environment; and information pertinent to the school's educational environment exhibited in the study.	Candidate identifies evidence of collaboration and communication techniques to improve the school's educational environment; and information pertinent to the school's educational environment exhibited in the study.	Study response provide lack of basic knowledge of collaboration and communication techniques to improve the school's educational environment; and information pertinent to the school's educational environment.

COMMENTS:			
ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community. <u>Assignment:</u> Part C #2	Candidate identifies evidence from multiple sources and provides clear explanation to identify and mobilize effective community resources; school-based cultural competence; and diverse cultural, social, and intellectual community resources exhibited in the study.	Candidate identifies evidence to identify and mobilize effective community resources; school-based cultural competence; and diverse cultural, social, and intellectual community resources exhibited in the study.	Study response provide lack of basic knowledge of identify and mobilize effective community resources; school-based cultural competence; and diverse cultural, social, and intellectual community resources.
COMMENTS:			
ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. <u>Assignment:</u> Part C #3	Candidate identifies evidence from multiple sources and provides clear explanation of the needs of students, parents or caregivers; school organizational culture that promotes open communication with families and caregivers; school strategies for effective oral and written communication with families and caregivers; and approaches to collaboration with families and caregivers exhibited in the study.	Candidate identifies evidence of the needs of students, parents, or caregivers; school organizational culture that promotes open communication with families and caregivers; school strategies for effective oral and written communication with families and caregivers; and approaches to collaboration with families and caregivers exhibited in the study.	Study response provide lack of basic knowledge of the needs of students, parents, or caregivers; school organizational culture that promotes open communication with families and caregivers; school strategies for effective oral and written communication with families and caregivers; and approaches to collaboration with families and caregivers.
COMMENTS:			
ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners. <u>Assignment:</u> Part C #4	Candidate identifies evidence from multiple sources and provides clear explanation of the needs of school community partners; school organizational culture that promotes open communication with community partners; school strategies for effective oral and written communication with community partners; and collaboration methods to develop and sustain productive relationships with community partners exhibited in the study.	Candidate identifies evidence of the needs of school community partners; school organizational culture that promotes open communication with community partners; school strategies for effective oral and written communication with community partners; and collaboration methods to develop and sustain productive relationships with community partners exhibited in the study.	Study response provide lack of basic knowledge of the needs of school community partners; school organizational culture that promotes open communication with community partners; school strategies for effective oral and written communication with community partners; and collaboration methods to develop and sustain productive relationships with community partners.

Data table

Assessment #2 A score of Met Requirements ranges between 1 (Acceptable) and 2 (Target). In order to meet requirements students must score at least a 1 (Acceptable) in each rubric criteria. Please recall that this Assessment measures Content Knowledge for Standards 1.0, 2.0, and 4.0.

Rubric Criteria	Fall 2016 Application				
	Authors Evaluated	Target	Acceptable	Unacceptable	Met Requirements (%)
ELCC 1.1 Collaboratively develop, articulate, implement, and steward a shared vision of learning for a school	9	9	0	0	100% Met
ELCC 1.2 Collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals	9	9	0	0	100% Met
ELCC 1.3 Promote continual and sustainable school improvement	9	9	0	0	100% Met
ELCC 1.4 Evaluate school progress and revise school plans supported by school stakeholders	9	9	0	0	100% Met
ELCC 2.1 Sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students	9	9	0	0	100% Met
ELCC 2.2 Create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program	9	9	0	0	100% Met
ELCC 2.3 Develop and supervise the instructional and leadership capacity of school staff	9	9	0	0	100% Met
ELCC 2.4 Promote the most effective and appropriate technologies to support teaching and learning in a school environment	9	9	0	0	100% Met
ELCC 4.1 Collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment	9	9	0	0	100% Met

ELCC 4.2 Mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community	9	9	0	0	100% Met
ELCC 4.3 Respond to community interests and needs by building and sustaining positive school relationships with families and caregivers	9	9	0	0	100% Met
ELCC 4.4 Respond to community interests and needs by building and sustaining productive school relationships with community partners	9	9	0	0	100% Met

Rubric Criteria	Fall 2017 Application				
	Authors Evaluated	Target	Acceptable	Unacceptable	Met Requirements (%)
ELCC 1.1 Collaboratively develop, articulate, implement, and steward a shared vision of learning for a school	12	6	6	0	100% Met
ELCC 1.2 Collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals	12	6	6	0	100% Met
ELCC 1.3 Promote continual and sustainable school improvement	12	6	6	0	100% Met
ELCC 1.4 Evaluate school progress and revise school plans supported by school stakeholders	12	6	6	0	100% Met
ELCC 2.1 Sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students	12	6	6	0	100% Met
ELCC 2.2 Create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program	12	6	6	0	100% Met

ELCC 2.3 Develop and supervise the instructional and leadership capacity of school staff	12	6	6	0	100% Met
ELCC 2.4 Promote the most effective and appropriate technologies to support teaching and learning in a school environment	12	6	6	0	100% Met
ELCC 4.1 Collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment	12	6	6	0	100% Met
ELCC 4.2 Mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community	12	6	6	0	100% Met
ELCC 4.3 Respond to community interests and needs by building and sustaining positive school relationships with families and caregivers	12	6	6	0	100% Met
ELCC 4.4 Respond to community interests and needs by building and sustaining productive school relationships with community partners	12	6	6	0	100% Met

Signature Assessment #3: EDU 51500 Teacher Development and Evaluation Working with Faculty on Instruction, Curriculum, Culture and Professional Development

Assessment Overview

Instruction is the most influential among all school-related factors that contribute to what students learn at school. Increasingly rigorous expectations for student learning requires all teachers to be highly effective in understanding and effectively responding to the academic needs of their students individually and collectively. As a principal, you must ensure that teacher influence on students and the use of school time focuses on supporting high-quality instruction and student learning.

This assessment focuses on building the capacity of faculty and staff in a school to effectively use available instructional and non-instructional time to generate the desired learning outcomes for each student.

Standards with which Assessment Is Aligned:

ELCC Standards	
Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.	
Element 3.4	Candidates understand and can develop school capacity for distributed leadership.
Element 3.5	Candidates understand and can ensure that teacher and organizational time focus on supporting high-quality school instruction and student learning.

ELCC Standards	
Standard 5: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.	
Element 5.1:	Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.
Element 5.2:	Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.
Element 5.3:	Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.
Element 5.4:	Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.
Element 5.5:	Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling

Professional Development Plan Signature Assessment

Submit a cohesive paper (APA, in Word) that includes each of the following components:

PART ONE (Determining Need)

Using an accessible school, examine published data and identify one area of student performance in need of improvement and provide data tables. Explain the needs you identified, and why it is important to address them—instructionally, morally and legally. Use text- and article-based evidence to support your reasoning. If you are unable to access student performance data, create fictional student data for purposes of this assignment.

PART TWO (Planning, Implementing, Evaluating)

Select a focus/topic for professional development based on the student need identified in PART ONE and create a Professional Development Plan. Your Professional Development Plan should be grounded in research-based best practices and uphold national standards for effective professional development. Furthermore, the plan, for either the whole school staff or for a group of teachers, should include:

- A) how you will identify and address student needs and formulate a sound and research-based professional development plan that is grounded in morally and legally sound practices and is responsive to student needs (ELCC 5.4).
- B) implementation of new policies and practices that ensures teacher and organizational time will focus on supporting high-quality school instruction and student learning. Include a master schedule and time allotted in the plan (ELCC 3.5).
- C) your role as principal, in the planning, implementation and evaluating the creation of a Professional Development Plan using ethical standards and practices, as well as analyzing your leadership decisions in terms of established ethical practices (ELCC 5.2).
- D) the role of your administrative team in planning, implementation and evaluating the creation of a Professional Development Plan that builds leadership capacity of staff and involves school staff in the decision making process in order to improve student achievement (ELCC 3.4).
- E) the role of teachers in planning, implementing and evaluating the creation of a Professional Development Plan that supports and advocates democratic values, equity, and diversity (ELCC 5.3).
- F) an explanation of how you will create an infrastructure to monitor and evaluate, with integrity and fairness, effective policies and equitable staff practices that ensure every students' academic and social success (ELCC 5.1).
- G) the use of desired student learning outcome to inform how you will ensure and protect the decisions made using policies, programs and practices that are based on student needs, which include social justice, equity, confidentiality, acceptance and respect between and among students and faculty, not adult needs. In addition, project what adversity might arise if the plan receives push back from teachers and how you will uphold core values (ELCC 5.5).

Signature Assessment #3: EDU 51500 Teacher Development and Evaluation
Working with Faculty on Instruction, Curriculum, Culture and Professional Development

ELCC 3.0 A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.			
	Target (2)	Acceptable (1)	Unacceptable (0)
ELCC 3.4 Part Two: D	Candidate analysis of data used to identify instructional leadership capabilities is extensive and detailed. Candidate involvement of staff in professional development decision-making will likely generate strong support and future engagement by faculty.	Candidate analysis of data is used to identify instructional leadership capabilities of staff. Candidate response involves staff in professional development decision-making.	Candidate analysis of data is missing or insufficient to identify instructional leadership capabilities of staff. Candidate involvement of staff in professional development decision-making is missing, unimportant, or unlikely to build faculty engagement.
ELCC 3.5 Part Two: B	Candidate school policies and practices are research-based and have strong potential to enhance the culture of the school by advocating for effective use of time and master schedules to maximize teacher instructional time and student learning.	Candidate develops researched-based school policies and practices including a master schedule that protects time to maximize teacher instructional time and student learning.	Candidate school policies are not research-based and do not impact or have limited potential to protect time and schedules to maximize teacher instructional time and student learning.
Comments:			

ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.			
	Target (2)	Acceptable (1)	Unacceptable (0)
ELCC 5.1: Part Two: F	The candidate demonstrates ability to act with integrity and fairness through the collaborative development of a professional development plan that includes new policies and practices that are responsive to identified students' needs and closely monitored and evaluated for success. The candidate identifies specific leadership skills required to facilitate the creation of a learning-practicing-evaluating infrastructure that ensures research-based equitable practices that adhere to the professional development plan.	The candidate demonstrates ability to act with integrity and fairness through the development of a professional development plan that includes new policies and practices that are responsive to identified students' needs. The candidate facilitates the creation of a learning-practicing-evaluating infrastructure that ensures equitable practices that adhere to the professional development plan.	The candidate demonstrates limited or no ability to act with integrity and fairness through the development of a professional development plan that may not include new policies and practices that are responsive to identified students' needs and closely monitored and evaluated for success. A learning-practicing-evaluating infrastructure, if present, may lack needed components or may not ensure equitable practices that adhere to the professional development plan.
ELCC 5.2: Part Two: C	The candidate demonstrates ethical responsibility and standards of practice throughout the planning, implementing evaluating and Analysis of ongoing decision-making phases of the professional development plan. The candidate also monitors and ensures the ethical practices and decision-making of others involved in the professional development plan process.	The candidate demonstrates ethical responsibility and standards of practice throughout the planning, implementing evaluating and analysis of ongoing decision-making phases of the professional development plan.	The candidate demonstrates limited understanding of ethical practices or limited application of ethical standards in planning, implementing evaluating and ongoing decision-making phases of the professional development plan. Analysis of ethical leadership practice is missing or insufficient to reflect self-awareness.
ELCC 5.3: Part Two: E	The candidate demonstrates ability to analyze and identify current-state student data and teacher practices that illuminate democratic, equity and diversity gaps. The candidate advocates for and collaboratively facilitates the development of a professional	The candidate demonstrates ability to analyze and identify current-state student data and teacher practices that illuminate democratic, equity and diversity gaps. The candidate advocates for and facilitates the development of a professional	The candidate demonstrates little to no ability to analyze and identify current-state student data and teacher practices that illuminate democratic, equity and diversity gaps. The candidate may not advocate for or facilitate the development of a professional

	development plan to address identified gaps.	development plan to address identified gaps.	development plan to address identified gaps.
ELCC 5.4: Part Two: A	The candidate demonstrates ability to identify and address student needs and formulate a sound and research-based professional development plan in response to those needs. The collaborative strategies used to enact the professional development plan are grounded in morally- and legally-sound practices.	The candidate demonstrates ability to identify and address student needs and formulate a sound professional development plan in response to those needs. The strategies used to enact the professional development plan are grounded in morally- and legally-sound practices.	The candidate demonstrates little to no ability to identify and address student needs and formulate a sound professional development plan in response to those needs. The strategies used to enact the professional development plan may not be grounded in morally- and legally-sound practices.
ELCC 5.5: Part Two: G	The candidate demonstrates the ability to collaboratively review and critique current-state school policies and practices to ensure student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect among students and faculty. The candidate demonstrates the ability to uphold core values used to make professional development plan decisions and persist even when faced with adversity.	The candidate demonstrates the ability to review and critique current-state school policies and practices to ensure student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect among students and faculty. The candidate demonstrates the ability to uphold core values used to make professional development plan decisions and persist even when faced with adversity.	The candidate demonstrates little to no ability to review and critique current-state school policies and practices to ensure student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect among students and faculty. The candidate may not demonstrate ability to uphold core values used to make professional development plan decisions and persist even when faced with adversity.
COMMENTS:			

Data tables

Assessment #3 A score of Meet Requirements ranges between 1 (Acceptable) and 2 (Target). In order to meet requirements students must score at least a 1 (Acceptable) in each rubric criteria.

Rubric Criteria	Summer 2017 Application					
	<i>n</i> =	Target (2)	Acceptable (1)	Unacceptable (0)	Mean	Met Requirements (%)
ELCC 3.4 Candidates understand and can develop school capacity for distributed leadership.	8	6	1	1	1.63	90% Met
ELCC 3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high quality school instruction and student learning.	8	7	1	0	1.88	100% Met
STANDARD 3.0	8				1.75	94%
ELCC 5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.	8	6	2	0	1.75	100% Met
ELCC 5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.	8	8	0	0	2.0	100% Met
ELCC 5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.	8	7	1	0	1.88	100% Met
ELCC 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school	8	6	2	0	1.75	100% Met
ELCC 5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.	8	6	2	0	1.75	100% Met
STANDARD 5.0	8				1.83	100%

Rubric Criteria	Summer 2018 Application One					
	<i>n</i> =	Target (2)	Acceptable (1)	Unacceptable (0)	Mean	Met Requirements (%)
ELCC 3.4 Candidates understand and can develop school capacity for distributed leadership.	7	6	1	0	1.86	100% Met
ELCC 3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high quality school instruction and student learning.	7	7	0	0	2.00	100% Met
STANDARD 3.0	7				1.93	100%
ELCC 5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.	7	7	0	0	2.00	100% Met
ELCC 5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.	7	7	0	0	2.00	100% Met
ELCC 5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.	7	7	0	0	2.00	100% Met
ELCC 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school	7	7	0	0	2.00	100% Met
ELCC 5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.	7	5	2	0	1.71	100% Met
STANDARD 5.0	7				1.94	100%

Rubric Criteria	Summer 2018 Application Two					
	<i>n</i> =	Target (2)	Acceptable (1)	Unacceptable (0)	Mean	Met Requirements (%)
ELCC 3.4 Candidates understand and can develop school capacity for distributed leadership.	4	4	0	0	2.00	100% Met
ELCC 3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high quality school instruction and student learning.	4	4	0	0	2.00	100% Met
STANDARD 3.0	4				2.00	100%
ELCC 5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.	4	3	1	0	1.75	100% Met
ELCC 5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.	4	3	1	0	1.75	100% Met
ELCC 5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.	4	4	0	0	2.00	100% Met
ELCC 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school	4	4	0	0	2.00	100% Met
ELCC 5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.	4	2	2	0	1.50	100% Met
STANDARD 5.0	4				1.80	100%

Signature Assessment # 4: Clinical Assessment of Educational Leadership
EDUC A695 Practicum in Educational Leadership

Professional Leadership Skill Application in Practicum School-Level and School-Scenario Settings

Assessment Overview

The application of principles for sustaining a school culture and instructional program conducive to student learning and staff professional growth from the building-level leader is critical for the success of every student. The principal must guide the collaborative and collective efforts of students, parents, and school staff with high expectations and a personalized learning environment to accomplish school improvement goals and sustain a positive culture of learning.

The assessment focuses on building content knowledge and professional leadership skills for the principal to effectively create a school culture in ways that will influence with rigor and learning-centered leadership a learning environment that ensures student success for all.

Standards with which Assessment Is Aligned:

ELCC Standards	
Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.	
Element 2.1:	Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
Element 2.2:	Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
Element 2.3:	Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
Element 2.4:	Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

(PART I)

Demonstration of Candidate Application of Building-level Leadership Skills in a School-level internship/Clinical practice Setting

Directions: *Using the ELCC and ICS Standards Log, complete the following for each standard/element:*

In the CONTENT KNOWLEDGE column, very briefly record what you learned and how you learned it, including the date, setting, and amount of time involved. For each standard element, in the PROFESSIONAL LEADERSHIP SKILLS column, record what you did or experienced

toward application of learned content, including the date, setting, and amount of time involved. Maintain this record electronically throughout your practicum, adding new entries as appropriate, making it available for your principal mentors and your university supervisor along the way. Turn in this completed log via email, hardcopy and uploaded into TaskStream by March 25, 2017.

Additionally, using Standard 2 Elements 2.1 -2.4, answer the following in a reflective written analysis to be turned in via email, hardcopy and uploaded into TaskStream by March 25, 2017:

For each Standard 2 Element, describe in detail how you demonstrated the professional leadership skills required in each (this could be in either your primary or secondary school setting or both). Use the proficiency expectations outlined in the Signature Assessment #4 Rubric to guide your written reflection. After each Standard Element, provide a written response explaining the challenges encountered to successfully meet skill requirements as well as the supports encountered that allowed you to successfully the meet skill requirements. Lastly, describe the conditions a building-level leader would need to ensure so that a sustained school culture and instructional program conducive to student learning through collaboration, trust, and personalized learning environment with high expectations for students would be evident and ensue. This written analysis should be approximately 3-5 pages in length.

(PART II)

Professional Leadership Scenarios: Demonstration of Candidate Application of Building-level Leadership Skills in a School Setting

Directions: *Read the following scenarios closely and actively. Then, drawing from researched content and leadership skills learned in your practicum, answer the questions following the scenario in detail, giving credit to authors and/or mentor principals for ideas and examples used to develop a response. You must respond to each question within the context and confines of the scenario, as if this was your assigned school, and you are encouraged to include intended impact, possible risks and implications with regard to chosen leadership decisions.*

Also, you must incorporate your Action Research Project into at least one of your responses below. Successful incorporation of your ARP would include support research found in your literature review as well as outcomes you specifically derived as a result of your study. Your ARP should serve as current evidence aligned to your leadership decisions within a given response. Use of your ARP should be intentional and highlighted so that those grading your responses can easily find where and how you included it.

Leadership Scenario (ELCC Standard 2.0)

You have been newly appointed as principal to Impact Middle School, which houses 6th-8th grades, 895 students (down from 998 the year prior), and 38 faculty members. Impact Middle has been open for 24 years and has had two principals in total. Impact's first principal served in role for 20 years and is now serving as Student Services Director in the district. The last principal took a position in another state and has been difficult to contact, even though you have tried many times since your appointment. As an assistant principal at another middle school in the district for the last three years, you know that the former Impact principal struggled with making the student achievement gains he was charged with and the current data supports that. In fact, upon close review, you discovered that Impact Middle's math and English Language Arts scores, especially in 6th grade, have been on the decline for the last 6 years and the school is at risk of losing its 'good standing' status if scores decline further. When holding individual meetings with teachers this past spring, none mentioned score decline as a concern, except one 7th grade math teacher, Susan Johnson, who was just completing her second year of teaching at Impact Middle. Most mentioned old textbooks, too many initiatives, and frequent faculty meetings as primary concerns and many complained about the former principal being 'unfair' with evaluations and 'playing favorites' with certain teachers, especially those that coached a sport. Many teachers mentioned a fiercely-competitive but fun Field Day, clean school, strong athletic teams, and an engaged PTA as points of pride. Impact Middle has hired 20 new teachers over the last 4 years, and the other 18 have been at the school since its inception.

Your two assistant principals have been helpful with getting you acclimated, especially Allison Smith who is starting her second year as an AP. Allison was formerly an Instructional Coach at Impact Middle and a high school Computer teacher in the district before that. Allison led all teacher faculty meetings and professional development sessions last year and has already approached you with an outline for both for the new school year. The proposed professional development sessions focus on classroom management and reading across the content areas, and Allison shared she was able to get a complete curriculum for both from another, more experienced middle school AP in the district. Brad Hanson, your other AP, has been in the role at Impact Middle for 9 years and applied for the Impact principal position twice. Brad seems to spend most of his time in the hallways during transitions, lunchroom, and outside during morning bus drop off and dismissal, and you noticed that he was only assigned the PE, art, and music teachers' evaluations last year, which accounts for 5 of your 38 full-time faculty. Allison Smith was assigned 26 teacher evaluations. While Impact Middle has minimal student discipline issues on record, a review of last year's student discipline data via hardcopies revealed most discipline issues get handled by Brad. You've heard the teachers (and even some students) refer to Brad as "Hammer Hanson," as they seem to appreciate his no nonsense approach when they write up student discipline referrals or send students to the office.

When meeting with your superintendent this summer, she expressed her commitment to you and Impact's success, and reminded you of her open door policy with help ready as needed. She also asked you to be intentional about using the student laptops at Impact, as she has fielded many complaints from Impact parents (and questions from Board members) that Impact was minimally using their 1:1 laptops issued to all students last year, unlike other middle schools in the district.

Re-read the directions so you attend to each question in full. You must comprehensively answer all four (4) questions below and include your ARP in one (1) response to successfully complete this Signature Assessment #4: PART II.

Question 1: (Effective School Culture, ELCC 2.1)

As principal, determine your year-end school improvement goals and how would collaborate with others in the process? Be sure to include what content/materials you would use, how you would monitor success, and how you would recognize and celebrate diversity in the programs and practices you and your team utilize to attain school improvement goals.

Question 2: (Quality Curriculum and Instructional Program, ELCC 2.2)

As principal, how would you collaborate with your faculty to plan, implement and evaluate a more aligned curriculum? What evidence would you use to make decisions together, how will you communicate progress, and how will you evaluate curricular success based on multiple measures that include both teacher performance and student outcomes?

Question 3: (Faculty/ Staff Development and Instructional/Leadership capacity, ELCC 2.3)

As principal, detail how you would collaboratively approach professional development at Impact Middle School. What instructional strategies, curriculum materials and technologies will you use to meet national professional development standards, and how will you develop the leadership capacity of your faculty in the process?

Question 4: (Effective Technologies to Support Teaching & Learning, ELCC 2.4)

As principal, how would you use technology to improve classroom instruction and monitor teachers' instructional practices at Impact Middle School? Be sure to include how you would provide assistance to teachers, and how you would use school assessment data for accountability reporting.

a. Scoring rubrics

Signature Assessment # 4: Clinical Assessment of Educational Leadership

EDUC A695 Practicum in Educational Leadership

Professional Leadership Skill Application in Practicum School-Level and School-Scenario Settings

(Rubric to be used for Signature Assessment #4: PART I & II)

<p>ELCC 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.</p>			
	Target	Acceptable	Unacceptable
<p>ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.</p> <p>◆ Collaborate with others to accomplish school improvement goals; incorporate cultural competence in development of programs, curriculum, and instructional practices; monitor school programs and activities to ensure personalized learning opportunities; recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional practices; facilitate the use of appropriate content-based learning materials and learning strategies; promote trust, equity, fairness, and respect among students, parents, and school staff.</p> <p><u>Assignment:</u> As principal, determine your year-end school improvement goals and how would collaborate with others in the process? Be sure to include what content/materials you would use, how you would monitor success, and how you would recognize and celebrate diversity in the programs and practices you and your team utilize to attain school improvement goals.</p>	<p>The year-end school improvement goals include systematic faculty collaboration in the development. Both principal, faculty and other school stakeholders incorporate appropriate content-based learning materials and ensure cultural competence in utilized programs, curriculum and instructional practices. The principal collaborated with the faculty to develop and articulate a plan for personalized learning with attention to and celebration of diversity. The plan incorporates steps a building-level leader and faculty could take to engender trust, equity, fairness and respect among students, parents and school staff in a given context</p>	<p>The year-end school improvement goals include faculty collaboration in the development. Both principal and faculty incorporate appropriate content-based learning materials and ensure cultural competence in utilized programs, curriculum and instructional practices. The principal articulates a plan for personalized learning with attention to and celebration of diversity. The plan incorporates steps a building-level leader could take to engender trust, equity, fairness and respect among students, parents and school staff in a given context.</p>	<p>The year-end school improvement goals include limited to no faculty collaboration in the development. The materials used may be lacking the appropriate content-based learning materials and may not ensure cultural competence in utilized programs, curriculum and instructional practices. The principal provides limited to no personalized learning with attention to and celebration of diversity, and the plan may lack the steps a building-level leader could take to engender trust, equity, fairness and respect among students, parents and school staff in a given context</p>

COMMENTS:			
<p>ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</p> <p>◆ Collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; use evidence-centered research in making curricular and instructional decisions; interpret information and communicate progress toward achievement; design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.</p> <p><u>Assignment:</u> As principal, how would you collaborate with your faculty to plan, implement and evaluate a more aligned curriculum? What evidence would you use to make decisions together, how will you communicate progress, and how will you evaluate curricular success based on multiple measures that include both teacher performance and student outcomes?</p>	Curricular and instructional plan includes collaboration with faculty as well as other school-leaders and stakeholders that use evidence-centered research to make decisions and evaluate success. The curricular and instructional plan also includes a variety of means to communicate progress, provide evidence –based feedback, and an evaluation based on multiple measures of teacher performance and student outcomes.	Curricular and instructional plan includes collaboration with faculty that use evidence-centered research to make decisions and evaluate success. The curricular and instructional plan also includes a means to communicate progress, provide evidence –based feedback, and an evaluation based on multiple measures of teacher performance and student outcomes.	Curricular and instructional plan provides limited to no collaboration with faculty and/or may not use evidence-centered research to make decisions and evaluate success. The curricular and instructional plan may also provide limited to no means to communicate progress, provide evidence –based feedback, and/or an evaluation based on multiple measures of teacher performance and student outcomes.
COMMENTS			
<p>ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.</p> <p>◆ Work collaboratively with school staff to improve teaching and learning; design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; design professional growth plans to increase the capacity of school staff and</p>	The professional development plan includes collaboration with faculty as well other school leaders and school stakeholders in an effort to improve teaching and learning. The school-leader and faculty use a variety of differentiated instructional materials, curriculum materials and	The professional development plan includes collaboration with faculty in an effort to improve teaching and learning. The school-leader and faculty use differentiated instructional materials, curriculum materials and technologies to maximize high-quality instruction. The plan is	The professional development plan provides limited to no collaboration with faculty and/or may not provide a clear effort to improve teaching and learning. The school-leader and faculty do not use differentiated instructional materials, curriculum materials and technologies

<p>leaders that reflect national professional development standards.</p> <p><u>Assignment:</u> As principal, detail how you would collaboratively approach professional development at Impact Middle School. What instructional strategies, curriculum materials and technologies will you use to meet national professional development standards, and how will you develop the leadership capacity of your faculty in the process?</p>	<p>technologies to maximize high-quality instruction. The plan is designed to increase faculty and school-leaders' capacity and reflects national professional development standards.</p>	<p>designed to increase faculty and school-leaders' capacity and reflects national professional development standards.</p>	<p>to maximize high-quality instruction. The plan may not evidence an increase in faculty and school-leaders' capacity and/or does not reflect national professional development standards.</p>
COMMENTS:			
<p>ELCC 2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.</p> <p>◆ Use technologies for improved classroom instruction, student achievement, and continuous school improvement; monitor instructional practices within the school and provide assistance to teachers; use technology and performance management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting.</p> <p><u>Assignment:</u> As principal, how would you use technology to improve classroom instruction and monitor teachers' instructional practices at Impact Middle School? Be sure to include how you would provide assistance to teachers, and how you would use school assessment data for accountability reporting.</p>	<p>The utilized technologies are proven to improve classroom instruction, student achievement and continuous school improvement. The technologies help the school-leader and faculty monitor instructional practices and provide individualized assistance to teachers. The technologies also provide a means to monitor, analyze and evaluate school assessment data results and support accountability reporting.</p>	<p>The utilized technologies support improved classroom instruction, student achievement and continuous school improvement. The technologies help the school-leader and faculty monitor instructional practices and provide particular assistance to teachers. The technologies will also provide a means to monitor, analyze and evaluate school assessment data results and support accountability reporting.</p>	<p>The utilized technologies do not support improved classroom instruction, student achievement and continuous school improvement. The technologies may not help the school-leader and faculty monitor instructional practices and provide limited to no particular assistance to teachers. The technologies provide limited to no means of monitoring, analyzing and evaluating school assessment data results and may not include evidence of supporting accountability reporting.</p>
COMMENTS:			

b. Data table

Assessment #4 A score of Meet Requirements ranges between 1 (Acceptable) and 2 (Target). In order to meet requirements students must score at least a 1 (Acceptable) in each rubric criteria.

	Spring 2017 Application				
Rubric Criteria	Authors Evaluated	Target	Acceptable	Unacceptable	Met Requirements (%)
ELCC 2.1 Sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students	10	7	2	1	90% Met
ELCC 2.2 Create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program	10	8	1	1	90% Met
ELCC 2.3 Develop and supervise the instructional and leadership capacity of school staff	10	7	2	1	90% Met
ELCC 2.4 Promote the most effective and appropriate technologies to support teaching and learning in a school environment	10	5	3	2	80% Met

	Spring 2018 Application				
Rubric Criteria	Authors Evaluated	Target	Acceptable	Unacceptable	Met Requirements (%)
ELCC 2.1 Sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students	11	11	0	0	100% Met
ELCC 2.2 Create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program	11	11	0	0	100% Met
ELCC 2.3 Develop and supervise the instructional and leadership capacity of school staff	11	11	0	0	100% Met
ELCC 2.4 Promote the most effective and appropriate technologies to support teaching and learning in a school environment	11	9	2	0	100% Met

Signature Assessment # 7: Legal Perspectives within School Leadership
A608 Legal Perspectives on Education
School Legal Project: Knowing the Law as a Building Leader

Overview of Assessment:

The Signature Assessment #7 supports the rationale for this course in that the study and work is grounded on prevention of legal problems by the candidate who, daily, must make decisions that could have negative consequences if made without a legal knowledge base. This includes knowing policies, laws, and regulations enacted by state, local and federal authorities; knowing how to improve the social opportunities of students, particularly in contexts where issues of student marginalization demand proactive leadership; and understanding how culturally responsive educational leadership can positively influence academic achievement and student engagement.

Standards with which Assessment Is Aligned:

ELCC Standards	
Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding, to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.	
Element 6.1:	Candidates understand and can advocate for school students, families, and caregivers.
Element 6.2:	Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.
Element 6.3:	Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

Assignment

To guide your professional leadership experiences in these areas, you are required to write a Literature Review. Using at least three professional journal articles as sources, research a school legal topic/issue. Include additional sources from court cases, laws, district policies and administrative rule, interviews from school administrators, assigned readings, class materials and class discussions. Write 10-12 pages of a professionally reasoned and professionally written response (double-spaced, 1” margins) and use APA style and formatting. Include appropriate Title Page and Reference Page. An Abstract is not required. You will be graded (using the attached rubric) on the depth and clarity of your thoughts and ideas, and how well you connect your understanding of the content knowledge and professional leadership skills using ELCC standards and elements. (See above).

ELCC Standard 6.0 Element 6.1

1. A building-level education leader must be grounded in the basic understanding of school law and policy in order to prevent legal problems within the school

environment, as well as, advocate for school students, families, and caregivers. Identify your legal topic/issue of research and study for the purpose of learning content, which you will use to demonstrate your skills required to analyze how law and policy is applied consistently, fairly and ethically within the school environment. With your acquired content knowledge of policies, laws, and regulations enacted by state, local, and federal authorities that affect schools and the effect that poverty, disadvantages, and resources have on families, caregivers, communities, students, and learning, develop and summarize your thinking, as a building-level educational leader, around the skills necessary to serve as a respectful spokesperson for school students, families, and caregivers.

Identify your topic/issue of research and study. Develop a Literature Review that provides evidence and demonstrates skills required to analyze how law and policy is applied consistently, fairly and ethically within the school. With the content knowledge of policies, laws, and regulations enacted by state, local, and federal authorities that affect schools, demonstrate leadership skills that advocate based on an analysis of complex causes of poverty and other disadvantages through serving as a respectful spokesperson for students and families within the school. In addition, through your Literature Review demonstrate a knowledge of the effect that poverty, disadvantages, and resources have on families, caregivers, communities, students and learning.

ELCC Standard 6.0 Element 6.2

2. From your chosen legal topic/issue research demonstrate and describe your knowledge of the larger political, social, economic, legal, and cultural context. Within the school legal project, describe ways that power and political skills can influence local, state, or federal decisions. Describe how, as a building level leader, you will advocate for school policies and programs that promote equitable learning opportunities and student success, as well as, skills required to effectively communicate policies, laws, regulations, and procedures with appropriate school stakeholders.

Using your research of professional journal articles, resources from assigned readings, class materials and class discussions develop a knowledge of the larger political, social, economic, legal, and cultural context within your chosen topic/issue through your Literature Review. There is evidence of ways that power and political skills can influence local, state, or federal decisions. Reflected in the Literature Review are skills required to advocate for school policies and programs that promote equitable learning opportunities and student success, as well as, communicate policies, laws, regulations, and procedures to appropriate school stakeholders.

ELCC Standard 6.0 Element 6.3

3. Your project provides evidence of an application of knowledge and demonstrates your leadership skills required to identify and anticipate emerging trends and issues likely to affect the schools and be capable to adapt leadership strategies and practice to address emerging school issues. Anticipate, assess, and develop school-based leadership strategies in your project that will address complex emerging trends, unique problems, and initiatives.

Develop evidence through your chosen topic/issue an application of knowledge and demonstrate through your Literature Review leadership skills required to identify and anticipate emerging trends and issues likely to affect the schools and be capable to adapt leadership strategies and practice to address emerging school issues. Using your research and study of the chosen legal topic/issue anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

Signature Assessment # 7: Legal Perspectives within School Leadership
A608 Legal Perspectives on Education
 School Legal Project: Knowing the Law as a Building Leader

Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding, to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.			
	Target	Acceptable	Unacceptable
ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers. <u>Assignment: #1.</u> Identify a legal topic/issue of research and study for the purpose of learning content to demonstrate skills required to analyze how law and policy is applied appropriately across the school environment, as well as, advocate for school students, families, and caregivers.	The candidate demonstrates detailed knowledge of policies, laws, and regulations enacted by state, local, and federal authorities that affect schools and in conjunction demonstrates the knowledge and applies the vision of the effect that poverty, disadvantages, and resources have on families, caregivers, communities, students, and learning. The candidate demonstrates skills required to analyze how law and policy is applied consistently, fairly and ethically within the school and in addition, advocate based on analysis of the complex causes of poverty and other disadvantages, by purposefully reaching out and serving as a respectful spokesperson for students and families, as well as, creating partnerships with community agencies within the school.	The candidate demonstrates a knowledge of policies, laws, and regulations enacted by state, local, and federal authorities that affect schools and in conjunction demonstrate the knowledge of the effect that poverty, disadvantages, and resources have on families, caregivers, communities, students, and learning. The candidate demonstrates skills required to analyze how law and policy is applied consistently, fairly and ethically within the school and in addition, advocate based on analysis of the complex causes of poverty and other disadvantages, by serving as a respectful spokesperson for students and families within the school.	The candidate demonstrates limited knowledge of policies, laws, and regulations enacted by state, local, and federal authorities that affect schools. The candidate demonstrates limited knowledge of the effect that poverty, disadvantages, and resources have on families, caregivers, communities, students, and learning. Analysis of how law and policy is applied within the school is not appropriately demonstrated, as well as, little to no evidence of advocacy for students and families within the school.
COMMENTS:			
ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.	The candidate demonstrates a knowledge of the larger political, social, economic, legal, and cultural context, as well as, the potential ways that power and political skills can influence local, state, or federal decisions. The candidate demonstrates leadership maturity, exceptional judgement and skills required to advocate for school policies and	The candidate demonstrates a knowledge of the larger political, social, economic, legal, and cultural context, as well as, the potential ways that power and political skills can influence local, state, or federal decisions. The candidate demonstrates skills required to advocate for school policies and programs that promote	The candidate demonstrates limited knowledge of the larger political, social, economic, legal, and cultural context. Little evidence is provided around the ways that power and political skills can influence local, state, or federal decisions. Little to no evidence of advocacy for school policies and

<p><u>Assignment: #2.</u> Identify a legal topic/issue of research and study for the purpose of demonstrating knowledge of the larger political, social, economic, legal, and cultural context and their influence on schools and school districts. The school legal project addresses equitable learning opportunities, student success, and communication of policies, law and regulations to all school stakeholders.</p>	<p>programs that promote equitable learning opportunities for all students and high level student success. The candidate demonstrates the ability to provide two-way communication of policies, laws, regulations, and procedures to appropriate school stakeholders for the sake of advocating public policy, networking, organizing, community development and scholarship.</p>	<p>equitable learning opportunities and student success. The candidate demonstrates the ability to communicate policies, laws, regulations, and procedures to appropriate school stakeholders.</p>	<p>programs or communication of policies, laws, regulations and procedures to appropriate school stakeholders.</p>
COMMENTS:			
<p>ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.</p> <p><u>Assignment: #3.</u> Identify a legal topic/issue of research and study for the purpose of demonstrating leadership skills required to identify and anticipate emergent trends and issues likely to affect the schools and be capable to adapt leadership strategies and practice to address emerging school issues.</p>	<p>The candidate demonstrates a knowledge of and ability to identify and anticipate emerging trends and issues likely to affect the school (e.g., entrepreneurial approaches), while adapting contemporary and emerging leadership strategies and practice to address emerging school trends and issues. A conscious process of thought is evident for selection of unique, flexible, and appropriate strategies. In addition, strategies must be made explicit and accountability delineated in the process for implementation. The candidate demonstrates skills required to appropriately respond to diverse groups in schools and communities while preparing students for positive interactions with people who are culturally different.</p>	<p>The candidate demonstrates a knowledge of and ability to identify and anticipate emerging trends and issues likely to affect the school (e.g., entrepreneurial approaches), while adapting contemporary and emerging leadership strategies and practice to address emerging school trends and issues.</p>	<p>The candidate identifies some, but is limited in anticipating emerging trends and issues. Appropriate leadership strategies are missing.</p>
COMMENTS:			

Revised 06.17

Data tables

Assessment #7 A score of Meet Requirements ranges between 1 (Acceptable) and 2 Target). In order to meet requirements students must score at least 1 (Acceptable) in each rubric criteria.

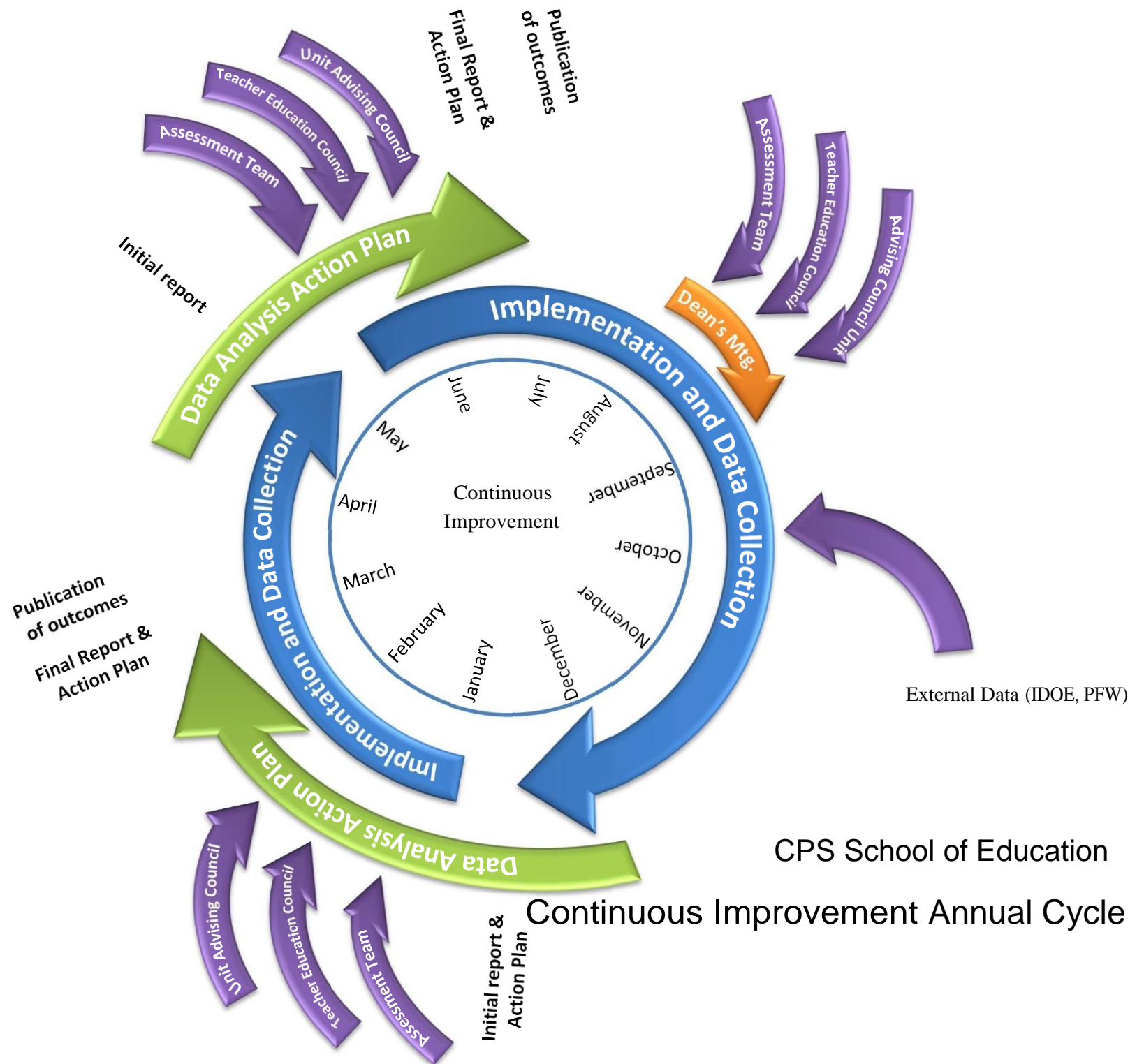
Rubric Criteria	Summer 2017 Application					
	<i>n</i> =	Target (2)	Acceptable (1)	Unacceptable (0)	Mean	Met Requirements (%)
ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.	11	9	2	0	1.82	100% Met
ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.	11	9	2	0	1.82	100% Met
ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	11	9	2	0	1.82	100% Met
STANDARD 6.0	11				1.82	100%

Rubric Criteria	Summer 2018 Application					
	<i>n</i> =	Target (2)	Acceptable (1)	Unacceptable (0)	Mean	Met Requirements (%)
ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.	9	6	3	0	1.67	100% Met
ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.	9	6	3	0	1.67	100% Met

ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	9	6	3	0	1.67	100% Met
STANDARD 6.0	9				1.67	100%

Appendix B

Continuous Improvement Annual Cycle



Appendix C

Review of Candidate Performance

**Review of Candidate Performance:
Checkpoint Success Metrics
Educational Leadership**



CHECK POINTS: As candidates advance through the program, a Review of Candidate Performance, using multiple measures, will take place at two or more specific checkpoints. Checkpoints occur (as a minimum) after the first and third semesters of the program and will serve as an opportunity to ensure candidates are meeting performance expectations and take corrective action if not. Corrective opportunities will be tailored by individual candidate need with the aim of helping each reach mastery on all course and program standards, successfully graduate, and be prepared to lead K-12 schools after graduation.

Expectations outlined are minimum requirements, and each candidate is expected to meet all of them, on a regular and consistent basis, to successfully graduate. If candidates fail to meet expectations, corrective action will be assigned, monitored, and reassessed at the next check point or sooner. Candidates will also be assigned a university supervisor to help reteach, offer guidance and feedback to help candidates meet expectations in a timely manner and be successful.

CANDIDATE NAME:

COHORT #/ ANTICIPATED GRADUATION:

CHECK POINT 1 (after the first semester)

REVIEW DATE:

Measure	Expectations	Expectations Met (Yes or No)	Corrective Action with assigned university supervisor
CLASS ACHIEVEMENT	Candidate earned a “B-” or higher in courses		
ACADEMIC ENABLERS	Candidate regularly attends class Candidate is well-prepared for class, discussions, etc. Candidate actively and productively participates Candidate turns in assignments on time Candidate demonstrates effort, application, and continuous improvement Candidate conducts himself or herself in a professional manner Candidate employs effective communication Candidate exhibits the practices and dispositions that are expected of professional educators Candidate supports the learning experiences of other class members Candidate is a productive class/cohort citizen		

	Candidate is a positive ambassador for the program and university		
STUDENT FEEDBACK			

CHECK POINT 2 (after the third semester)

REVIEW DATE:

Measure	Expectations	Expectations Met (Yes or No)	Corrective Action with assigned university supervisor
CLASS ACHIEVEMENT	Candidate earned a "B-" or higher in courses		
SIGNATURE ASSESSMENTS	Candidate passed with more on <i>Target</i> standards earned than all others, and no more than one (1) <i>Unacceptable</i> standard identified on each assigned Signature Assessment		
ACADEMIC ENABLERS	<p>Candidate regularly attends class</p> <p>Candidate is well-prepared for class, discussions, etc.</p> <p>Candidate actively and productively participates</p> <p>Candidate turns in assignments on time</p> <p>Candidate demonstrates effort, application, and continuous improvement</p> <p>Candidate conducts himself or herself in a professional manner</p>		

	Candidate employs effective communication Candidate exhibits the practices and dispositions that are expected of professional educators Candidate supports the learning experiences of other class members Candidate is a productive class/cohort citizen Candidate is a positive ambassador for the program and university		
STUDENT FEEDBACK			
	Corrective Action assigned at Check Point 1	Expectations Met (Yes or No)	Additional Corrective Action assigned
CHECKPOINT 1 CORRECTIVE ACTION			

CHECK POINT 3 (optional, as needed)

REVIEW DATE:

	Corrective Action assigned at Check Point 2	Expectations Met (Yes or No)	Other course of action recommended
CHECKPOINT 2			

CORRECTIVE ACTION			
------------------------------	--	--	--

Traditional Curriculum Map with expected levels of learning identified.

Student Learning Outcomes by Course and Level Achieved

Section 2A **I=Introduced, E=Expanded and Emphasized, R=Reinforced, M=Mastered, A=Assessed**

COURSE	SLO 1 Apply concepts and principles from human service courses to work settings.					SLO 2 Implement practice theories and design treatment plans utilizing the appropriate theory.					SLO 3 Demonstrate competency, by analyzing human services helping skills.					SLO 4 Understand the structure and function of human services organizations.					SLO 5 Use a variety of computer programs necessary in human services organizations.				
	I	E	R	M	A	I	E	R	M	A	I	E	R	M	A	I	E	R	M	A	I	E	R	M	A
	X					X				X	X				X	X	X				X				
HSRV 10000, Intro to Human Services																									
HSRV 10300, Helping Relation Tech	X	X			X	X	X			X	X	X			X	X									
HSRV 10500, Basic Interview Skills					X	X	X	X	X	X		X			X										
HSRV 16900, Wellness & Stress Mgmt																									
HSRV 20000, Behavioral Therapies		X							X					X											
HSRV 20100, Clinical Case Study I		X										X				X									
HSRV 21100, Dynamics Grp Behav						X				X	X	X			X										
HSRV 25100, Clinical Case Study II		X										X					X								
HSRV 31500, Intro Ther/Therapies	X				X	X				X															
HSRV 32000, Case Methods		X	X	X	X		X	X	X	X			X	X	X		X	X	X	X					

	SLO 1 Apply concepts and principles from human service courses to work settings.					SLO 2 Implement practice theories and design treatment plans utilizing the appropriate theory.					SLO 3 Demonstrate competency, by analyzing human services helping skills.					SLO 4 Understand the structure and function of human services organizations.					SLO 5 Use a variety of computer programs necessary in human services organizations.				
	I	E	R	M	A	I	E	R	M	A	I	E	R	M	A	I	E	R	M	A	I	E	R	M	A
HSRV 33000, Psychopharmacology		X											X												
HSRV 37700, Ethics, Policy, Law & Prof.		X	X	X	X							X	X	X	X										
HSRV 39900, Trauma & Grief	X	X																							
HSRV 40000, Internship I					X										X										
HSRV 40100, Intern Seminar I					X													X					X		
HSRV 41700, Research Methods																					X				
HSRV 45000, Internship II					X					X					X					X					X
HSRV 45100, Intern Seminar II					X										X					X					X

COURSE

HSRV 10000, Intro to Human Services

HSRV 10300, Helping Relation Tech

HSRV 10500, Basic Interview Skills

HSRV 16900, Wellness & Stress Mgmt

HSRV 20000, Behavioral Therapies

HSRV 20100, Clinical Case Study I

HSRV 21100, Dynamics Grp Behav

HSRV 25100, Clinical Case Study II

HSRV 31500, Intro Ther/Therapies

HSRV 32000, Case Methods

SLO 6	SLO 7					SLO 8					SLO 9					SLO 10				
Demonstrate competency in two concentration areas and a minor related to human services.	Engage in a service learning project in the community.					Understand people from a diverse range of backgrounds and varying demographics.					Understand methods, analyses, and interpretation for human services' research.					Think critically using a clinical lens when working with clients.				
I E R M A	I	E	R	M	A	I	E	R	M	A	I	E	R	M	A	I	E	R	M	A
						X				X										
						X	X			X						X	X			X
								X		X										
								X		X										X
																X	X	X	X	X
X								X		X										X
									X									X		X
								X	X	X	X						X	X	X	X

	SLO 6 Demonstrate competency in two concentration areas and a minor related to human services. I E R M A					SLO 7 Engage in a service learning project in the community. I E R M A					SLO 8 Understand people from a diverse range of backgrounds and varying demographics. I E R M A					SLO 9 Understand methods, analyses, and interpretation for human services' research. I E R M A					SLO 10 Think critically using a clinical lens when working with clients. I E R M A				
HSRV 33000, Psychopharmacology			X																				X		
HSRV 37700, Ethics, Policy, Law & Prof.												X	X	X	X							X	X	X	X
HSRV 39900, Trauma & Grief																					X	X			
HSRV 40000, Internship I								X		X				X											X
HSRV 40100, Intern Seminar I				X				X		X				X									X		
HSRV 41700, Research Methods											X	X	X		X	X	X	X	X	X					
HSRV 45000, Internship II								X		X					X			X							X
HSRV 45100, Intern Seminar II					X			X		X				X					X						

COURSE

HSRV 10000, Intro to Human Services

HSRV 10300, Helping Relation Tech

HSRV 10500, Basic Interview Skills

HSRV 16900, Wellness & Stress Mgmt

HSRV 20000, Behavioral Therapies

HSRV 20100, Clinical Case Study I

HSRV 21100, Dynamics Grp Behav

HSRV 25100, Clinical Case Study II

HSRV 31500, Intro Ther/Therapies

HSRV 32000, Case Methods

SLO 11						SLO 12						SLO 13					
Analyze their own values, predicting how these values will affect their academic and professional						Apply professional ethics and standards in human service settings.						Involve themselves in professional organizations and activities and lifelong learning.					
I	E	R	M	A		I	E	R	M	A		I	E	R	M	A	
X				X		X				X							
X	X			X		X	X			X							
		X				X											
	X																
X								X							X		
	X			X		X											
	X									X				X			
							X	X	X	X							

	SLO 11 values, predicting how these values will affect their academic and professional					SLO 12 Apply professional ethics and standards in human service settings.					SLO 13 Involve themselves in professional organizations and activities and lifelong learning.				
	I	E	R	M	A	I	E	R	M	A	I	E	R	M	A
HSRV 33000, Psychopharmacology															
HSRV 37700, Ethics, Policy, Law & Prof.	X	X	X	X	X	X	X	X	X	X					
HSRV 39900, Trauma & Grief		X	X												
HSRV 40000, Internship I					X					X					
HSRV 40100, Intern Seminar I					X				X					X	
HSRV 41700, Research Methods							X	X	X	X	X	X	X		
HSRV 45000, Internship II					X					X					
HSRV 45100, Intern Seminar II			X						X						X

Student Learning Outcomes for the Hospitality & Tourism Management Degree Program

N0.	Category level	Competency level	SLO level	Courses or experience	SLO	Product
1	Business Management – Planning and Analysis	Planning and Executing	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	1. Advanced Restaurant Management HTM49400 2. HTM32400 Strategic Management	1. Develop a profitable restaurant concept 2. Acquire and analyze information in order to make effective decisions for the financial health of a hotel	1. Team develops concept with detailed business plan including three year operating and financial plan. They are assessed by industry experts who judge the viability of the business plan. 2. Business simulation: small teams of students operate a full service hotel in a competitive and dynamic business environment. They are assessed on their ability to plan and operate a profitable hotel.
2	Business Management – Planning and Analysis	Planning and Executing	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	1. Florida Program-integrated project HTM37800, HTM37700, HTM37600 2. HTM37400 Revenue Management	1a)378- Recognise and analyze the contribution of different departments within a resort to the overall marketing of the resort b)377 Understand the relationship between resorts and the destinations in which they reside c) 376 -Recognise the relationship between sustainability and competitiveness for resorts and destinations 2. Facilitate students ability to plan, organize and manage a business entity	1. Final Product Big Idea – development of a new or augmented product relevant to the resort or to the destination and that is feasible to implement 2. Team performance in simulation
3	Business Management – Planning and Analysis	Planning and Executing	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly	1. Advanced Restaurant Management HTM4940 2. HTM324 Strategic Management	1. Formulate a business plan that has the potential to raise the necessary capital for the proposed restaurant to successfully open and operate 2. Read and interpret data	1. Business plan requires market and competition analysis within which their projected business will exist. 2. The simulation requires students to plan the next cycle using past performance, competition data and forecasted business.
4	Business Management – Planning and Analysis	Analytics, working with and beyond the data	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	1. Florida Program-integrated project HTM37800, HTM37700, HTM37600 2. HTM37400 Revenue Management	1 a)378- Understand the role of marketing planning and execution from both strategic and tactical perspectives b) 377 Understand the difference between management and leadership in resorts c)376 Analyze the role of the consumer in sustainable development 2. Acquire and organize information from a variety of sources	1. Acknowledgement of importance of leaders and influencers in resorts and destinations in acceptance of new ideas/products 2. Contemporary revenue management requires students to demonstrate their ability to analyse past data, future demand and competitive set in order to determine optimal pricing strategies that will generate the business's desired key performance indicators objectives.
5	Business Management – Planning and Analysis	Analytics	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Advanced Restaurant Management HTM49400	Develop a profitable restaurant concept	Business plan is organized as a coherent pattern of arguments supported by facts and research which justifies the investment

6	Business Management – Planning and Analysis	Analytics	Uses quantitative analysis of data as the basis for deep and thoughtful judgements, drawing insightful, carefully qualified conclusions	1. HTM 49400. Advanced Restaurant Management 2. HTM44100 Hospitality Finance 3. HTM37400 Revenue Management 4. HTM4300 Strategic Management	1. Demonstrate the ability to design and execute marketing campaigns and focus group research. 2. Develop a framework for maximizing the financial value of a corporation 3. Understand the role of the revenue manager in the hospitality industry 4. Comprehend and evaluate information presented in numeric form	1. Business plan + financial statements development of marketing plan. 2. Analysis of financial statements for decision making 3. Understanding and leveraging the industry data produced by Smith Travel Research in order to analyse and plan future pricing strategies 4. Comprehension of material from business simulation
7	Business Management – Problem Solving	Problem Definition	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors	1. Florida Program-integrated project HTM37800, HTM37700, HTM37600 2. HTM37400 Revenue Management	1. a)377- understand the contribution of revenue to each department within a resort and apply principles to practice b)376 Assess the business case for sustainability C)378 Demonstrate and awareness of the implications of current and future trends for resorts and destinations 2. Define the concept and purpose of revenue management	1. Recognition of complexity of product development within resorts and destinations 2. STR Certified Hospitality Industry Analytics certification requires students to utilize data in order to solve concrete business situation using analytical tools and algorithms.
8	Business Management – Creative Thinking	Strategy	Identifies multiple approaches for solving the problem that apply within a specific context.	1. HTM4300 Strategic Management 2. HTM37400 Revenue Management	1. Acquire and analyze information in order to facilitate decision making 2. Explain specialist applications of revenue management	1. Business simulation: ability to adapt business decisions in multiple departments and areas of operation when confronted with crisis 2. Discussion and evaluation of Case Study situations
9	Business Management, Integrity, Global Mindset, Innovation	Propose Solution	Proposes one or more solutions that are sensitive to contextual factors as well as ethical, logical, and cultural dimensions of the problem	1. Florida Program-integrated project HTM37800, HTM37700, HTM37600	This is a culmination of all of the SLOs for this project	Presentation of the Big Idea to senior management at Gasparilla Inn
10	Business Management	Implement Solution	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem	1. HTM4300 Strategic Management 2. HTM3100 Restaurant	1. All SLOs contribute to final outcome 2. Demonstrate the ability to develop a restaurant operation and implement it successfully	1. Business simulation 2. Restaurant management, menu engineering
11	Human Interaction	Ability to measure and calibrate performance	Reviews results relative to the problem defined with thorough, specific considerations of need for further work.	1. CFS39900 Florida individual portfolio 2. HTM3100 Restaurant	1. Choose, manage and monitor personal and professional objectives 2. Demonstrating the ability to design a menu responsive to the economic and esthetic requirements of the restaurant concept	1. Review Portfolio, personal goals and reflections 2. Weekly dashboard review and post service meeting to help define action to be taken to remedy shortfalls and anticipate future customer needs
12	Human Interaction	Personal Talent & Strength Awareness	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	1. HTM3100 Restaurant 2. Florida Integrated project	1. Demonstrate staff scheduling and professional supervision 2. Across all courses demonstrates and ability to work with others proactively while acknowledging own strengths and weaknesses	1. Peer and team review and evaluation using an industry standard tool offers students the ability to observe their personal and team performance during the operational stages of the semester and plan appropriate action in relation to the feedback they receive. 2. Working in a small group to develop and present idea
13	Human Interaction – Communication	Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Advanced Restaurant Management HTM49400	Demonstrate the ability to generate a plan for staff scheduling, training and supervision	Recruitment, training and scheduling plan adapted to the business objectives/needs and commensurate with the business's financial goals.
14	Human Interaction – Communication	Explanation of issues	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	1. HTM3100 Restaurant 2. HTM41100 Hospitality Law	1. All SLOs relevant 2. Understand the various cases of a law suit and why each is important	1. Development of restaurant concept -first 5 weeks 2. Moot court with students playing various roles

15	Operational Skills	Teamwork	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	1. Florida Program-integrated project HTM37800, HTM37700, HTM37600 2. HTM 31000	1. HTM37700 Resort Management Recognize and evaluate the role of each department in the successful operation of the whole resort . HTM37800. Recognise the competitive environment in which resorts and destinations operate. HTM37600 Assess the business case for sustainability 2. All SLOs relevant	Team members working in different parts of the resort recognise role and interdependence. Team members can resolve conflicts over differing ideas to come to consensus. 2. Meeting target metrics (COG, revenue, guest satisfaction) over 10 weeks
16	Operational Skills	Stress and Conflict Management	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness	HTM31000	Demonstrate the ability to positively contribute in a teamwork environment	Successful operation and management of restaurant. Student get feedback from the team and peer evaluation, feedback from guest survey and daily operation needs. Conflicts and stress naturally occur in this business environment where success is being measure weekly on realistic criteria. Not meeting the target metrics means failure in the course.
17	Personal Skills	Global Mindset	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices	Florida Program-integrated project HTM37800, HTM37700, HTM37600	376 - Evaluate methodologies for the application of sustainable principles in a variety of contexts 377 Identify key elements in the evolution of resorts and their products 378 Recognise the competitive environment under which resorts and destinations operate	Analysis of resort and destinations social, environmental and economic context
18	Personal Skills	Global Mindset	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	CFS39900 FL Portfolio	Actively engage in honest and constructive self evaluation	Builds personal and work relationships with people from different backgrounds and cultures while living and working with them.
19	Personal Skills	Global Mindset	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/ indirect and explicit/ implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	CFS39900 FL Portfolio	Develop an understanding of cultural and social values and norms and appropriate communication methods.	Guest relationships across a variety of backgrounds and cultures that are different from those found in home working environment.
20	Personal Skills	Global Mindset	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/ his interactions with culturally different others	FNN 20400 Food History and Culture	GET LINDA TO GIVE SOME INPUT ON THIS ONE	
21	Personal Skills	Global Mindset	Demonstrates evidence of capacity to adjust attitudes and beliefs in order to work with and learn from the experience of others from diverse backgrounds	1. Florida Program-integrated project HTM37800, HTM37700, HTM37600 2. CFS3900 3. HTM4300		1. Coming to consensus for Big Idea 2. Personal reflections from Portfolio 3. Evaluation of team performance in simulation
22	Personal Skills	Innovator	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries	Advanced Restaurant Management HTM49400	1. Demonstrate the ability to positively contribute in a teamwork environment	Successful completion of business plan requiring an innovative restaurant concept
23	Personal Skills	Innovator	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries	Florida Program-integrated project HTM37800, HTM37700, HTM37600	Demonstrates an ability to think innovatively across courses and experiences to create a unique project/idea	The Big Idea - this should be a product that contributes to the marketing, operation and sustainability of the resort or destination, achieved via discussion, analysis, and evaluation of alternatives

24	Integrity	Ethical Reasoning	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	1. HTM41100 Hospitality Law 2. HTM37600 Sustainable tourism development	1. Understand the impact of the Civil Rights Act 1964 on the hospitality industry b) Understand the legal issues arising from Employment Law 2. Recognise and evaluate the impact of tourism on the environment, society, culture and economy in a variety of contexts.	1. Understanding of ethical framework of laws and their implementation 2. Debate on development of tourism in a variety of contexts, social, cultural and environmental
25						
26						
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30						
31						
32						

INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE

COUNSELOR EDUCATION PROGRAM

SPRING 2018



CACREP SELF-STUDY

SEEKING ACCREDITATION IN:

- CLINICAL MENTAL HEALTH COUNSELING
- SCHOOL COUNSELING

UNDER THE 2016 CACREP STANDARDS

MAY 2018

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IPFW INTRODUCTION AND NAVIGATING THE SELF-STUDY

IPFW is Indiana's fifth largest university and blends elements of the Indiana University and Purdue University systems into a single, dynamic, regional institution of higher learning. As stated in its 2014-2020 Strategic Plan, IPFW's mission is to meet northeastern Indiana's higher education needs by offering a broad range of quality undergraduate, graduate, and continuing education programs. As a public institution of higher education, IPFW is dedicated to diversity, integrity, civility, and the promotion of the public good for all citizens.

Housed in the College of Education and Public Policy, the Counselor Education Program is part of the Professional Studies Department, which is also a professional home to IPFW's Special Education and Educational Leadership graduate programs. Although Purdue University provides fiscal and administrative structuring to IPFW, graduates of the Counselor Education Program receive degrees from Indiana University based on programmatic alignment. The Counselor Education Program exists to provide high quality counselor preparation training to graduate students who desire to be professional school counselors, mental health counselors, and licensed marriage and family therapists.

We are seeking CACREP accreditation for our Clinical Mental Health Counseling and School Counseling tracks of study. The self-study was compiled over the summer and fall semesters of 2017. The final version was completed on **May 30, 2018** and utilized **Microsoft Office 2013**. **The final document was converted using Adobe Acrobat XI Pro Extended and PDF24 Editor. Documents will open as PDFs.**

All communications regarding the self-study may be directed to the IPFW CACREP liaison, Dr. Brett Wilkinson. He can be reached by email at wilkinsb@pfw.edu, by phone at (260) 481-6528, by fax at (260) 481-5408, or by mail at:

Dr. Brett Wilkinson
Indiana University-Purdue University Fort Wayne
Counselor Education Program
Department of Professional Studies
Neff Hall, 250M
2101 East Coliseum Blvd.
Fort Wayne, IN 46805

Instructions for accessing and navigating the IPFW CACREP self-study are as follows:

Navigation Directions

Welcome to the IPFW Counselor Education Program's self-study. We designed this electronic document in the hopes of providing easily accessible, comprehensive information regarding our program areas. You will be able to reach all necessary documents directly from this file. For reviewer convenience, we included a hyperlink to the Table of Contents at the bottom of every page. In addition, we created the following consistent hyperlinks:

- All mentions of program handbooks include hyperlinks to the handbook
- All mentions to other sections of the self-study include hyperlinks to the relevant section(s)
- As requested, we captured screenshots via PDF.
- We ensured this document was fully bookmarked by section so reviewers may use the navigation pane to scroll to relevant sections.

APPLICATION MATERIALS

APPLICATION FORM



Application for Accreditation 2016 Standards

Eligibility Requirements

The following three items must be met before any application can be submitted to CACREP.

- ☒ Students are enrolled in each specialty area applying for accreditation.
- ☒ The institution holds regional accreditation.
- ☒ Specialty area and doctoral programs meet the relevant minimum semester/quarter hour requirements as outlined in Standard 1.J and Standard 6.A.1.

Instructions for Submitting Application and Supplemental Documentation

1. Submit a hard copy of the Application's Signature Pages (Section 2) with original signatures.
2. Submit a disk or USB drive with the completed Application Form, the supplementary documentation (Application Form Section 3), and the self-study.
3. All submissions must include four copies of the disk or USB drive, labeled with the institution's name. See Policy 1.m *Electronic Submission of Accreditation Documents* for formatting guidelines.
4. Mail the copies of the self-study media and a check or money order payable to CACREP for the application fee. To learn the current fee amount, call the CACREP office at 703-535-5990 or visit www.cacrep.org. Mailing address:

Council for Accreditation of Counseling and Related Educational Programs
1001 North Fairfax Street, Suite 510
Alexandria, Virginia 22314

Section 1

Application for Accreditation

Date: 5/30/2018

Institution: Indiana University-Purdue University Fort Wayne

Department/Academic Unit: Department of Professional Studies

Mailing Address: IPFW 2101 E. Coliseum Blvd. Fort Wayne, IN 46805

Institution Website: www.pfw.edu

CACREP Liaison: Dr. Brett Wilkinson

Telephone: 260-481-6528

Fax: 260-481-5408

E-mail: wilkinsb@pfw.edu

This institution is: (check all that apply):

- | | | |
|-------------------------------------|--|---|
| <input type="checkbox"/> HBCU | <input type="checkbox"/> HSI | <input type="checkbox"/> Tribal College |
| <input type="checkbox"/> For-profit | <input checked="" type="checkbox"/> Public | <input type="checkbox"/> Private |
| <input type="checkbox"/> Online | <input type="checkbox"/> Faith-based | <input type="checkbox"/> Other Click here to enter other. |

Specialty Areas Offered

Place an "X" on the left next to the specialty area(s) for which accreditation is sought. We need three answers for each specialty area under review: 1) indicate by the 'X' which specialty area standards the program is addressing (e.g., Clinical Mental Health Counseling); 2) what your department calls the program on your website and in other media (e.g., Professional Counseling, Clinical Counseling); and 3) what the title of the program is on the student's transcript (e.g., Professional Counseling – Clinical Mental Health Counseling Specialization).

Entry-level

☐ Addiction Counseling ☐ M.Ed. ☐ M.A. ☐ M.S. ☐ Other

Title of degree/program: [Click here to enter title of degree/program.](#)

Transcript title: [Click here to enter transcript title.](#)

☐ Career Counseling ☐ M.Ed. ☐ M.A. ☐ M.S. ☐ Other

Title of degree/program: [Click here to enter title of degree/program.](#)

Transcript title: [Click here to enter transcript title.](#)

☒ Clinical Mental Health Counseling ☐ M.Ed. ☐ M.A. ☐ M.S. ☒ Other M.S.Ed.

Title of degree/program: Clinical Mental Health Counseling

Transcript title: M.S.Ed Counseling

☐ Clinical Rehabilitation Counseling ☐ M.Ed. ☐ M.A. ☐ M.S. ☐ Other

Title of degree/program: [Click here to enter title of degree/program.](#)

Transcript title: [Click here to enter transcript title.](#)

☐ College Counseling and Student Affairs ☐ M.Ed. ☐ M.A. ☐ M.S. ☐ Other

Title of degree/program: [Click here to enter title of degree/program.](#)

Transcript title: [Click here to enter transcript title.](#)

☐ Marriage, Couple, and Family Counseling ☐ M.Ed. ☐ M.A. ☐ M.S. ☐ Other

Title of degree/program: [Click here to enter title of degree/program.](#)

Transcript title: [Click here to enter transcript title.](#)

☒ School Counseling ☐ M.Ed. ☐ M.A. ☐ M.S. ☒ Other M.S.Ed.

Title of degree/program: School Counseling

Transcript title: M.S.Ed. Counseling

☐ Rehabilitation Counseling ☐ M.Ed. ☐ M.A. ☐ M.S. ☐ Other .

Title of degree/program: [Click here to enter title of degree/program.](#)

Transcript title: [Click here to enter transcript title.](#)

Doctoral-level

☐ Counselor Education and Supervision ☐ Ph.D. ☐ Ed.D. ☐ Other

Title of degree/program: [Click here to enter title of degree/program.](#)

Transcript title: [Click here to enter transcript title.](#)


Section 2 Signature Pages

By signing and submitting this application, you agree to the following:

- To insure the integrity of this process, it is imperative that professional conduct be exemplified in the application and self-study materials submitted to CACREP, as well as in the accreditation review procedures followed by the accrediting organization. For the process to be effective and fair, it must follow the established review procedures and the information submitted during the review process must be based on clear statements and documentation describing how the program operates. The self-study narrative and supporting evidence must not misrepresent the program by implying resources or any level of strengths that exceed the program's level of operation. Constructive, reciprocal feedback can only be based on an open and honest documentation that follows the prescribed review process.
- No feedback will be provided to the program until all current fees that have been paid.
- The accreditation process is voluntary. CACREP will issue an invoice (or W-9 as applicable) for payment of fees, but unless expressly required by law or regulation, CACREP will not sign a procurement or vendor contract with the institution.
- The institution agrees to adhere to all CACREP policies.

President/CEO
of the Institution

Name: Ronald L. Elsenbaumer

Signature: 

Mailing Address: Office of the Chancellor; IPFW 2101 E. Coliseum Blvs. Fort Wayne,
IN 46805

E-mail: chancellor@pfw.edu

Addressed in correspondence as: ☒ Dr. ☐ Mr./Ms. ☐ Other

Dean of
the College or School

Name: James E. Burg

Signature: 

College/School: College of Education and Public Policy

Mailing Address: College of Education and Public Policy; IPFW 2101 E. Coliseum Blvd.

Fort Wayne, IN 46805

E-mail: burgj@pfw.edu

Addressed in correspondence as: ☒ Dr. ☐ Mr./Ms. ☐ Other

5

Department
Chair

Name: Joe. D. Nichols

Signature: 

Department: Department of Professional Studies

Mailing Address: Department of Professional Studies; IPFW 2101 E. Coliseum Blvd.

Fort Wayne, IN 46805

E-mail: nicholsj@pfw.edu

Addressed in correspondence as: ☒ Dr. ☐ Mr./Ms. ☐ Other

CACREP Liaison

Name: Brett D. Wilkinson

Signature: 

Mailing Address: IPFW 2101 E. Coliseum Blvd. Neff Hall 250M Fort Wayne, IN 46805


E-mail: wilkinsb@pfw.edu

Addressed in correspondence as: ☒ Dr. ☐ Mr./Ms. ☐ Other

Other Official to Receive Correspondence (optional)

Title:

Name: Kerrie R. Fineran

Signature: 

Mailing Address: IPFW 2101 E. Coliseum Blvd. Neff Hall 250F Fort Wayne, IN 46805

E-mail: finerank@pfw.edu

Addressed in correspondence as: ☒ Dr. ☐ Mr./Ms. ☐ Other

Section 3

Required Supplemental Documentation

1. Please list each site where the specialty area(s) is offered:

Specialty Area(s)	Site(s) or Delivery Method(s)	Can a student take over 50% of coursework here?*
<u>Clinical Mental Health Counseling</u>	<u>Main Campus</u>	<u>Yes; 100%</u>
<u>School Counseling</u>	<u>Main Campus</u>	<u>Yes; 100%</u>

*If the answer is yes at any site or if an alternative online or distance education version of the specialty area(s) is offered, provide summary responses to the conditions in the Multiple Sites Policy.

2. Please provide a current program of study for each specialty area that includes all required courses and indicates the total number of hours required to obtain the degree. This information should also include the number of clinical hours required in practicum and internship courses.
3. Please create tables or charts with the following information. *If the specialty area(s) is offered at multiple sites, please provide information for each site and for the overall program.*
- a) Table 1 – Faculty Who Currently Teach in the Program
- List all core faculty by name and include each person's credit hours taught in last 12 months, terminal degree and major, primary teaching focus, professional memberships, licenses/certifications, and nature of involvement in the program(s) (e.g., academic unit leader).
 - List all non-core faculty by name and include each person's credit hours taught in last 12 months, terminal degree and major, primary teaching focus, professional memberships, licenses/certifications, and nature of involvement in the program(s) (e.g., clinical faculty, adjunct).
- b) Table 2 – Current Students
- For each applicant specialty area (e.g., School Counseling), please indicate the number of full-time, part-time, and full time equivalent (FTE) students at each campus site.
 - Please indicate any other counseling specialty areas in the academic unit that are not applying for accreditation, the number of full-time, part-time, and full time equivalent (FTE) students at each campus site.
- c) Table 3 – Graduates for the Past Three (3) Years
- For each applicant specialty area (e.g., School Counseling), please indicate the number of graduates at each campus site.

4. Please provide evidence of institutional accreditation by a regional accreditor recognized by the US Department of Education or the Council for Higher Education Accreditation (CHEA). See Policy 8.b.

CLINICAL MENTAL HEALTH COUNSELING (CMHC) TRACK DESIGN

The CMHC track at IPFW is a 60 Credit M.S.Ed in Counseling in which students enroll part-time and complete over the course of 3 academic years. At this time, there is no option for full-time enrollment.

Common Core 36 Credits	Track Specific 24 Credits
G502 Professional Orientation and Ethics G580 Counseling Skills and Techniques P514 Life Span Development: Birth – Death G503 Counseling Theories & Techniques I G504 Counseling Theories & Techniques II G580 Child and Adolescent Counseling G505 Individual Appraisal: Principles and Procedures G524 Practicum in Counseling G525 Advanced Practicum in Counseling G590 Research in Counseling and Guidance G575 Multicultural Counseling G532 Introduction to Group Counseling	G563 Foundations of Mental Health Counseling G567 Introduction to Marriage and Family Counseling G580 Trauma and Addictions Counseling G580 Diagnosis and Treatment Planning G580 Career Counseling G550 Internship in Counseling and Guidance G551 Advanced Internship in Counseling (6 credits)

Clinical Hours

The program's practicum (G524 and G525) is a clinical experience in our on-campus, community mental health center, the IPFW Community Counseling Center. Clinical Mental Health Counseling students take 3 semesters of practicum (August to July) occurring in the second year of the program. Practicum involves a minimum of 100 total hours, with a minimum of 40 direct hours. Students routinely exceed the required number of hours.

The CMHC track's internship requirements meet CACREP requirements for internship as well as the Indiana State Requirements for internship for the LMHC (Licensed Mental Health Counselor). These requirements include:

- At least a total of 600 clock hours begun after successful completion of the practicum for a total of at least 1000 on-site hours between practicum and internship.
- At least 240 direct service hours in the role of mental health counselor.

Indiana Licensure

This track meets the educational requirements for the Indiana Mental Health Counselor license.

SCHOOL COUNSELING (SC) TRACK DESIGN

The SC track at IPFW is a 54 Credit M.S.Ed in Counseling in which students enroll part-time and complete over the course of 3 academic years. At this time, there is no option for full-time enrollment. The Counselor Education Program Faculty are currently examining the best options for including 6 additional credit hours to the curriculum in order to offer a 60 credit program beginning in July of 2020.

Common Core 36 Credits	Track Specific 18 Credits
G502 Professional Orientation and Ethics G580 Counseling Skills and Techniques P514 Life Span Development: Birth – Death G503 Counseling Theories & Techniques I G504 Counseling Theories & Techniques II G580 Child and Adolescent Counseling G505 Individual Appraisal: Principles and Procedures G524 Practicum in Counseling G525 Advanced Practicum in Counseling G590 Research in Counseling and Guidance G575 Multicultural Counseling G532 Introduction to Group Counseling	G542 Organization & Development of School Counseling Programs G562 School Counseling: Intervention, Consultation, & Program Development G552 Career Counseling K505 Introduction to Special Education G550 Internship in Counseling and Guidance G551 Advanced Internship in Counseling

Clinical Hours

The program's practicum (G524 and G525) is a clinical experience in our on-campus, community mental health center, the IPFW Community Counseling Center. School Counseling students take 2 semesters of practicum (August to May) occurring in the second year of the program. Practicum involves a minimum of 100 total hours, with a minimum of 40 direct hours. During their practicum experience, students have the opportunity to counsel children, adolescents, adults, and families.

Our program faculty members maintain that school counselors can benefit from developing clinical skills across a variety of populations including, but not limited to, children and adolescents. The practicum experience prepares them to work with all members of a school community and ensures student confidence in collaborating with parents and families.

The SC track's internship requirement for all students regardless of their prior teaching credentials is 600 clock hours over one academic school year, with 240 of those hours being direct service in the role of school counselor.

Indiana Licensure

This track meets the educational requirements for the Indiana K-12 School Counseling license.

Change to University Status Affecting this Document

This self-study identifies our institution as Indiana University-Purdue University Fort Wayne (IPFW). However, beginning July 1 of 2018, the university will officially become Purdue University Fort Wayne (PFW). This institutional transition is explained in further detail in the sections below, with relevant documentation provided. We have written this under the advisement of CACREP representatives, who noted that a clear explanation about this transition should eliminate confusion for reviewers.

Explanation of Program Continuity

The counselor education faculty wants to be clear that this institutional transition from IPFW to PFW, including all accompanying structural changes at the administrative level, will not affect the structure or curriculum of the counselor education program. The university leadership has prioritized continuity during this process. As a result, the only changes brought about by this transition for our counselor education program is the institution granting the degrees (previously graduates received Indiana University degrees and now they will receive Purdue University degrees) as well as the institutional name change itself and the accompanying logo.

At the university level, all course offerings, faculty financial supports, and the like will remain the same. Administrative changes to be made at the college and departmental level do not affect anything of substance within this self-study. At the program level, the content of all course syllabi, practicum or internship documents, curriculum checklists, etc. will remain the identical to the documents included with this self-study aside from institutional name and logo alterations, which are simple cosmetic changes. The core functions and basic practices of our program will not be altered in the transition from IPFW to PFW.

Explanation of University Transition

On July 1, 2018, Indiana University - Purdue University Fort Wayne (IPFW) transitions to Purdue University Fort Wayne (Purdue Fort Wayne). The organizational changes are the culmination of a multi-year evaluation by the Indiana Legislative Services Agency (LSA). The purpose of the examination was to explore how the regional institution in Fort Wayne might best serve the greater Fort Wayne Metropolitan Area and Northeast Indiana. Specifically, the Indiana General Assembly directed the LSA to evaluate the role and governance of IPFW and explore potential alternative governance models. The LSA evaluation culminated with the publishing of the Indiana Legislative Services Agency Report on January 1, 2016.

The LSA Report recommended, and the respective boards of Indiana University and Purdue University agreed, to replacing the shared management model in which Purdue University was the managing entity with a model clearly designating Purdue University as the governing entity of the campus and a name change identifying the regionally accredited university at Fort Wayne as a Purdue campus.

Prior to the transition to Purdue Fort Wayne, IPFW was a regionally accredited institution solely managed and controlled by Purdue University. Approximately half of the degree programs conferred Indiana University Degrees and Purdue University conferred the remainder of the

degrees. A management agreement between Indiana University and Purdue University facilitated a unique higher education environment in which an independently accredited university (IPFW) offered programs of studies leading to degrees from Indiana University or Purdue University. The agreement specified that the Chancellor of IPFW served as the Chief Executive Officer of the Fort Wayne campus reporting to the President of Purdue University. The management agreement assigned Purdue the role as “... the responsible corporation with full power, authority and responsibility to manage and operate IPFW for the benefit of Indiana University and Purdue University”. Further, the management agreement, as approved by The Higher Learning Commission, assigned “...specific academic, research and public service missions in the operation of IPFW as mutually agreed upon from time to time and approved by the respective Boards of Trustees”. The agreement allowed, upon approval by the respective Boards of Trustees of Indiana University and Purdue University, transfer of academic, research and public service missions between institutions within the IPFW operational domain.

Effective July 1, 2018 all academic programs residing at Purdue University Fort Wayne remain independent, locally managed degree programs leading to a degree conferred by Purdue University. Three Health Sciences Programs (Nursing, Radiology, and Dental Education) transfer to Indiana University management and control as an additional location of Indiana University-Purdue University Indianapolis. The effective date of July 1st, 2018 was established to transfer the health sciences programs to Indiana University management and control and to transfer degree granting authority for all other Indiana University programs to Purdue University Fort Wayne. Purdue Fort Wayne academic programs that formerly offered degrees conferred by Indiana University continue to deliver the same curriculum through the same faculty; however, Purdue University assumes sole degree-granting authority. Purdue University Fort Wayne remains an independent regional campus managed by Purdue University just as IPFW was prior to the realignment.

Please see the following documents for official details: [Indiana University Purdue University Fort Wayne Action Letter](#) and [PFW Acceptance and Close Date](#).

TABLE 1A: CORE FACULTY (PAST 12 MONTHS)

Core Faculty Member			Terminal Degree			Graduate Teaching
Name	Rank	Role		Major	University	Credit Hours
Kerrie Fineran	Assistant (Associate status begins: 8-13-18)	Director, Counselor Education Program Coordinator, School Counseling Track	PhD	Counselor Education and Supervision	University of Toledo	18
Rashunda Reed	Assistant	Coordinator, CMHC Track	PhD	Counselor Education and Supervision	University of Holy Cross	24
Brett Wilkinson	Assistant	Coordinator, CACREP Accreditation	PhD	Counselor Education and Supervision	University of Northern Colorado	24

Core Faculty	Primary Teaching Assignments	Current Credentials	Current Memberships
Kerrie Fineran	Essential Skills, Group Counseling, School Counseling, Trauma and Addictions, Diagnosis and Treatment Planning, Practicum	NCC, PSC	ACA; ASCA; ACES; ASGW; NCACES
Rashunda Reed	Theories, Multicultural Counseling, Ethics, Foundations of Mental Health Counseling, Practicum, Internship	LMFT	ACA; ACES; CFHA
Brett Wilkinson	Theories, Advanced Theories, Assessment, Research, Child and Adolescent Counseling, Practicum	LMHC	ACA; ACES; AHC; NCACES

TABLE 1B: NON-CORE FACULTY (PAST 12 MONTHS)

Non-Core Faculty Member		Terminal Degree		Teaching Assignments		Affiliations	
Name	Role	Major	Univ.	Credit Hours		Credentials	Memberships
Anastacia Bruce	Limited Term Lecturer	MSEd Marriage and Family Therapy	IPFW	3	Practicum	LMFT	AAMFT
James Burg	Associate Professor	Marriage and Family Therapy, Sexuality	IPFW	3	Practicum	LMFT	AAMFT
Brian Dobias	Clinical Assistant Professor	MSEd School Counseling	IPFW	18	School Counseling, Career, Ethics, Internship	PSC	ASCA; ISCA; NAPPP
Melisa Sanchez-Landgraf	Limited Term Lecturer	MSEd Marriage and Family Therapy	IPFW	12	Practicum, Child and Adolescent Counseling	LMFT	IAMFT

TABLE 2: CURRENT STUDENTS

	Full-Time Students	Part-Time Students	Inactive	Total Students
Clinical Mental Health Counseling	39	1	1	41
School Counseling	33	0	1	34
Concurrent Dual-Track	1	0	0	1
<i>Master's Total</i>	<i>73</i>	<i>1</i>	<i>2</i>	<i>76</i>

TABLE 3: GRADUATES FOR THE PAST 3 YEARS

	MS/Ed
Clinical Mental Health Counseling	30
School Counseling	25
<i>Master's Total</i>	<i>55</i>

Institutional Accreditation (NCA)

IPFW is accredited by The North Central Association for Colleges and Schools. The last reaffirmation of accreditation occurred in 2010-2011, and the next reaffirmation of accreditation will occur in 2020-2021. Evidence of institutional accreditation is provided through the North Central Association for Colleges and Schools website ([screenshot](#)) which can be viewed live via http://www.ncahlc.org/component/com_directory/Action,ShowBasic/Itemid,/instid,1206/.

FINANCIAL SUPPORT FOR ACCREDITATION PROCESS

The Department of Professional Studies and the College of Education and Public Policy at IPFW will provide financial support for the accreditation of the counseling programs as outlined below.



DEPARTMENT OF PROFESSIONAL STUDIES

INDIANA UNIVERSITY–PURDUE UNIVERSITY FORT WAYNE
COLLEGE OF EDUCATION AND PUBLIC POLICY

December 4, 2017

To Whom It May Concern:

Indiana University-Purdue University Fort Wayne College of Education and Public Policy will be responsible for paying the expenses of the on-site CACREP accreditation team. I understand this will include the \$2500 application fee (included with the self-study) and \$2000 per site team visitor (for 2-5 visitors) when the site visit is approved.

We believe CACREP accreditation will significantly contribute to the success of our counseling education students. If you need additional information, please feel free to contact us.

Sincerely,

Joe Nichols, Ph.D.
Department Chair
Department of Professional Studies

James Burg, Ph.D.
Dean
College of Education and Public Policy

SECTION I

THE LEARNING ENVIRONMENT

THE INSTITUTION (1.A – 1.I)

- A. The academic unit is clearly identified as part of the institution’s graduate degree offerings and has primary responsibility for the preparation of students in the program. If more than one academic unit has responsibility for the preparation of students in the program, the respective areas of responsibility and the relationships among and between them must be clearly documented.**

In the *Graduate Bulletin*, [Part I](#) (Graduation Degree and Certificate Programs), [Part II](#) (Colleges, Schools & Departments), and [Part III](#) (Program Descriptions) clearly identify the Counselor Education Program as part of IPFW’s College of Education & Public Policy. The Counselor Education Program is housed in the Department of Professional Studies within IPFW’s College of Education & Public Policy. It is solely responsible for the preparation of students in the Clinical Mental Health Counseling and School Counseling program areas.

The Department of Professional Studies is responsible for verifying adherence to IPFW policy as described and to departmentally specified policies, such as admission standards, academic requirements for graduation, and graduate faculty credentials.

All core and elective master’s level counseling courses are taught within the Counselor Education Program by Counselor Education Program faculty, with the exception of the Special Education course required in the school counseling track. This course is most often taught by a faculty member from the IPFW Special Education graduate program, which is also housed in the Department of Professional Studies.

- B. The institutional media accurately describe the academic unit, the core counselor education program faculty, and each program and specialty area offered, including admissions criteria, accreditation status, methods of instruction, minimum degree requirements, matriculation requirements, and financial aid information.**

The complete *IPFW Graduate Bulletin 2017-2018 Academic Year* (live link: <http://bulletin.ipfw.edu/index.php>) is available live via the IPFW website as seen on this [screenshot](#). The *Bulletin* includes information including, but not limited to university policies regarding:

- Admission
- Academics
- Academic program options
- IPFW graduate academic certificates
- Master’s degree requirements
- Enrollment
- Financial information
- Campus resources
- Policies

Additionally, the Bulletin contains information regarding the College of Education & Public Policy (CEPP) and, more specifically, the Counselor Education Program. This includes program-specific admissions, course, and graduation requirements, and specific information regarding our two counselor education tracks:

- [The 54 credit M.S./Ed in School Counseling Track](#)
- [The 60 Credit M.S./Ed in Clinical Mental Health Counseling Track](#)

Finally, the Bulletin includes course listings for all academic areas including, but not limited to Counselor Education and affiliated areas.

Detailed information from Student Financial Aid and Scholarships is available live via <http://new.ipfw.edu/financial/>. As can be seen on this [screenshot](#), the office offers a plethora of information including, but not limited to, special resources for graduate students and veterans.

Finally, the *Counselor Education Program website* (live link: <http://new.ipfw.edu/departments/cepp/depts/professional-studies/counselor/>) includes more specific information including, but not limited to:

- Program information and CAEP accreditation status
- Admission criteria for the M.S./Ed
- Course information & student resources
- Clinical Mental Health Counseling Curriculum & Clinical Training
- School Counselor Curriculum & Clinical Training
- [The Counselor Education Graduate Student Handbook](#)
- [IPFW Community Counseling Center](#)

C. The institution is committed to providing the program with sufficient financial support to ensure continuity, quality, and effectiveness in all of the program's learning environments.

IPFW operates on a fiscal year for budgeting, but there is a biennial funding model for State funding or authorization for capital projects. We have an ongoing process where we report to the legislature a 10-year capital plan for our long-term, mid-term and short-term needs. The capital plan is a strategic plan for growth. Reoccurring costs for the program include:

- Three full-time faculty members
- One full-time professional staff member
- One half-time clinical faculty member
- One shared department secretary, and
- Limited Term Lecturers (LTLs) and lab instructors as necessary

One Counselor Education Program auxiliary unit, the [IPFW Community Counseling Center](#), is funded through Professional Studies department budget allocations.

With regard to the Counselor Education Program's Fiscal Year 2015-16 budget allocated from the University, the program expended all allocations. The allocations sufficed to meet all major needs and most minor program needs and wishes. The budget for the 2016-2017 program allocations is as outlined below:

Counselor Education Program Fiscal Year 2016-2017 Allocations	\$
Maintenance & operations (IPFW Community Counseling Center)	3,000
Faculty Salaries (<i>Fineran, Reed, Wilkinson, Dobias</i>)	270,643
Staff Salaries (<i>Clinical Director</i>)	51,641
Teaching/Graduate Assistants (<i>Clinic Manager</i>)	4,036
Limited Term Lecturers (<i>Melisa Sanchez and lab assistants for Essential Skills and Group Counseling</i>)	7400
Total	336,720

D. The institution provides opportunities for graduate assistantships for program students that are commensurate with graduate assistantship opportunities in other clinical programs in the institution.

The Counselor Education program has one recurring half-time graduate assistantship position; this GA serves as the manager of IPFW Community Counseling Center.

CE graduate students are also eligible to apply for other assistantships throughout the university. In 2016-2017, in addition to our program graduate assistants (clinic manager), one CE students had assistantships in other departments on campus such as career services, campus suicide prevention, athletics, the honors program, etc. All graduate programs have equal opportunities for students to apply for these assistantships at the campus level. We are the only on-campus clinical graduate program at IPFW.

E. The institution provides support for counselor education program faculty to participate in professional activities, scholarly activities, and service to the profession.

Indiana University-Purdue University Fort Wayne is on record as committed to supporting faculty and student research and development. IPFW provides a number of incentives and support for program faculty to participate in professional organizations and activities including, but not limited to:

- Professional Development (PD) allocations from the College of Education and Public Policy and Vice President of Academic Affairs. Professional Development funds for travel and other PD opportunities are awarded yearly in accordance with the department and college budgets. For the 2016-2017 year, this amount was \$1500 for each tenure-track faculty member, and \$1000 for tenured and clinical faculty members. IPFW further supports faculty research and professional development through several [internal grants](https://www.ipfw.edu/offices/sponsored-programs/internal-funding-opportunities/) (live link: <https://www.ipfw.edu/offices/sponsored-programs/internal-funding-opportunities/>) and the [IPFW Centers of Excellence](http://www.ipfw.edu/centers/) (live link: <http://www.ipfw.edu/centers/>)

- IPFW offers Sabbatical leave for research, creative endeavors, and professional renewal. Faculty members are eligible for leave following the completion of the first six years of full-time service, and applications for sabbatical leave must have been reviewed, for budgetary informational purposes only, by appropriate administrators (department chair/college dean or director/Vice Chancellor for Academic Affairs) before being evaluated by the Professional Development Subcommittee. The Professional Development Subcommittee is responsible for recommendations regarding sabbatical leave applications. Information about [sabbatical leave](#) procedures and applications can be found at (live link: <https://www.ipfw.edu/offices/oaa/2016-faculty-support-resources/faculty/sabbatical/sabbatical.html>) Departments and schools may choose to employ additional procedures of their own devising to evaluate sabbatical applications. The department of Professional Studies ensures that all faculty sabbatical applications are reviewed by the department's Faculty Affairs Committee. The committee then recommends or fails to recommend the requested leave to the department chair and dean prior to the application proceeding through official university channels.

F. The institution provides learning resources appropriate for scholarly inquiry, study, and research relevant to counseling and accessible by all counselor education program faculty and students.

Helmke Library

[Helmke Library](#) houses a print collection of nearly 1,000,000 items and offers excellent services, quality collections, and inviting, high-tech facilities for study, research, and collaboration as evidenced in the library profile (live link: <http://www.library.ipfw.edu/about/library-profile.html>).

In addition to the extensive electronic and print resources, Helmke Library offers:

- Extensive research and instructional assistance for students and faculty for effective utilization of learning resources. Subject librarians provide research consulting on a walk-in basis and by appointment; information services are also available by instant message, phone, e-mail, and social media.
- 24/7 access to thousands of electronic books, journals and databases, including the Indiana University and WorldCat catalogs.
- State-of-the-art document delivery service through the Helmke Library website.
- A Helmke Highlights newsletter which informs the IPFW community of library activities, services, and resources, and provides an archive of information about the library.

ITS (Information Technology Services)

The mission of [ITS](#) (live link: <http://www.ipfw.edu/offices/its/contact>) is to provide

information and technology-based support for the institution to support the IPFW business plan and promote success in academic and administrative functions. This includes creating, installing, and maintaining application systems, telecommunications networks, and various user techniques, tools and services to meet the campus missions of teaching, research, and service, and student needs for carrying out their class assignments. A list of learning resources and supports, including extensive student access to on-campus computing labs and software, is available here: [ITS Resources & Services](https://www.ipfw.edu/offices/its/resources/) (live link: <https://www.ipfw.edu/offices/its/resources/>). Services include, but are not limited to:

- Application consulting, support and training, distance learning, and email/messaging support
- Creation and/or maintenance of databases, network structures, Data Centers, core faculty and administrative applications, and an Information Knowledge Base
- Support to ensure that all classrooms, workstations, and computer and multi-media labs are equipped with computers with live internet access
- Provide direct, first-level support to IPFW students, faculty, and staff
- Audio-visual technology services to support university events, lectures, conferences, workshops, ceremonies, campus activities, community events, and classroom instructional technology

CELT (Center for the Enhancement of Learning and Teaching)

[CELT](http://www.ipfw.edu/celt/) (live link: <http://www.ipfw.edu/celt/>) supports the IPFW core mission by promoting excellence in teaching and learning and by encouraging the creation and sharing of knowledge. CELT collaborates with other IPFW departments, such as the Information Technology Services (ITS) and the Division of Continuing Studies (DCS) to ensure faculty receive quality service in support of teaching. Learning resources and technologies include, but are not limited to:

- Classroom Response Systems (i>clicker)
- Faculty and staff teaching workshops and conferences
- Learning Management System (Blackboard)
- Web Conferencing (Adobe Connect)
- Plagiarism Detection (Safe Assign)
- Computer Screen Capturing (Matchware Screencorder)
- Concept Mapping Software (Matchware OpenMind)
- Test Creation Software (Respondus)
- Study Guide Creation Software (StudyMate)

OSP (Office of Sponsored Programs)

[OSP](http://www.ipfw.edu/ores/) (live link: <http://www.ipfw.edu/ores/>) is a unit within the Office of Academic Affairs (OAA) created to serve the faculty, students, and staff with scholarly and creative activities and engagement. Their mission is to facilitate the procurement of external support through research grants, contracts, and technical assistance agreements; to administer internal support for research; and to document and publicize the scholarly achievements of members

of the IPFW community. Services include:

- Research Support Services
- Student Research & Creative Endeavor Support

OSA (Office of Student Affairs)

OSA (live link: <http://www.ipfw.edu/offices/osa>) promotes a student-focused campus environment through providing accessible and affordable services and programs. Divisions of OSA include the Academic Success Center, Career Services, Dean of Students, Diversity and Multicultural Affairs, Housing, Mastodon Academic Performance Center, Student Life, and Testing Services. Academic Support Services include, but are not limited to:

- Academic Assistance
- Study skills; tutoring; math testing; technology short courses
- Writing Skills
- Online consulting; workshops; appointments
- Academic Counseling
- Deciding majors; premajors; Guided Studies
- Student Achievement
- ASAP; faculty resources; at-risk student progress; events
- Disability Support
- Accessibility; assistive technologies; interpreter services; test proctoring

CASA (Center for Academic Support and Advancement)

The core mission of **CASA** (live link: www.ipfw.edu/offices/casa) is to help students within the IPFW community to achieve academic success. Services include:

- Tutoring at the Spot Learning Center
- Writing Assistance at the Writing Center @ the Learning Commons, Helmke Library
- Assistance with Study Skills
- STEPS: computer workshops
- Supplemental Instruction (SI)
- English as a Second Language
- Math Testing at the Math Test Center

Units within the College of Education and Public Policy (CEPP)

The *Counselor Education Program* and the *College of Education and Public Policy* offer learning resources including, but not limited to:

- Ongoing software upgrades and technical assistance for computers in CEPP, including those computers serving classrooms and clinics.
- Students and faculty have access to a [dedicated librarian, Mrs. Sue Skekloff](#) (live

link: <https://library.pfw.edu/about/people/>), who provides direct support to the College of Education and Public Policy. He facilitates learning workshops, assists students and faculty in accessing library resources, and manages related educational materials.

- The IPFW Community Counseling Center is the primary training center for graduate students-in-training. Most sessions are observed by a faculty supervisor and small groups of student peers.
- The IPFW Counselor Education Program provides many opportunities to practice and prepare for implementation of learned approaches. Students participate in two semesters of practicum amounting more than 100 hours of individual and group supervised experiences with a program faculty member. Through this process students are provided the opportunity to interact with "real life" clients in a highly structured, closely supervised environment. Closed circuit video and state of the art technology provide our students with mechanisms for viewing and reviewing live sessions as well as receiving "real time" feedback while working with clients.
- The IPFW Counselor Education Program website also has [resources for students](https://www.ipfw.edu/counselor-education) (live link: <https://www.ipfw.edu/counselor-education>) including the program handbook, career information, professional associations membership information, etc.
- The Counselor Education Program Facebook Group page is a closed page (accessible only by permission for program students, faculty, staff, alumni, and stakeholders). Here, program information, announcements and news, scholarships, professional association news, and job postings are listed.
- The Counselor Education Program sponsors an academic honor society called Chi Eta Sigma for counseling graduate students. The honor society provides an opportunity for students to take on leadership positions, create and nurture social bonds, organize program activities, fundraise for counseling related-programming and scholarship, and participate in the promotion of the Counselor Education Program and the counseling field as a whole.

G. The institution provides technical support to all counselor education program faculty and students to ensure access to information systems for learning, teaching, and research.

As discussed in section I.E above, program faculty and students are provided with extensive learning resources through a variety of sources on campus including IPFW Helmke Library, AVTS, ITS, CELT, RESP, OAA, OSA/ODMA, CASA, CEPP, and the Counselor Education Program and Clinics. In most cases, the entity providing the resource is also responsible for providing assistance or procuring technical assistance from the appropriate department. These resources include:

- IPFW Helmke Library Subject Librarians provide research consulting on a walk-in basis and by appointment; information services are also available by instant message, phone, e-mail, and social media. Student and faculty helpdesks are open extensive hours including weekends and training sessions are available throughout each semester to help teach, inform, and/or update students and faculty about the library systems, research tools, and software

- ITS provides information technology-based support for the institution to succeed in its academic and administrative missions ([see section E, ITS.](#))

H. The institution provides information to students in the program about personal counseling services provided by professionals other than counselor education program faculty and students.

Personal Counseling Services may be obtained through the [IPFW/Parkview Student Assistance Program](#) (live link: www.ipfw.edu/counseling). SAP offers a variety of short-term counseling and consultation services to address the needs of students. All services are confidential and provided in a welcoming, comfortable setting, regardless of race, gender, religion, ethnic background, age, sexual orientation, citizenship, or presence of a disability. Information regarding these services may be found via the [IPFW/Parkview Student Assistance Program website](#), the [Student life website](#) (live link: www.ipfw.edu/student-life), the *Graduate Bulletin* ([part 6, section 16](#)), and the [IPFW Student Handbook and Planner](#) (*pg. 16*).

When a student is not able or willing to seek services on the IPFW campus, Counselor Education Program faculty make recommendations for personal counseling services available in the community.

I. The institution provides adequate and appropriate access to counseling instruction environments (on or off campus) that are conducive to training and supervision of individual and group counseling. The counseling instruction environments include technologies and other observational capabilities as well as procedures for maintaining privacy and confidentiality.

The Counselor Education Program operates one on-campus clinical training facility: the [IPFW Community Counseling Center \(CCC\)](#) (live link: <http://new.ipfw.edu/counseling-center/>). The CCC is the primary training center for graduate student counselors-in-training; it serves as the practicum site for all CE students. Opened in its current facility in 2005, the CCC provides free counseling services for IPFW students as well as members of the Fort Wayne community.

The training facilities in the CCC include two classrooms for staffing and observation, 12 counseling rooms (including family and play therapy rooms), a counselor education library, an office for the clinic manager that houses all client files, a work room, and a dedicated client waiting area. The CCC is directed by the CE program's clinical director, with guidance from the CE program director and faculty and is managed by one half-time graduate assistant. The CE program faculty maintains full administrative control over the CCC. The CCC is located in the Dolnick Learning Center. Days and hours vary by semester but the CCC is generally open 4 days per week.

The CCC has eight individual rooms used to see adults, couples, and families. In addition, the CCC has two dedicated play therapy rooms. All of these rooms are designed for privacy, and are equipped with recording/observation equipment. The CCC also has two rooms that can be utilized for group work. Both rooms are designed for privacy, and are equipped with recording/observation equipment.

The CCC has two classrooms that are fully equipped for both live observation and recording

of sessions. The CCC utilizes [Sony Realshot recording software](https://pro.sony.com/bbsccms/assets/files/cat/camsec/downloads/Real_Shot_Manager_Advanced_User_Guide_Version%201.6_and_later.pdf): (live link) https://pro.sony.com/bbsccms/assets/files/cat/camsec/downloads/Real_Shot_Manager_Advanced_User_Guide_Version%201.6_and_later.pdf. All sessions are recorded via Realshot onto a secure IPFW server; sessions are also fed live into each of the classrooms for live observation. Supervisors can select which sessions are being viewed live, and can view multiple sessions at one time when appropriate. Each classroom also contains three student viewing stations, equipped with the same viewing capabilities. Additionally, the clinic is equipped with wireless communication devices so that a supervisor can communicate directly with students while in a counseling session as necessary or appropriate (this is typically known as a “bug-in-the-ear” system).

The CCC has policies and procedures in place designed to protect clients’ confidentiality and legal rights. Client records are kept in a locked file cabinet maintained in the clinic manager’s office, which is also locked. Dedicated workstations for client paperwork are located in both classrooms as well as in the CCC workroom. Each of these rooms is locked as well. Students check out keys to these facilities from the University when they enroll in practicum, and must return them at the completion of practicum. CE faculty and staff and CCC supervisors are the only other individuals with keys to these facilities (other than campus police who have keys to the building but do not have access to client files). All clinic files and paperwork must be kept and completed in the secure clinic at all times. Purged records and other sensitive materials are shredded on-site by a secure shredding service.

The graduate assistant clinic manager, with oversight by the clinical director and program director, is responsible for overseeing that appropriate policies and procedures are followed. The clinic manager regularly audits (at least 3 times per year) all files to ensure compliance.

THE ACADEMIC UNIT (1.J – 1.V)

- J. Entry-level degree specialty areas in Addiction Counseling; Clinical Mental Health Counseling; Clinical Rehabilitation Counseling; and Marriage, Couple, and Family Counseling consist of approved, graduate-level study with a minimum of 60 semester credit hours or 90 quarter credit hours required of all students. Until June 30, 2020, Career Counseling, College Counseling and Student Affairs, and School Counseling specialty areas require a minimum of 48 semester hours or 72 quarter hours. Beginning July 1, 2020, all entry-level degree programs require a minimum of 60 semester credit hours or 90 quarter credit hours for all students.**

The M.S.Ed. in Counselor Education program provides Clinical Mental Health Counseling and School Counseling programs of study. Plans are included in the [Graduate Bulletin](#) and can also be found on the program website. ([CMHC](#), [SC](#))

- The Clinical Mental Health Counseling program consists of [60 credits](#) and can be completed in as few as three years.
- The School Counseling program currently consists of [54 credits](#) and can be completed in as few as three years. Program faculty are working to develop a 60 credit hour curriculum that will be instituted by July 1, 2020.

- K. The academic unit makes continuous and systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community.**

IPFW recognizes, affirms and celebrates the diversity in its campus, local, state and national communities. IPFW seeks to demonstrate through its curriculum, support systems, and policies that it values these differences, creating and maintaining a campus environment that welcomes diverse characteristics, backgrounds, and experiences and identifying such diversity as a vital source of the intellectual, social and personal growth essential to a university education. An [affirmative action, non-discrimination policy, anti-harassment policy](#) (part 5, IPFW policies/sec. 1), and [disability accommodation policy](#) (part 6, sec. 10) are included in the *Bulletin*. Retention programming and outreach initiatives on the university, college, and department levels are accomplished through the office of Diversity and Multicultural Affairs' ([ODMA](#)) and Service for Students with Disabilities ([SSD](#)). Mission and services information is available through the ODMA & SSD websites as well as the *Bulletin* ([part 6, sec. 10 & 11](#)).

Recruitment of diverse students in undergraduate and graduate admissions has been a collaborative effort. This focus has culminated in the IPFW Multicultural Campus Visit Day where minority students are invited to explore academic options at our institution. All academic areas are represented as well as several student service areas. Additionally, the IPFW Admissions department targets specific high schools and college fairs in areas that have large minority student populations in Indiana (Gary, South Bend, Elkhart, Warsaw, Indianapolis, etc.). Due to the nature of being a regional university, IPFW has not pushed as heavily for out-of-state recruitment that is specific to diverse students groups, but plans to focus more on this in the next year, particularly as reciprocity for in-state tuition has been established recently

with some Ohio counties. The Admissions department also connects with community organizations that serve diverse student groups in Fort Wayne, surrounding areas and the cities mentioned above.

Specifically, the IPFW Counselor Education program is committed to developing a diverse and inclusive learning community. The Conceptual Framework ([CE Graduate Student Handbook](#), page 7) that structures the College of Education and Public Policy is based around themes of Democracy and Community, Habits of Mind, and Advocacy. The theme of Democracy and Community focuses on what it means to live and work in diverse communities. We expect that our faculty, staff, students, and prospective students actively work to promote communities that are accepting and affirming of cultural, racial, social, religious, sexual, political, and economic differences. The second theme of the Conceptual Framework, Habits of Mind, refers not only to the rigor necessary to build knowledge and skills related to one's discipline, but also to the promotion of self-reflection, critical and creative thinking, and being open and aware, all of which are critical to supporting diverse learning environments. Lastly, the theme of Advocacy highlights our dedication to supporting the rights of all students, clients, and community members in a socially just manner.

The Counselor Education Program hosts 2-3 program information nights that are open to all interested individuals, and participates in many university and community activities such as National Depression Screening Day, Mental Health Week, LGBT campus activities and jobs fairs, the annual Fort Wayne Multicultural Mental Health Conference, and Safe Zone training, amongst others.

The following chart includes a summary of some characteristics of IPFW Counselor Education Program students in comparison to the population in Allen County in which IPFW resides. Student data in the Table represent an unduplicated headcount of IPFW of counseling majors enrolled Fall 2016 through Fall 2017:

	Allen County <i>(US census 2011 & tats.indiana.edu)</i>	IPFW Counselor Education Program
White	79.3 %	84.2 %
Black or African Am.	11.7 %	6.6 %
American Indian	0.9 %	0.00 %
Asian	2.7 %	1.3 %
Other	2.9 %	0.01 %
Multiracial	2.9 %	2.6 %
Hispanic or Latino/a	6.5 %	3.9 %
International	---	0.00 %
Female	51.1 %	86.8 %
Male	49.9 %	13.2 %
18-24 years	---	32.9 %
25-44 years	---	63.2 %
45 – 64 years	---	3.95 %
> 65 years	13.8 %	0.00 %

L. Entry-level admission decision recommendations are made by the academic unit's selection committee and include consideration of each applicant's:

(1) Relevance of career goals;

Prospective students must submit a two-page statement of purpose addressing his or her career goals and how those relate to the applicant's interest in the CE program. This topic is also addressed during the individual portion of the interview process as well.

(2) Aptitude for graduate-level study;

The program admits students once per year. The admissions process takes place during the Spring semester each year; all admitted students then begin the program in the subsequent Summer II semester. Prospective students are encouraged to apply for early admission; if enough applications are received highly qualified candidates may be admitted prior to the formal admissions process in the spring, but must complete all admission requirements in the same manner as the regular admissions process (including the formal interview processes).

All core faculty and the clinical director participate in the admissions process and the final admissions decisions. The application process for each candidate includes the following elements (live link: <https://www.pfw.edu/departments/cepp/depts/professional-studies/graduate-admissions/>):

- CE Program Admissions Application
- Official Transcripts from all postsecondary institutions attended
- 3 Professional Letters of Reference
- Statement of purpose (a 2-page statement of the applicant's goals for entering the CE program, qualifications and/or experience, and other applicable information)
- Applicant Interview
- Graduate Record Examination (GRE) (optional, but strongly encouraged if the applicant's undergraduate GPA falls below the recommended 3.2)

A primary admission criteria is the submission of applicants' undergraduate GPAs. While the submission of GRE scores is not mandatory, candidates whose undergraduate GPAs are below 3.2 (on a 4.0 scale) are strongly encouraged to submit GRE scores as an alternative mean of demonstrating aptitude for graduate-level study. Applicants with undergraduate degrees who had a GPA of less than 2.8 are not admitted to the program without special appeal to the IPFW Vice Chancellor for Graduate Studies. Additionally, prospective students must submit three letters of reference with a form that includes, in part, an assessment of academic and professional potential. The statement of purpose is also evaluated, in part, for writing quality.

(3) Potential success in forming effective counseling relationships;

All applicants are required to attend a half-day interview as part of the admissions process. The interviews are facilitated by faculty and advanced graduate students and/or alumni.

The interview process includes an individual interview with a core faculty member, a group interview, and an informal Q & A period with students and/or alumni. Interpersonal skills are informally assessed by multiple core faculty members throughout the interview process and any concerns regarding interpersonal skill deficits are addressed in the subsequent candidate review process. Additionally, prospective students must submit three professional letters of reference with a form that includes, in part, an assessment of interpersonal and relational skills.

(4) Respect for cultural differences.

During the group interview process, prospective students are involved in a series of exercises designed to assess communication and collaboration skills, as well as the ability to discuss value differences and perspectives respectfully. Each candidate is rated on these characteristics by the faculty facilitating this portion of the interview. The interview questions selected by core faculty for these group discussions are designed to elicit strong responses from candidates who might hold stringent personal beliefs or biases that run counter to professional standards related to multiculturalism, ethics, and advocacy.

M. Before or at the beginning of the first term of enrollment in the academic unit, the program provides a new student orientation during which a student handbook is disseminated and discussed, students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed.

The Counselor Education program faculty conducts new student orientation during the first few weeks of students' first semester of courses. Specifically, this half-day orientation is held during one of the meetings of the *G580 Essential Counseling Skills* course. The orientation includes greetings from program faculty members and staff, an overview of the program and the *CE Graduate Student Handbook*, a tour of the IPFW Community Counseling Center and discussion of the clinical training components of the program, research and graduate assistantship opportunities, track-specific licensing information, and the program assessment system and evaluation results. The orientation also includes a presentation by the Chi Eta Sigma Counseling Student Honor Society. Finally, a core faculty member fields questions and customizes the orientation to the specific needs of the group.

N. The student handbook includes:

(1) The mission statement of the academic unit and program objectives;

The Counselor Education Program Mission Statement is available on the Counselor Education webpage and is included in the *Counselor Education Graduate Student Handbook* on page 5. The *Counselor Education Graduate Student Handbook* is published on the [Counselor Education Program webpage](#) and is updated yearly for each new cohort. The Handbook is reviewed initially during the new student orientation as described above. Additional student, program, and professional information is provided in the *Counselor Education Practicum Handbook*, the *Counselor Education School Counseling Internship Handbook* and the *Counselor Education Clinical Mental Health Counseling Internship Handbook*.

(2) Information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students;

Direct links to professional organizations of interest to professional counselors are provided on the [Counselor Education Program Webpage](#). This information is also included in the [Counselor Education Graduate Student Handbook](#) on page 19.

Because of the dynamic nature of this information, professional opportunities are also distributed to students via the program's Facebook page and in students' courses via Blackboard. Additionally, as part of the program introduction and orientation in students' first course, Dr. Fineran facilitates a discussion of the benefits of the American Counseling Association (ACA) for student members utilizing the ACA provided "Discover ACA Student Membership" (live link:http://www.counseling.org/docs/membership/student_powerpoint_2014.pdf?sfvrsn=4). Other relevant professional organizations such as the Association for Counselor Education and Supervision (ACES), the American Mental Health Counseling Association (AMHCA), and the American School Counseling Association (ASCA) are also highlighted at this time.

(3) Matriculation requirements; Admission and Matriculation requirements for students are clearly outlined in the [CE Graduate Student Handbook](#) on page 10. Unconditional admission to the program requires include an undergraduate degree from an accredited institution, an undergraduate GPA of 3.0, three letters of professional recommendation, a statement of purpose, and a personal interview. Students must maintain a GPA of 3.0 during their time in the program to remain in good standing. Additional requirements related to academic and clinical work can be found on pages 10-12 of the [CE Graduate Student Handbook](#).

(4) Expectations of students; Expectations for students are delineated in the [CE Graduate Student Handbook](#). Policies related to academic integrity, behavior review, class attendance, program revisions, and non-supervised activities of counseling graduate students, are on pages 15-19.

(5) Academic appeal policy;

This information is included on in the [CE Graduate Student Handbook](#) on page 12. Academic appeals procedures are also addressed on [part 5, sections 11 & 27](#) of the [Graduate Bulletin](#).

(6) Written endorsement policy explaining the procedures for recommending students for credentialing and employment;

Earning a master's degree in counseling deems graduates eligible to seek licensure in their areas of study. All U.S. states regulate the practice of counseling through licensure and certification, however definitions of counseling, educational requirements, examination requirements, and experience requirements greatly vary from state to state. The following information for licensure requirements is in accordance with Indiana laws. Students who expect to practice outside of the state of Indiana are urged to

research the various licensure and certification requirements of their state of interest. The clinical director is available to assist students with licensure portability questions.

School Counseling Track: To practice counseling in a school setting in Indiana, graduates must obtain a license issued by the Indiana Department of Education. To access the school counselor licensure requirements, visit the live link: <http://www.doe.in.gov/student-services/student-assistance/school-counselor-licensure>. For information about school counselor licensure and employment, students and graduates are encouraged to meet with Jim Beard, Director of the Educational Planning Information Center (EPIC), housed in the College of Education and Public Policy.

Clinical Mental Health Counseling Track: To practice counseling outside of the school or religious setting in Indiana, graduates must obtain a license issued by the Indiana Behavioral Health and Human Services Board. CMHC track graduates of the Counselor Education Program qualify for the application seeking a license in Clinical Mental Health Counseling. To access these Indiana state licensure requirements, please visit the live link <http://www.in.gov/pla/social.htm>. For information about counselor licensure, examination, and employment, students and graduates are encouraged to meet with the Counselor Education Clinical Director.

At times, students may require an endorsement (verbal or written) from their graduate program in order to gain employment or credentials. Students may request letters of recommendation from individual faculty members, which will be granted at the faculty member's discretion. Students are expected to maintain copies of all course syllabi and records of their practicum and internship experience and supervision hours. For confirmation of completion of the degree in counseling, graduates must request official transcripts through the IPFW Office of the Registrar.

Endorsement and Credentialing information are located in the [CE Graduate Student Handbook](#), page 20.

(7) Policy for student retention, remediation, and dismissal from the program;

This information is included on in the *Graduate Bulletin* ([Parts 2 & 5](#)) and *Counselor Education Graduate Student Handbook* on [pages 11 - 14](#). The Counselor Education Program utilizes a Remediation Plan Procedures Form that is located within the *CE Graduate Student Handbook*, [page 28](#).

O. Counselor education programs have and follow a policy for student retention, remediation, and dismissal from the program consistent with institutional due process policies and with the counseling profession's ethical codes and standards of practice.

Within the CE program, students are assessed on progress toward professional performance standards through the use of key assessments and supplemental assessment specific to various program transition points (initial admission to the program, after the first year of study/pre-clinical performance, initial clinical performance in practicum, and advanced clinical performance in the internship experience).

The CE Student Retention Policy may be found on pp. 10-11 of the [Counselor Education Graduate Student Orientation Handbook](#) and [part 2 of the Graduate Bulletin](#). Specifically, consistent with the IPFW Graduate Bulletin, all students must maintain a minimum cumulative GPA of 3.0 to remain in good standing. Students with a cumulative GPA of below 3.0 will be placed on academic probation, and will be required to bring their GPAs up to 3.0 during their next semester of enrollment or they will be recommended to the Dean of the College of Education and Public Policy for dismissal from the program. Students who receive one grade of 'C' or lower in the program will be placed on academic probation. Any student placed on academic probation will meet with his or her program faculty advisor to develop a remediation plan in order to assist the student in successfully moving off of probation. The faculty advisor will present this remediation plan for approval by the rest of program faculty prior to the student engaging in the remediation activities. Students earning a second grade of 'C' or lower or do who do not follow the remediation plan will be recommended to the Dean of the College of Education and Public Policy for dismissal from the program. Any course in which a student receives a grade of 'D' or 'F' must be retaken. Additionally, students enrolled in the Counselor Education program must maintain the following academic criteria: All students must successfully complete both G524 (Practicum) and G525 (Advanced Practicum) with a grade of A or B to be admitted to Internship. CMHC students must successfully complete one semester of G550 (Internship) and two semesters of G551 (Advanced Internship) with a grade of A or B in order to graduate. SC students must successfully complete one semester of G550 (Internship) and one semester of G551 (Advanced Internship) with a grade of A or B in order to graduate.

The CE program also has a behavior review policy that allows for review of student professional and personal progress. The behavior review policy enables the faculty to share information about student progress. Student review is an item on the agenda on all regular weekly Counselor Education faculty meetings. At that time, any questions about students may be raised for faculty consideration. Once a year, a faculty meeting is set aside specifically for student review. At this meeting, the progress of all students in the counseling program is assessed. Students who are not making satisfactory progress are asked to make an appointment with their faculty advisors in order to facilitate appropriate program adjustment. If, in the professional judgment of a Counselor Education faculty member, a student's behavior is deemed professionally inappropriate, inadequate, and/or unethical, the specific steps are taken (as outlined on pages 14-16 of the [CE Graduate Student Handbook](#)). Examples of problems which may be addressed include, but are not limited to: student affect, emotions or behaviors that negatively impact academic or clinical performance; ineffective interpersonal skills; lack of respect for the feelings, opinions, knowledge, and abilities of others; lack of awareness of social and professional behaviors and expectations; inability to reflect upon and take responsibility for own behavior; and, unwillingness/inability to accept suggestions positively and modify behavior appropriately. If deemed necessary, recommendations made by the faculty members may include immediate suspension of clinical privileges in practicum or internship until the necessary behavioral modifications have been made.

Information related to course standards and the assessment system can be found on pp. 21-26 in the [CE Graduate Student Handbook](#).

P. Students in entry-level programs have an assigned advisor at all times during the program who helps them develop a planned program of study.

Upon admission to the CE program, each student is assigned a faculty advisor based on their program of study. While students are ultimately responsible for accomplishing their own educational goals and progressing toward graduation, the CE program is committed to helping them meet this responsibility by ensuring access to quality academic advising. All students follow a set plan of study, as outlined in the [CE Graduate Student Handbook](#). This plan of study is discussed thoroughly during students' initial interviews for the program, during the student orientation occurring in the first semester of study, and throughout the program. If a student needs to deviate from this plan of study for any reason during their program, the student meets with his or her advisor and the CE Program Director to create an alternate plan of study.

The assignment of advisors is the responsibility of the program director. Students are assigned a faculty advisor based on their track (SC or CMHC). Advisors regularly check in with all advisees (1 time per semester) to check on student progress and offer mentoring if needed. Formal contact with advisors is documented in the student file.

Due to the sequenced cohort structure of the program, students can also readily seek advising from the faculty members teaching their courses each semester regarding planning for upcoming semesters. Students, especially those who experience academic or other difficulties, are encouraged to maintain close contact with their advisors and to make appointments throughout the year in order to discuss course registration and academic progress.

Q. The academic unit makes continuous and systematic efforts to recruit, employ, and retain a diverse faculty to create and support an inclusive learning community.

Indiana University-Purdue University Fort Wayne is an equal access, equal opportunity institution committed to diversity in its employment and educational programs. Within the College of Education and Public Policy as of Fall 2017, 56% of the core faculty was female and 44% of the core faculty was male. Furthermore, 35% of the core faculty represented ethnic minorities.

Each faculty search is conducted using resources provided by IPFW's Office of Institutional Equity in conjunction with the Vice Chancellor for Academic Affairs ([recruitment checklist](#)). This office provides leadership to the IPFW community in upholding those practices and policies consistent with this commitment and with state and federal laws regarding equal access, equal employment and educational opportunity for all persons regardless of age, race, religion, ethnicity, national origin or ancestry, color, gender, disability, veteran status, sexual orientation, family status, socioeconomic level, educational background, marital status, parental status, or position at the university. In the program's last faculty search, the search chair/program director personally reached out to over 50 qualified individuals with varied backgrounds to invite them to apply for the open positions.

R. The academic unit has faculty resources of appropriate quality and sufficiency to meet the demands of the program. For entry-level programs, the academic unit must employ a minimum of three full-time core counselor education program faculty members who

teach in the entry-level program. Core counselor education program faculty may only be designated as core faculty at one institution.

As presented in the Application Section, the Counselor Education program has 3.0 Core Faculty members who are designated as core faculty only at IPFW. These faculty members work solely for the IPFW Counselor Education Program and have doctoral degrees in Counselor Education and Supervision.

- S. To ensure that students are taught primarily by core counselor education program faculty, for any calendar year, the combined number of course credit hours taught by non-core faculty must not exceed the number of credit hours taught by core faculty.**

The following table includes a summary of master's credit hours generated in the counselor education program from Fall 2016 through Summer 2017. During this time, 64% of the program's student credit hours were delivered by core faculty.

	Master's Credits
Core Faculty	66
Non-Core	37
<i>Total</i>	103
<i>% Delivered by Core</i>	64%

T. For any calendar year, the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 12:1.

The Graduate Bulletin ([part 5, section 7](#)) defines full-time graduate study at IPFW as 8 credit hours during any fall or spring semester, and 4 or more credit hours per summer session (two summer sessions of 6 weeks each). Typically, students in the CE program take 6 credits per semester, and 3 credits per summer session. Thus, each student enrolled in a semester is equivalent to .75 FTE.

In the Professional Studies Department in which the CE program is housed, 3 courses in a given semester are considered a full time teaching load. Thus, faculty FTE was calculated at a ratio of 1 FTE per three courses.

Explanation of Core Faculty FTE Calculations. Dr. Reed and Dr. Wilkinson teach a full load each semester and are counted as 1 FTE each. As director of the CE program, Dr. Fineran teaches two courses per semester with one course release per semester to direct the program. However, because all of Dr. Fineran's work is in the service of counselor education students, she is also counted as 1 FTE. The Counselor Education Program is a full year program that continues through the summer. Faculty are on 9-month contracts with optional summer teaching. Typically, each core faculty member teaches one or two courses per summer. In the 2016-2017 year, all three of the core faculty members taught 2 summer courses. In the last full academic year (August 2016-August 2017), 103 credit hours were offered in our program, with 66 credits delivered by core faculty and 37 credits delivered by non-core faculty. As seen in the table below, the ratio of FTE students to FTE faculty during the 2016-2017 academic year was just under 11:1.

2016-2017 Academic Year	FTE
Master's Students (Calendar year mean per semester)	69.00
Total Student FTE (Students x .75)	51.75
Core-Faculty (Calendar year mean per semester)	3.00
Non-Core Faculty	1.75
FTE Student: FTE Faculty Ratio	10.90

U. The teaching and advising loads, scholarship, and service expectations of counselor education program faculty members are consistent with the institutional mission and the recognition that counselor preparation programs require extensive clinical instruction.

IPFW does not offer many other graduate level programs that require intensive supervision. However, the university does offer a Master of Science degree with a major in nursing, housed in the College of Health and Human Services. It is a minimum 36-credit hour MS program (nursing program live link: <https://www.pfw.edu/departments/chhs/depts/nursing/masterresources/index.html?>). The teaching load for tenure-track faculty in this program is three 3-credit hour courses per semester (75% of workload) and research accounts for the remaining 25% of faculty workload. The maximum number of students in a content course is 30, with a ratio of 30-1. The lab and clinical supervision ratios are set at 8 students to 1 faculty member. This is comparable to our workloads in the Counseling Programs, where we also teach three 3-credit courses per semester, and the remaining portion of the workload is designated as time for

scholarship. Most counseling didactic courses are also capped at 26-30 students and the ratio for practicum supervision is no more than 6 students to 1 faculty member. Internship has a ratio of 12 students to 1 faculty member, however, the majority of clinical supervision is completed on-site by a site supervisor rather than by the program faculty member.

V. Clerical assistance is available to support faculty/program activities and is commensurate with that provided for similar graduate programs.

The Counselor Education Program receives excellent clerical assistance. Presently, the Department of Professional Studies has one full-time Professional Studies Secretary, Mrs. Dawn Adams, who is housed within the department office and who dedicates approximately 1/3 of her time to the program. The IPFW Community Counseling Center has a part-time graduate assistantship for a counseling graduate student who provides the clerical assistance (20 hours per week) required to maintain the structure of student and client clinical services.

PROGRAM FACULTY AND STAFF (1.W-1.DD)

- W. Core counselor education program faculty have earned doctoral degrees in counselor education, preferably from a CACREP-accredited program, or have related doctoral degrees and have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013.**

As presented in the Application Section, all Core Faculty members are graduates of CACREP accredited doctoral program in Counselor Education and Supervision. Drs. Fineran, Reed, and Wilkinson are all graduates of CACREP-accredited doctoral programs in Counselor Education and Supervision.

- X. Core counselor education program faculty identify with the counseling profession:**

(1) Through sustained memberships in professional counseling organizations;

The IPFW Counselor Education program identifies strongly with the counseling profession. Our program is based on, and operates from, established CACREP counselor preparation standards. All faculty members belong to the American Counseling Association (ACA) and the Association for Counselor Education and Supervision (ACES) while maintaining additional memberships in organizations related to specialty areas of expertise, including many that are divisions of ACA (i.e., ASGW, AHC, etc.). Dr. Fineran has served on the ACA publications committee, is a trained CACREP site-team member, serves on the board of the Association for Specialists in Group Work (an ACA division), and has served on the board of the Indiana School Counseling Association. Additionally, we train our students to identify as professional counselors and to follow established counseling codes, such as the ACA Code of Ethics. The Counselor Education Program won the 2013 North Central Association of Counselor Education and Supervision's Innovative Counseling Program Award, which highlights the professional recognition of our program as a premier institution for counselor training.

The chart below outlines the relevant memberships for all program faculty members.

Core Faculty	Current Memberships			
	ACA	ACES	NCACES	Other
Dr. Kerrie Fineran	X	X	X	ASGW, IAAOC, ISCA
Dr. Rashunda Reed	X	X		CFHA
Dr. Brett Wilkinson	X	X	X	AHC

(2) Through the maintenance of certifications and/or licenses related to their counseling specialty area(s);

All of our faculty members have licenses and certifications relevant to the mission of the Counselor Education Program and the profession of counseling. The chart below outlines the relevant professional credentials and memberships for all program faculty members.

Core Faculty	Current Credentials			
	LMHC	LMFT	NCC	SC License
Dr. Kerrie Fineran			X	X
Dr. Rashunda Reed		X		
Dr. Brett Wilkinson	X			

(3) By showing evidence of sustained:

(a) Professional development and renewal activities related to counseling;

All faculty members attend and have presented extensively at counseling-related conferences across national, regional, and state levels. As faculty members, we also take advantage of the online trainings provided by ACA and other professional organizations. All three core faculty members attended and presented at the most recent ACES conference in Chicago, IL. (October 2017).

(b) Professional service and advocacy in counseling;

Please see previous sections and [faculty vitae](#)s for additional information about service-oriented presentations and professional workshops. Faculty members also consult with local agencies such as the Drug and Alcohol Consortium of Fort Wayne, Fort Wayne Systems of Care, Matthew 25 (a local free medical clinic), and Mental Health America of Northeast Indiana, where Dr. Fineran is a member of the board.

(c) Research and scholarly activity in counseling commensurate with faculty role.

All faculty members engage in research and scholarly activity. Drs. Fineran, Reed, and Wilkinson present frequently at counseling-related conferences such as the ACA national conference, the ACES national conference, the NCACES regional conference, the AHC national conference, the ASGW national conference, and many Indiana state conferences. All faculty members have multiple publications in ACA-sponsored or counseling-related journals. Please see faculty vitas for details ([link](#)).

Y. Within the structure of the institution's policies, the core counselor education program faculty have the authority to determine program curricula and to establish operational policies and procedures for the program.

The Counselor Education Program faculty has the authority to determine program curriculum and establish operational policies and procedures within guidelines of the instructional policy as follows:

- a. The faculty member proposing a change in curricula, policies, or procedures makes the proposal during a regularly scheduled program faculty meeting.
- b. The faculty discusses the proposed change and votes on the proposal or, if appropriate, tables a vote on the proposal until the next scheduled program meeting.

- c. If approved, the request is forwarded to the appropriate Department and College level committee(s).
- d. When necessary, the approved request is then forwarded to the appropriate University-level committee.

The faculty reviews the curriculum yearly to ensure compliance with CACREP standards, state licensure standards, and best practices in counselor education.

Z. Non-core faculty may be employed who support the mission, goals, and curriculum of the counselor education program. They must have graduate or professional degrees in a field that supports the mission of the program.

The Counselor Education program employed 2 different adjunct faculty members over the last 12 months to teach 3 courses. All adjunct faculty members hold degrees in a counseling-related field, are fully licensed with supervisory endorsement, and are closely supervised by core program faculty. Both of these adjunct faculty members were graduates of this counselor education program. Adjunct vitas from the last year can be found here ([link](#)).

AA. The core counselor education program faculty orient non-core faculty to program and accreditation requirements relevant to the courses they teach.

All non-core faculty members are well known to core faculty members, and teaching assignments are made on the basis of their clinical expertise and prior preparation within the counseling program. They meet with the program director prior to the start of each course to review expectations, syllabi, and student assessment. They are also supported by the program director throughout the course of their teaching experience and are given any appropriate training. For instance, when adjuncts teach the practicum course, they are required to attend the practicum orientation that we hold for students. Wherever possible, we encourage adjunct instructors to attend a core faculty member's class to observe prior to teaching the course on their own.

BB. All core and non-core counselor education program faculty have relevant preparation and experience in relation to the courses they teach.

Our faculty members take ethical requirements to practice within one's scope of practice very seriously; course assignments are made based on faculty expertise, experience, and interest. A summary of individual credentials and preparation may be found by visiting [faculty vitae](#). The following table summarizes key teaching assignments and interests:

Core Faculty	Teaching Assignments	Areas of Expertise
Kerrie Fineran, Ph.D., NCC, PSC	Essential Counseling Skills, Practicum, Group Counseling, School Counseling Leadership, Addictions Counseling, Diagnosis and Treatment Planning	Addictions, School Counseling, Group Counseling
Rashunda Miller-Reed, Ph. D., LMFT	CMHC Internship, Practicum, Systemic Theory, Foundations of Mental Health Counseling, Multicultural Counseling	Marriage and Family Counseling, Mental Health Counseling,

		Professional Collaboration
Brett Wilkinson, Ph.D., LMHC	Individual Theory, Introduction to Marriage and Family Counseling, Assessment, Research in Counseling, Practicum, Child and Adolescent Counseling	Clinical Mental Health Counseling, Marriage and Family Counseling, Research and Assessment, Empathy Development

As noted in the summary above, all non-core and adjunct faculty members hold licenses in a counseling related field. Please visit [faculty vitae](#) for details regarding credentials and affiliations. All adjunct faculty members are expected to know and follow the ACA Code of Ethics, participate in counseling professional development, and engage in professional service and memberships.

CC. A core counselor education program faculty member is clearly designated as the academic unit leader for counselor education; this individual must have a written job description that includes:

(1) Having responsibility for the coordination of the counseling program(s);

Dr. Kerrie Fineran is the Director for the Counselor Education Program unit.

(2) Responding to inquiries regarding the overall academic unit;

On the program-level, Dr. Fineran is the primary point of contact for facilitating faculty meetings and activities, ensuring adherence to policy, reporting program activities and effectiveness, selecting and orienting adjunct faculty members, and establishing course offering schedules.

Track-specific inquiries are handled by Dr. Fineran. Mrs. Dawn Adams (Professional Studies Department Secretary), or students' faculty advisors also receive initial inquiries regarding the program and requirements. In the event that these individuals are unable to answer inquiries, inquiries are forwarded to Dr. Fineran.

(3) Providing input and making recommendations regarding the development of and expenditures from the budget;

Funds for the Counselor Education Program are allocated from the budget of the Department of Professional Studies, at the discretion of the Department Chair. Counselor education faculty are able to make requests for funding of teaching-oriented expenses (such as lab assistants to run groups in the group counseling course) and recruitment and retention expenses. The funds specifically allocated to the counselor education program (for instance, the operating budget for the clinic) are managed by the program director and clinical director, in consultation with the department chair.

(4) Providing or delegating year-round leadership to the operation of the program(s);

As program director, Dr. Fineran provides year-round leadership as the coordinator of the program. The Clinical Director, has a 12-month appointment to manage clinical

operations and student clinical experiences.

(5) Receiving release time from faculty member responsibilities to administer the academic unit.

As program director, Dr. Fineran receives one course release each fall and spring semester to perform her duties as director; the program director also receives (at the annual discretion of the Dean) a stipend to direct the program throughout the summer months.

DD. A program faculty member or administrator is identified as the practicum and internship coordinator for the academic unit and/or program; this individual must have a written job description that includes:

(1) Having responsibility for the coordination of practicum and internship experiences in designated counselor education program(s);

The Counselor Education Program employs a full-time clinical director. Under the supervision of the Program Director and in consultation with all core faculty, she is responsible for coordinating overall clinical experiences within the program. Specifically, her responsibilities include:

- supervises graduate assistant/clinic manager
- handles issues related to scheduling clients and retention of client records
- engages in community relations to promote the clinic and maintain an appropriate client base
- develops and regularly updates IPFW Community Counseling Center database
- ensures all clinic policies and procedures meet best practices, confidentiality standards, and ethical and legal considerations
- ensures instructor/supervisor adherence to program policies regarding client care and supervision of student counselors
- coordinates practicum orientation
- supervises student counselors as assigned
- receives inquiries regarding master's-level internships
- reviews and approves potential internship sites
- reviews and approves potential internship site supervisors
- reviews and approves internship contracts
- orients site supervisors to the program/process
- coordinates internship orientation
- provides supervision training
- ensures instructor and site supervisor adherence to program policies regarding internship experience
- monitors student internship hours and manages database housing hour data
- monitors state licensing laws relevant to the program
- assists students with licensing and testing application materials upon completion of internship and program requirements

(2) Responding to inquiries regarding practicum and internship.

Students are referred to the Clinical Director for assistance with any inquiries regarding practicum and internship experiences.

SECTION II

PROFESSIONAL IDENTITY

FOUNDATION (2.A – 2.C)

A. The counselor education program has a publicly available mission statement and program objectives.

The Counselor Education Program mission statement is located on the [program's web page](#), is published in the [Counselor Education Graduate Student Handbook](#) on page 5, and is revisited annually during a Program meeting.

MISSION: The Counselor Education program at IPFW strives to be a premiere training institution that prepares clinically skilled, research-informed, compassionate and reflective professional counselors.

Core Values of the Counselor Education Program:

1. We are committed to a multidimensional training philosophy that involves an emphasis on mental "health" (vs. pathology), the value attached to understanding common developmental themes occurring throughout the lifespan, and an orientation in which counselors recognize that individuals are embedded interactionally within multiple systems.
2. We cultivate understanding and appreciation of multiculturalism, diversity, and social justice as integral to the preparation of professional counselors. As such, we are committed to developing professionals who are advocates for both individual and systemic change at local through global levels.
3. We encourage students to become involved in the field beyond the classroom. We strive for all students to be active members of professional organizations and to have attended and/or presented at a professional conference prior to graduation.
4. We value life-long learning, commitment to self-awareness and growth, and development of personal dispositions relevant to working with people and organizations in an effective, professional manner.
5. We engage in continual program assessment and evaluation to ensure that the education we are providing to students meets the needs of the populations they will serve and reflects best practices in Counselor Education.

B. The program objectives:

(1) Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society; (2) Reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating agencies; (3) Address student learning; (4) Are written so they can be evaluated.

The objectives of the School Counseling and CMHC tracks are rooted firmly in the mission outlined above and the IPFW College of Education and Public Policy's [Conceptual Framework](#). The mission and program objectives are highly representative of our philosophy of student learning for developing counselors- that there must be a balance of foundational knowledge and clinical skill. These objectives are outlined specifically below, and represent the interests of all our stakeholders, including, but not limited to, current and past faculty members, current students, alumni of the program, site supervisors, and advisory council members. The program mission and objectives were developed by core faculty members in consultation with current students and members of the program advisory board, which includes alumni, as well as other local stakeholders in schools and agencies.

They are evaluated using our system of Broad Areas of Counseling Practice key assessments throughout the course of study while students are in the program, and through the [Program Completer Survey](#), once students have graduated.

The School Counseling Track prepares students to work as school counselors at all levels (as Indiana School Counseling Licensure is K-12). They will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K-12 students. Counselors from the School Track work as change agents in communities and within schools through direct counseling of students, development of comprehensive school counseling programs, and advocacy for children, families, and the profession of school counseling in accordance with the IPFW Counselor Education Mission. Specific objectives are as follows:

IPFW School Counseling Track Students and Graduates will:

1. Demonstrate mastery of core counseling knowledge and practical skills necessary for licensure as a school counselor in the state of Indiana.
2. Demonstrate an understanding of, and effectiveness in, working with issues of diversity such as moral, social, cultural, racial, sexual, political, and economic issues in school and counseling-related contexts.
3. Demonstrate effective skills as a scholar-practitioner-educator such as investigating, critiquing, evaluating, and understanding the research base in the field of school counseling, in addition to the ability to assess the effectiveness of school counseling programs and their own work with students and school communities.
4. Demonstrate a professional counseling identity through an understanding of the foundations of the field, ethics, legal issues, and licensing standards, in addition taking on leadership roles and being vocal advocates for the profession of school counseling and school communities.

The Clinical Mental Health Counseling Track prepares students to work as mental health counselors who will demonstrate the knowledge, skills, and practices necessary to address a wide variety of issues, and who are also capable of working from a systemic perspective. Counselors from the CMHC track serve as change agents and advocates for social justice in accordance with the IPFW Counselor Education Mission.

Specific objectives are as follows:

IPFW Clinical Mental Health Counseling Track Students and Graduates will:

1. Demonstrate mastery of core counseling knowledge and practical skills necessary for licensure as a Mental Health Counseling (LMHC) in the state of Indiana.
2. Demonstrate an understanding of, and effectiveness in, working with issues of diversity such as moral, social, cultural, racial, sexual, political, and economic issues in counseling-related contexts.
3. Demonstrate effective skills as a scholar-practitioner such as investigating, critiquing, evaluating, and understanding the research base in the counseling field in addition to the ability to assess the effectiveness of their own work with clients and agencies.
4. Demonstrate a professional counseling identity through an understanding of the foundations of the field, ethics, legal issues, and licensing standards, in addition taking on leadership roles and being vocal advocates for their clients and the profession of counseling.

C. Students actively identify with the counseling profession by participating in professional counseling organizations and by participating in seminars, workshops, and other activities that contribute to personal and professional growth.

Students' professional identity development as counselors begins during their first semester of coursework. In *G580 Essential Counseling Skills*, the instructor distributes brochures and literature regarding ACA, discusses responsibilities and benefits of joining professional associations, and presents concrete examples of benefits (e.g. distributes copies of division newsletters and journals). In *G502 Professional Orientation and Ethics*, the history and current status of the profession, the ACA and its divisions, and track-specific professional organization and licensing information is covered.

Beyond these two introductory courses, attention to professional identity and participation in professional organizations is infused throughout the CE program. CE program faculty members are involved in professional association leadership and service, and place a priority on including students in conference, workshop, and other professional development opportunities; these are distributed via the program's Facebook group and during courses, both in person and via Blackboard. In the past two years, students have presented with faculty members at the American Counseling Association's national conference, at the Indiana Association of Marriage and Family Therapists state conference, and at the Indiana School Counselor Association annual conference. Students in the school counseling program have also had activities accepted for publication in ASGW's School Counselors Share their Favorite Group Activities book, and another student collaborated with faculty on a published group counseling book chapter. Four of our school counseling students have received the Womack Scholarship from the Indiana School Counseling Association in the past 4 years, and four of our students have served on state boards in the past year (Indiana School Counseling

Association, Indiana Association of Marriage and Family Therapy, and Indiana Counseling Association). Two years ago, one of our students received honorable mention in the ACA Graduate Student Essay contest. Lastly, students have attended and volunteered at numerous state, regional, and national professional conferences and have submitted essays for consideration in ACA graduate student competitions.

COUNSELING CURRICULUM (II.D – II.G)

D. Syllabi are available for review by all enrolled or prospective students, are distributed at the beginning of each curricular experience, and include:

All course syllabi reflect content areas, knowledge and skill outcomes, methods of instruction, required text(s), and student performance evaluation criteria and procedures, and a disability accommodation policy and procedure statement. The Curriculum Map by Course ([CMHC](#), [SC](#)) identifies the distribution of content areas and knowledge and skill outcomes throughout the curriculum. It is program policy that instructors hold these areas and outcomes, and the key assessments assigned to evaluate these outcomes, constant. In turn, faculty members customize methods of instruction, required texts, and non-key performance evaluation criteria.

Course syllabi are available to current and prospective students through the Department of Professional Studies office. Prospective students who are interested in seeing sample syllabi are directed to contact the department secretary to obtain sample syllabus. Instructors are also required to distribute syllabi at the beginning each curricular experience, in the first week of each semester. Interested parties may secure an official syllabus for a particular instructor and semester by contacting the program office during regular business hours. Reviewers may access copies of all course syllabi by visiting the Syllabi Folder of this self-study.

E. Current counseling-related research is infused in the curriculum.

Program faculty members are highly involved in scholarly activity related to their areas of professional specialization and teaching expertise. All faculty members are expected to remain current in research relevant to their courses, and faculty members routinely involve students in research projects.

Integration of counseling-related research and evidence-based practices are infused into all program courses. Specific evidence of this integration into teaching practice includes:

- A number of key assessments require students to demonstrate effective use of current counseling research. Examples include, but are not limited to, [G504](#) Systemic Case Conceptualization and Treatment Plan, [G542](#) Program Development and Evaluation Plan, [G580](#) Ethics, Advocacy, and Counseling Strategies for Counseling Children and Adolescents, [G505](#) Clinical Assessment Report, [G580](#) Biopsychosocial Project, and [G525](#) Advanced Practicum case study/presentation. Across these courses, students are required to synthesize and integrate current research from our field to supplement their descriptions, explanations, arguments, or intervention plans.
- The [G590](#): Research in Counseling and Guidance course serves as a capstone experience for students during internship. Students are tasked with developing a research prospectus, the equivalent of the first three chapters of a master's thesis. Although topics are self-chosen by students, they are required to be track-specific insofar as school counseling students must design a research prospectus that reflects current needs in the school system while clinical mental health counseling students

must design a research prospectus that reflects current needs in the community mental health system. Students are required to complete a thorough literature review using the most recent and relevant studies published in the counseling field. Furthermore, students are encouraged to develop a research plan that could be reasonably completed during or after their internship experience, and that would be of immediate benefit to local schools or community agencies.

- Review of individual [faculty vitae](#) for presentations, publications, and professional activities related to research and teaching. Reviewers may access vitae by visiting the Vitae Folder of this self-study.

F. The eight common core areas represent the foundational knowledge required of *all* entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

The program's course mapping for core curricular experiences can also be found in [Table 4](#) and [Table 5](#). Clinical practicum and internship courses are excluded from the table below. For CACREP standards covered in clinical courses, please see the [Practicum Handbook](#), the [CMHC Internship Handbook](#), and the [SC Internship Handbook](#).

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE		
a. history and philosophy of the counseling profession and its specialty areas		
	BOTH	EDUC G502: Professional Orientation and Ethics
	CMHC	EDUC G563: Foundations of Mental Health Counseling
b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation		
	BOTH	EDUC G502: Professional Orientation and Ethics
	CMHC	EDUC G563: Foundations of Mental Health Counseling
c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team		
	BOTH	EDUC G580: Trauma and Addictions Counseling
d. the role and process of the professional counselor advocating on behalf of the profession		
	BOTH	EDUC G502: Professional Orientation and Ethics EDUC G575: Multicultural Counseling EDUC G580: Child and Adolescent Counseling
	CMHC	EDUC G563: Foundations of Mental Health Counseling
	SC	EDUC G542: O&D of School Counseling Programs
e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients		
	BOTH	EDUC G502: Professional Orientation and Ethics EDUC G575: Multicultural Counseling EDUC G580: Child and Adolescent Counseling
	CMHC	EDUC G563: Foundations of Mental Health Counseling

SC	EDUC G542: O&D of School Counseling Programs
f. professional counseling organizations, including membership benefits, activities, services to members, and current issues	
BOTH	EDUC G502: Professional Orientation and Ethics
CMHC	EDUC G563: Foundations of Mental Health Counseling
g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	
BOTH	EDUC G502: Professional Orientation and Ethics
CMHC	EDUC G563: Foundations of Mental Health Counseling
h. current labor market information relevant to opportunities for practice within the counseling profession	
BOTH	EDUC G502: Professional Orientation and Ethics
i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	
BOTH	EDUC G502: Professional Orientation and Ethics EDUC G575: Multicultural Counseling EDUC G580: Child and Adolescent Counseling
CMHC	EDUC G563: Foundations of Mental Health Counseling
SC	EDUC G542: O&D of School Counseling Programs
j. technology's impact on the counseling profession	
BOTH	EDUC G502: Professional Orientation and Ethics
k. strategies for personal and professional self-evaluation and implications for practice	
BOTH	EDUC G502: Professional Orientation and Ethics
l. self-care strategies appropriate to the counselor role	
BOTH	EDUC G502: Professional Orientation and Ethics
m. the role of counseling supervision in the profession	
BOTH	EDUC G580: Essential Skills

2. SOCIAL AND CULTURAL DIVERSITY	
a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	
BOTH	EDUC G575: Multicultural Counseling
b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	
BOTH	EDUC G575: Multicultural Counseling
c. multicultural counseling competencies	
BOTH	EDUC G502: Professional Orientation and Ethics EDUC G575: Multicultural Counseling EDUC G580: Child and Adolescent
CMHC	EDUC G563: Foundations of Mental Health Counseling
SC	EDUC G542: O&D of School Counseling Programs
d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	
BOTH	EDUC G575: Multicultural Counseling

e. the effects of power and privilege for counselors and clients	
BOTH	EDUC G575: Multicultural Counseling
f. help-seeking behaviors of diverse clients	
BOTH	EDUC G575: Multicultural Counseling
g. the impact of spiritual beliefs on clients' and counselors' worldviews	
BOTH	EDUC G575: Multicultural Counseling
h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	
BOTH	EDUC G502: Professional Orientation and Ethics EDUC G575: Multicultural Counseling EDUC G580: Child and Adolescent
CMHC	EDUC G563: Foundations of Mental Health Counseling
SC	EDUC G542: O&D of School Counseling Programs

3. HUMAN GROWTH AND DEVELOPMENT	
a. theories of individual and family development across the lifespan	
BOTH	EDUC P514: Lifespan Development
b. theories of learning	
BOTH	EDUC P514: Lifespan Development
c. theories of normal and abnormal personality development	
BOTH	EDUC P514: Lifespan Development
d. theories and etiology of addictions and addictive behaviors	
BOTH	EDUC G580: Trauma and Addictions Counseling
e. biological, neurological, and physiological factors that affect human development, functioning, and behavior	
BOTH	EDUC P514: Lifespan Development
f. systemic and environmental factors that affect human development, functioning, and behavior	
BOTH	EDUC P514: Lifespan Development
g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan	
BOTH	EDUC G580: Trauma and Addictions Counseling
h. a general framework for understanding differing abilities and strategies for differentiated interventions	
BOTH	EDUC G580: Essential Counseling Skills EDUC G503: Counseling Theories and Techniques I EDUC G504: Counseling Theories and Techniques II
CMHC	EDUC G567: Introduction to Marriage and Family Therapy
i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	
BOTH	EDUC P514: Lifespan Development

4. CAREER DEVELOPMENT	
a. theories and models of career development, counseling, and decision making	
CMHC	EDUC G580: Career Counseling

SC	EDUC G552: Career Counseling
b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	
CMHC	EDUC G580: Career Counseling
SC	EDUC G552: Career Counseling
c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	
CMHC	EDUC G580: Career Counseling
SC	EDUC G552: Career Counseling
d. approaches for assessing the conditions of the work environment on clients' life experiences	
CMHC	EDUC G580: Career Counseling
SC	EDUC G552: Career Counseling
e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	
CMHC	EDUC G580: Career Counseling
SC	EDUC G552: Career Counseling
f. strategies for career development program planning, organization, implementation, administration, and evaluation	
CMHC	EDUC G580: Career Counseling
SC	EDUC G552: Career Counseling
g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	
CMHC	EDUC G580: Career Counseling
SC	EDUC G552: Career Counseling
h. strategies for facilitating client skill development for career, educational, and life-work planning and management	
CMHC	EDUC G580: Career Counseling
SC	EDUC G552: Career Counseling
i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making	
CMHC	EDUC G580: Career Counseling
SC	EDUC G552: Career Counseling
j. ethical and culturally relevant strategies for addressing career development	
CMHC	EDUC G580: Career Counseling
SC	EDUC G552: Career Counseling

5. COUNSELING AND HELPING RELATIONSHIPS	
a. theories and models of counseling	
BOTH	EDUC G580: Essential Counseling Skills EDUC G503: Counseling Theories and Techniques I EDUC G504: Counseling Theories and Techniques II
CMHC	EDUC G567: Introduction to Marriage and Family Therapy
b. a systems approach to conceptualizing clients	

	BOTH	EDUC G504: Counseling Theories and Techniques II
	CMHC	EDUC G567: Introduction to Marriage and Family Therapy
c. theories, models, and strategies for understanding and practicing consultation		
	CMHC	EDUC G580: Career Counseling EDUC G563 Foundations of Mental Health Counseling
	SC	EDUC G552: Career Counseling EDUC G542 O&D of School Counseling Programs
d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships		
	BOTH	EDUC G502: Professional Orientation and Ethics EDUC G575: Multicultural Counseling
	CMHC	EDUC G563: Foundations of Mental Health Counseling
	SC	EDUC G542: O&D of School Counseling Programs
e. the impact of technology on the counseling process		
	BOTH	EDUC G502: Professional Orientation and Ethics
f. counselor characteristics and behaviors that influence the counseling process		
	BOTH	EDUC G580: Essential Counseling Skills EDUC G503: Counseling Theories and Techniques I EDUC G504: Counseling Theories and Techniques II
	CMHC	EDUC G567: Introduction to Marriage and Family Therapy
g. essential interviewing, counseling, and case conceptualization skills		
	BOTH	EDUC G580: Essential Counseling Skills EDUC G503: Counseling Theories and Techniques I EDUC G504: Counseling Theories and Techniques II
	CMHC	EDUC G567: Introduction to Marriage and Family Therapy
h. developmentally relevant counseling treatment or intervention plans		
	BOTH	EDUC G505: Individual Appraisal: Principles and Procedures EDUC G590: Research in Counseling and Guidance
	CMHC	EDUC G563: Foundations of Mental Health Counseling EDUC G580: Diagnosis and Treatment Planning
	SC	EDUC G542: O&D of School Counseling Programs
i. development of measurable outcomes for clients		
	BOTH	EDUC G505: Individual Appraisal: Principles and Procedures EDUC G590: Research in Counseling and Guidance
	CMHC	EDUC G563: Foundations of Mental Health Counseling EDUC G580: Diagnosis and Treatment Planning
	SC	EDUC G542: O&D of School Counseling Programs
j. evidence-based counseling strategies and techniques for prevention and intervention		
	BOTH	EDUC G580: Essential Counseling Skills EDUC G503: Counseling Theories and Techniques I EDUC G504: Counseling Theories and Techniques II
	CMHC	EDUC G567: Introduction to Marriage and Family Therapy
k. strategies to promote client understanding of and access to a variety of community-based resources		
	BOTH	EDUC G502: Professional Orientation and Ethics

l. suicide prevention models and strategies	
BOTH	EDUC G580: Trauma and Addictions Counseling
m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	
BOTH	EDUC G580: Trauma and Addictions Counseling
n. processes for aiding students in developing a personal model of counseling	
BOTH	EDUC G580: Essential Counseling Skills EDUC G503: Counseling Theories and Techniques I EDUC G504: Counseling Theories and Techniques II
CMHC	EDUC G567: Introduction to Marriage and Family Therapy

6. GROUP COUNSELING AND GROUP WORK	
a. theoretical Foundations of Mental Health Counseling of group counseling and group work	
BOTH	EDUC G532: Introduction to Group Counseling
b. dynamics associated with group process and development	
BOTH	EDUC G532: Introduction to Group Counseling
c. therapeutic factors and how they contribute to group effectiveness	
BOTH	EDUC G532: Introduction to Group Counseling
d. characteristics and functions of effective group leaders	
BOTH	EDUC G532: Introduction to Group Counseling
e. approaches to group formation, including recruiting, screening, and selecting members	
BOTH	EDUC G532: Introduction to Group Counseling
f. types of groups and other considerations that affect conducting groups in varied settings	
BOTH	EDUC G532: Introduction to Group Counseling
g. ethical and culturally relevant strategies for designing and facilitating groups	
BOTH	EDUC G532: Introduction to Group Counseling
h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	
BOTH	EDUC G532: Introduction to Group Counseling

7. ASSESSMENT AND TESTING	
a. historical perspectives concerning the nature and meaning of assessment and testing in counseling	
BOTH	EDUC G505: Individual Appraisal: Principles and Procedures
b. methods of effectively preparing for and conducting initial assessment meetings	
BOTH	EDUC G505: Individual Appraisal: Principles and Procedures
c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	
BOTH	EDUC G505: Individual Appraisal: Principles and Procedures
d. procedures for identifying trauma and abuse and for reporting abuse	
BOTH	EDUC G502: Ethics

	EDUC G580: Trauma and Addictions Counseling
e. use of assessments for diagnostic and intervention planning purposes	
BOTH	EDUC G505: Individual Appraisal: Principles and Procedures EDUC G590: Research in Counseling and Guidance
CMHC	EDUC G563: Foundations of Mental Health Counseling EDUC G580: Diagnosis and Treatment Planning
SC	EDUC G542: O&D of School Counseling Programs
f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	
BOTH	EDUC G505: Individual Appraisal: Principles and Procedures
g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	
BOTH	EDUC G505: Individual Appraisal: Principles and Procedures
h. reliability and validity in the use of assessments	
BOTH	EDUC G505: Individual Appraisal: Principles and Procedures
i. use of assessments relevant to academic/educational, career, personal, and social development	
BOTH	EDUC G505: Individual Appraisal: Principles and Procedures
j. use of environmental assessments and systematic behavioral observations	
BOTH	EDUC G505: Individual Appraisal: Principles and Procedures
k. use of symptom checklists, and personality and psychological testing	
BOTH	EDUC G505: Individual Appraisal: Principles and Procedures
l. use of assessment results to diagnose developmental, behavioral, and mental disorders	
BOTH	EDUC G505: Individual Appraisal: Principles and Procedures EDUC G590: Research in Counseling and Guidance
CMHC	EDUC G563: Foundations of Mental Health Counseling EDUC G580: Diagnosis and Treatment Planning
SC	EDUC G542: O&D of School Counseling Programs
m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	
BOTH	EDUC G505: Individual Appraisal: Principles and Procedures

8. RESEARCH AND PROGRAM EVALUATION	
a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	
BOTH	EDUC G505: Individual Appraisal: Principles and Procedures EDUC G590: Research in Counseling and Guidance
CMHC	EDUC G563: Foundations of Mental Health Counseling EDUC G580: Diagnosis and Treatment Planning
SC	EDUC G542: O&D of School Counseling Programs
b. identification of evidence-based counseling practices	
BOTH	EDUC G590: Research in Counseling and Guidance
c. needs assessments	
BOTH	EDUC G590: Research in Counseling and Guidance
d. development of outcome measures for counseling programs	

BOTH	EDUC G590: Research in Counseling and Guidance
e. evaluation of counseling interventions and programs	
BOTH	EDUC G590: Research in Counseling and Guidance
f. qualitative, quantitative, and mixed research methods	
BOTH	EDUC G590: Research in Counseling and Guidance
g. designs used in research and program evaluation	
BOTH	EDUC G590: Research in Counseling and Guidance
h. statistical methods used in conducting research and program evaluation	
BOTH	EDUC G505: Individual Appraisal: Principles and Procedures EDUC G590: Research in Counseling and Guidance
CMHC	EDUC G563: Foundations of Mental Health Counseling EDUC G580: Diagnosis and Treatment Planning
SC	EDUC G542: O&D of School Counseling Programs
i. analysis and use of data in counseling	
BOTH	EDUC G590: Research in Counseling and Guidance
j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	
BOTH	EDUC G590: Research in Counseling and Guidance

SECTION III

PROFESSIONAL PRACTICE

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

ENTRY-LEVEL PROFESSIONAL PRACTICE (3.A-3.E)

A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.

All students enrolled in clinical courses (practicum and internship) are required to show proof on insurance before engaging in any clinical activity. Specifically, the policy states that:

“Each student will purchase liability insurance through Purdue University. The cost of this coverage is approximately \$13/year, and is included in your tuition costs. Additionally, all incoming practicum students must purchase professional liability insurance. As members of a professional counselor training program, students are strongly encouraged to join the American Counseling Association (ACA) as their primary professional affiliation, through which they can obtain professional liability insurance. Additionally, school counseling students may seek insurance coverage by joining the American School Counseling Association (ASCA).

This policy is reflected during all clinical orientation programs ([practicum](#) and [internship](#) orientations) and in all clinical course syllabi.

B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students’ interactions with clients.

All practicum courses are conducted in the IPFW Community Counseling Clinic (CCC). As described in Section I.F, all CCC counseling rooms are equipped with equipment for video recording to a secure server and live observation. It is CCC policy that all counseling sessions are recorded unless otherwise agreed upon by the faculty supervisor, student, and client. Both students and faculty supervisors have access to the recordings for a specified period of time for clinical review.

During internship, site and faculty supervisors primarily engage in live supervision of student clinical work. Faculty supervisors observe students on-site at least one time per semester. If the student is struggling with a case or the site-supervisor expresses concerns related to the student’s clinical work, the CE program does have portable audio/visual recording equipment that can be used to record at the internship site. If this is necessary, any agency/school policies related to permissions to record are followed (including securing written parental consent for taping sessions with minors).

C. Formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of the student’s practicum and internship.

Measurement of student progress across all practicum and internship courses includes formative evaluations at midterm and summative evaluations at the end of each course, as completed by practicum and internship supervisors. Students are also required to provide a self-evaluation of counseling performance at both midterm and finals for each course, using appropriate self-evaluation forms for each course.

Practicum and internship supervisors conduct a minimum one-hour individual supervision meeting with students at midterm to compare supervisor-completed and student-completed evaluation forms. As a formative evaluation process, supervisors take this opportunity to help each student realistically appraise their counseling performance to date and set appropriate goals for the remainder of the semester. If there are clinical concerns, the supervisor ensures that the student is aware of what skills, behaviors, or practices the student needs to alter in order to complete the course. Student needs are discussed and arrangements are made to increase the likelihood of student success through the remainder of the course.

Practicum and internship supervisors conduct summative evaluation meetings at the end of the semester, again reviewing supervisor-completed and student-completed evaluation forms. As a summative evaluation process, supervisors assist students in reviewing their counseling performance over the course of the semester with emphasis on progress made since the summative midterm evaluation. If there are clinical concerns that do not prevent the student from passing the course but deserve thoughtful consideration, the supervisor addresses those concerns with the student to increase the likelihood that those specific skills, behaviors, or practices will be ameliorated in the future. If the student has not ameliorated clinical concerns from the midterm evaluation such that the supervisor deems it inappropriate to allow the student to proceed to the next practicum or internship course in the sequence, the supervisor will serve the role of both gatekeeper to the profession and advisor to the student.

D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.

Internship sites are approved only after careful review to ensure that site requirements outlined in the [CMHC Internship Handbook](#) (p.4) and [SC Internship Handbook](#) (p.5) are followed. The review includes attention to site supervisor credentials, direct and indirect service opportunities, and agency/school reputation for adherence to high professional practice and ethical standards. Students on the school track complete internship requirements within local school districts, and students on the CMHC track are placed in a variety of local agencies.

E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

The great majority of student internship sites offer opportunities for leading or co-leading counseling or psychoeducational groups. Students are required to spend a minimum of 10 hours in a group leadership capacity at their internship sites. If the site does not conduct group counseling, students are required to meet this requirement by securing a secondary internship site for collecting the group hours. Group counseling training is very important to the CE program, and third year students (concurrently enrolled in internship) also have the opportunity to co-lead 10 one-hour experiential personal growth groups with 1st year masters students in the program that is supervised by the group counseling course instructor. Therefore, students graduating from the program have had at least 20 hours of experience leading and co-leading groups.

PRACTICUM (3.F – 3.M)

F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.

All master's students complete their practicum requirements in the Counselor Education Program's IPFW Community Counseling Center (CCC). Students complete two 16-week semesters of practicum; one semester of [EDUC G524 Practicum](#) in Counseling, and one semester of [EDUC G525 Advanced Practicum](#) in Counseling.

Over the two semesters, students complete 160 hours of class time. Each class period meets for a minimum of 5 hours, which includes 3.0 hours of client appointments. In addition to class time, students must attend a half-day practicum orientation, review their session recordings, complete session transcriptions, and complete related clinical paperwork.

The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.

As described in Section I.H, all CCC counseling rooms are equipped with equipment for video recording to a secure server and live observation. It is CCC policy that all counseling sessions are recorded unless otherwise agreed upon by the faculty supervisor, student, and client.

Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

Each G524 and G525 student is evaluated throughout the experience via weekly live observation and supervision. Students are formally evaluated each mid-term and final using the [Counselor Education Practicum Evaluation Form](#). Final evaluations for both G524 and G525 are recorded in Taskstream for purposes of program evaluation and system, developmental assessment of students as discussed in Section I.P.

G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

As described in the G524/G525 Practicum Syllabi and the [Practicum Handbook](#), each student must complete a minimum of 40 hours of direct client services at the CCC. These hours are documented in the [Practicum Hours Log](#) and uploaded into the Counselor Database, maintained by the clinical director.

H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

Students receive at least an average of one hour per week of individual and/or triadic

supervision throughout the practicum experience by their practicum supervisor (a program faculty member). Supervision is conducted in numerous formats: individual supervisor-supervisee meetings, triadic or dyadic supervision, direct/live supervision of sessions, and review of student session recordings. Students also engage in peer supervision and feedback when not in sessions themselves. Most students receive more than one hour per week due to the nature of the onsite clinic and the structure of our practicum program.

- I. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.**

The first hour of the 5 hour practicum experience each week is dedicated to group supervision. The structure of this supervision varies, but often involves case consultation, teaching clinical skills and interventions, and working as groups on theoretical conceptualizations and self-awareness skills. Students also sit with supervisors and observe live sessions. The group then processes the session live or at its conclusion. Students also receive feedback in a group format at the end of the practicum class (approximately 40 minutes). Additionally, students are required to attend a suicide assessment training where they receive an additional 2-3 hours of group supervision related specifically to the development of suicide assessment skills.

INTERNSHIP (3.J – 3.M)

- J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.**

Successful completion of EDUC G525 Advanced Counseling Practicum (B- or higher, a minimum of 100 total hours, with a minimum of 40 direct hours) is a prerequisite to enrollment in EDUC G550 Internship in Counseling and Guidance. Successful completion of EDUC G550 is a prerequisite to EDUC G551 Advanced Internship in Counseling. As described in the *CMHC Internship Handbook* and the *SC Internship Handbook*, students must complete a minimum of 600 clock hours of internship during two semesters.

- K. Internship students complete at least 240 clock hours of direct service.**

Both the *CMHC Internship Handbook* (p.8) and the *SC Internship Handbook* (p.7) clearly state that students must complete a minimum of 600 total hours, with a minimum of 240 direct hours over the course of two semester of internship. Internship instructors only assign a grade in internship upon successful completion of this requirement. Although the vast majority of internship sites allow for group experience, students who are not able to lead counseling groups at a site are required to identify a secondary approved site for completion of the required group hours.

- L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.**

The *SC Internship Handbook* (page 6) clearly states that internship supervisors must provide at least one hour of individual or triadic supervision each week. The *CMHC Internship Handbook* (page 6) clearly states that internship supervisors must provide at least one hour of individual or dyadic supervision to meet the supervision standard of the MFT license. Students must document this supervision as part of their weekly agency or school logs.

- M. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.**

Both the *CMHC Internship Handbook* (p.8) and the *SC Internship Handbook* (p.7) clearly state that students in EDUC G550 and EDUC G551 must attend 3-hour, biweekly, on-campus group supervision sessions led by their university supervisor. These bi-weekly sessions average 1 ½ hours per week of group supervision. Students must document this supervision as part of their weekly logs.

- 1. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping,**

assessment instruments, supervision, information and referral, in-service and staff meetings).

2. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.

This standard is addressed in the *SC Internship Handbook* (p.4) and *CMHC Internship Handbook* (p.5). Sites are required to provide the opportunity for students to develop program-appropriate audio/video recordings when deemed necessary for client care or counselor development. Additionally, all internship sites must provide direct access to supervision through the site supervisor and most students are observed live at the site at least once per semester by a visiting university supervisor.

3. Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

Each EDUC G550 and EDUC G551 student is evaluated throughout the experience via weekly individual and group supervision. Students are formally evaluated by the site supervisor each midterm and end of semester using the Internship Student Evaluation. This form can be found in the *SC Internship Handbook* and *CMHC Internship Handbook*. Students are also evaluated at the end of each semester with an Internship Student Evaluation by the university supervisors. The university supervisor contacts site supervisors each semester to discuss student progress and visits each site at least once per year (although most students are observed each semester) to observe student counseling as the site allows for such visits. The university supervisor documents these concerns along with the formal mid-term evaluation and meets with each student to provide feedback. In addition, the ability of students to conceptualize cases from a theoretical framework and implement appropriate interventions is assessed through case presentations each semester and graded according to the provided rubric. Grades are assigned based on evaluations of clinical performance from site and university supervisors and scores on the case presentation. The final semester evaluations are entered into Taskstream for tracking and evaluation.

SUPERVISOR QUALIFICATIONS (3.N-3.R)

N. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have:

- (1) Relevant experience;**
- (2) Professional credentials;**
- (3) Counseling supervision training and experience.**

All core and non-core program faculty members who teach practicum courses and internships have doctoral or masters degrees, and have appropriate licenses or certifications. All clinical supervisors have completed supervision training, are state-approved supervisors or state-approved supervisors-in-training. **Please see [faculty](#) and [adjunct faculty](#) vitae for additional details.**

Supervisor	Degree	Area & University	Areas Practice/Expertise	Credentials
Kerrie Fineran	Ph.D.	Counselor Education & Supervision; University of Toledo (CACREP Accredited)	Secondary School Counseling, Addictions Counseling, Suicide Prevention and Intervention, Clinical Mental Health Counseling	NCC; PSC
Rashunda Reed	Ph.D.	Counselor Education & Supervision; University of the Holy Cross (CACREP Accredited)	Marriage and Family Counseling, Clinical Mental Health Counseling, Professional Collaboration	LMFT
Brett Wilkinson	Ph.D.	Counselor Education & Supervision; University of Northern Colorado (CACREP Accredited)	Clinical Mental Health Counseling, Marriage and Family Counseling, Research and Assessment, Empathy Development	LMHC
Anastacia Bruce	M.S. Ed.	Marriage & Family Therapy; IPFW	Marriage & Family Therapy;	LMFT
James Burg	Ph.D.	Marriage & Family Therapy; Purdue University	Marriage and Family Therapy, Sexuality	LMFT
Melisa Sanchez	M.S. Ed.	Marriage & Family Therapy; IPFW	Marriage and Family Therapy, Cognitive Behavioral Therapy, Clinical Coordination	LMFT with Supervisory Designation

O. Students serving as individual/triadic or group practicum/internship supervisors for

students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty.

P. The Counselor Education Program does not utilize doctoral student supervisors. Site supervisors have:

(1) A minimum of a master's degree, preferably in counseling, or a related profession;

The clinical director is responsible for ensuring that all site supervisors meet this requirement via initial approval of internship contracts and review of internship site supervisor data forms.

(2) Relevant certifications and/or licenses;

Again, the clinical director is responsible for ensuring that all site supervisors meet this requirement via initial approval of internship contracts and review of internship site supervisor data forms.

(3) A minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled;

The clinical director is responsible for ensuring that all site supervisors meet this requirement via initial approval of internship contracts and review of internship site supervisor data forms. In the cases of our program areas, site supervisors need to have a minimum of 2 years of professional experience as a school counselor in order to supervise school counseling students, and those who supervise CMHC students must have a minimum of 2 years of experience as an LMHC.

(4) Knowledge of the program's expectations, requirements, and evaluation procedures for students;

The clinical director, is responsible for orienting site supervisors to the Counselor Education program. At the beginning of each semester (or internship placement), the student, internship instructor, and site supervisor review several forms that specify the program's expectations, requirements and evaluation procedures for internship. These include a letter addressed to each site supervisor from the University Supervisors and the internship and supervision contract. All forms are included in the [SC Internship Handbook](#) (p.9) and the [CMHC Internship Handbook](#) (p.8).

University supervisors/internship instructors completes a minimum of one on-site visit per semester to verify that program expectations, requirements, an evaluations are being met. These site visits are supported with multiple phone and/or email contacts with sites. These visits are documented on the [Record of Internship Site Visit Form](#) which the clinical director collects and monitors.

(5) Relevant training in counseling supervision.

The clinical director is responsible for ensuring that all site supervisors meet this requirement via the approval of internship contracts. To support site supervisors in gaining the necessary training in counseling supervision, the Counselor Education program offers a free on-line Counseling Supervision training workshop for which we offer CEUs (for CMHCs) or PGPs (for SCs). The training workshop provides pertinent information regarding ethical considerations of the supervisory role, supervisor standards, models of supervision, case examples, supervisee bill of rights, and procedures for additional university support as required by the site supervisors. Each workshop participant is asked to complete a short [questionnaire](#) upon completion through the university's survey software, Qualtrics. The answers from the questionnaire are sent to the clinical director, confirming the training participation of the site supervisor.

The Counselor Education program is committed to continued support of our site supervisors, and is working on expanding the current training workshop. Plans are in place to administer an in-person training option that would involve program faculty delivering the training information to all site supervisors.

Q. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.

The clinical director, university supervisors, and program faculty provide ongoing orientation, assistance, and consultation to site supervisors. In addition, site supervisors are provided the following formal professional development opportunities:

- The Counselor Education program recommends to School Principals that School Counselors serving as site supervisors receive 15 Professional Growth Points (PGPs) per semester of supervision of an intern. ([PGP letter](#)). **Note:** In the state of Indiana, the Professional Growth Plan (PGP) is an opportunity for teachers, administrators and school service personnel to control their own professional development and use these experiences towards licensing renewal. One PGP point is given for every contact hour an educator is actively involved in a professional development activity.
- Each year, Dr. Kerrie Fineran offers a workshop in Suicide Assessment and Prevention which is offered free of charge to all site supervisors.
- The Counselor Education program provides free supervision training to all site supervisors.
- Site supervisors are invited to join the program Facebook page in order to stay up-to-date on program news and professional development activities.
- Chi Eta Sigma, IPFW's Counseling Honor Society is working to develop a newsletter that will be sent to all students, faculty, staff, alumni, and site supervisors to keep them apprised of program news and professional development opportunities.

R. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

Because all students complete an on-site practicum in which the faculty instructor provides individual and group supervision, a [standard supervision agreement](#) is utilized across all practicum sections at the IPFW Community Counseling Center. This supervision agreement is reviewed and discussed with students during individual supervision before being signed by both the instructor and the student.

Internship contracts and supervision agreements are provided within the [CMHC Internship Handbook](#) and the [SC Internship Handbook](#). These documents are required to be submitted to the clinical director prior to the beginning of each internship semester.

PRACTICUM AND INTERNSHIP COURSE LOADS (3.S-3.V)

- S. The practicum and internship experiences are tutorial forms of instruction; therefore, when individual and/or triadic supervision is provided by program faculty, the ratio of six students to one faculty member is considered equivalent to the teaching of one 3-semester-hour course. Such a ratio is considered maximum per course.**

In the CE program, students take part in the practicum experience in their second year of study. This experience involves significant portions of supervision by a program faculty member. Students routinely get individual, triadic, and group supervision and record this supervision on weekly log forms. Students are in a practicum class with a faculty member and no more than 5 other students (maximum of 6 students per practicum section).

In the internship experience, students are supervised directly by on-site supervisors according to established CACREP requirements (supervisors have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses; minimum of two years of pertinent professional experience in the program area in which the student is enrolled; knowledge of the program's expectations, requirements, and evaluation procedures for students; and relevant training in counseling supervision). During the internship experience, students have weekly interaction that averages at least one hour per week of individual and/or triadic supervision performed by the onsite supervisor. In addition, internship students receive an average of at least 1 1/2 hours per week of group supervision provided on a regular schedule (weekly or bi-monthly) throughout the internship performed by a program faculty member. These courses in which group supervision is provided by the program faculty member are capped at 12 students.

- T. Group supervision for practicum and internship should not exceed 12 students.**

These tables include a summary of sections offered over the last calendar year.

<i>2016-2017 Practicum & Internship Group Ratio</i>	<i>Sections Offered</i>	<i>Min Students</i>	<i>Max Students</i>	<i>Mean Students</i>
EDUC G524: Practicum in Counseling	8	4	6	5.38
EDUC G525: Advanced Counseling Practicum	9	4	6	5.33

EDUC G550: Internship in Counseling and Guidance	8	3	11	5.88
EDUC G551: Advanced Internship in Counseling (Fall)	1	12	13	12.50
EDUC G551: Advanced Internship in Counseling (Spring)	4	6	13	9.50

U. Group supervision of practicum and internship students should not exceed a 1:12 faculty: student ratio.

As evidenced in section 3.T above, practicum and internship supervisor to student ratios do not exceed required limits for any course. The average ratio for practicum is 1:5, and never exceeds 1:6. The average ratio for clinical mental counseling internship is 1:11. The average ratio for school counseling internship is 1:10.

V. When counselor education program faculty provide supervision of students providing supervision, a 1:6 faculty: student ratio should not be exceeded. This is equivalent to the teaching of one 3-semester or equivalent quarter credit hours of a faculty member's teaching load assignment.

The IPFW counselor education program does not provide supervision of students providing supervision in either practicum or internship. Students do not provide any individual supervision services.

SECTION IV

EVALUATION IN THE PROGRAM

EVALUATION OF THE PROGRAM (4.A – 4.E)

A. Counselor education programs have a documented, empirically based plan for systematically evaluating the program objectives, including student learning. For each of the types of data listed in 4.B, the plan outlines:

(1) The data that will be collected;

Excellence in counselor training is the primary objective of the Counselor Education program at IPFW. As a part of the College of Education and Public Policy at IPFW, our program's curriculum also follows the accreditation requirements of the Council for the Accreditation of Educator Preparation (CAEP). The Counselor Education program's assessment system is thus designed to meet both the CAEP and CACREP requirements for assessing program and student performance on CACREP standards throughout the sequenced course of study.

Throughout their course of study, students complete Key Objective Assessments (KOA) of learning outcomes associated with our program-developed Broad Areas of Counseling Practice (BACP) framework (see [Section 4.F](#) for details). Each KOA is evaluated with a course-specific rubric. Students in all graduate courses in Counselor Education participate in the assessments. KOA data provides the program faculty with the means to generate detailed program reports for individual courses by semester, across multiple semesters, and across instructors. Program faculty members use these data to track student progress in the CE program. Key assessments are formulated to assess the standards identified by the counseling profession as meaningful for counselor preparation (CACREP standards) as well as those identified by the state for licensure purposes (LMHC, and PSC in Indiana). The outline for KOAs across courses can be found in the [CE Graduate Student Handbook](#) on pages 21-26, as well as [Section 4.F](#) of this document. An overview of how CACREP Standards and KOA's align with particular courses can be found in [Table 4](#) and [Table 5](#) of this document.

(2) A procedure for how and when data will be collected;

Data from all KOAs are stored in the TaskStream system, allowing for review of student progress by standard or by individual student. In this way, program faculty members are able to map the progress of individual students, but also cohorts of students as a whole. This system also enables program faculty members to compare data across sections of the same course (for instance, practicum sections with different supervisors) in order to examine the reliability of student assessment ratings. All program faculty members engage in the process of analyzing the key assessment data. All CE graduate students are required to obtain an account in Taskstream. Student instructions for obtaining a Taskstream account can be found at: (Live link) <https://www.ipfw.edu/counselor-education>

Data is collected at the end of each semester, after students have completed course KOAs. Program faculty members review the results of key assessment data at the conclusion of each semester (summer data is combined with fall data) in preparation for pending meetings within the semester review cycle (see [4.A.3 below](#)). From this analysis, areas of concern may be identified and specific action plans developed.

(3) A method for how data will be reviewed or analyzed;

In order to evaluate our program quality and continuously strive for improvement, we utilize a 5-point review cycle each year that allows for the regular and strategic assessment of program accomplishments in meeting professional training standards. Throughout the year, the functions of the program are reviewed by faculty according to an established schedule that incorporates the cycle of data collection, analysis, and sharing into the academic year. Beginning with the initial Pre-Fall semester review cycle meeting prior to the fall semester, program faculty examine program of study, key assessment, enrollment, recruitment, graduation, and student data to identify themes pertaining to the work of the CE program.

Program core faculty members complete a full evaluation of the Counseling Program on an annual basis, during the Pre-Fall semester review cycle. This review cycle aggregates all data from the previous academic year including the most recent summer semester. All faculty members contribute to the assessment process but within designated areas of focus. To ensure a thorough review, all faculty as well as the clinical director are tasked with unique assessment roles that involve specific areas of review:

- CACREP Coordinator: Full overview of program KOA results
- SC Coordinator: SC standards KOA review
- MHC Coordinator: MHC standards KOA review
- CORE Coordinator: Core standards KOA review
- Clinical Coordinator: Clinical standards KOA review

Having assessed Taskstream data from the previous academic year, each coordinator will present areas of strength and areas of concern within the aggregated data. Since the CACREP Coordinator completes an independent review of all KOA data from the previous academic year, any concerns levied by the SC, MHC, CORE, and Clinical Coordinators should be replicated by the findings of the CACREP Coordinator. When there is mutual alignment of concern between the CACREP Coordinator and another reviewer, the faculty will be tasked with immediately discussing and resolving that concern. When any Coordinator has a concern that does not mutually align, they will present the evidence for group discussion, but only after all points of mutual alignment of concern have been identified and addressed.

When any areas of concern are identified, the counseling faculty work together to resolve the identified areas for growth. This will include discussions related to measurement of CACREP standards within KOA assessments and rubrics, syllabus review, as well as pedagogical methods that might contribute to improvements in KOA outcomes. Individual faculty members who teach courses in which changes are required are then responsible for updating the syllabus, KOA rubric, and/or KOA description as needed for that course. These updates are to be reviewed in the following meetings prior to implementation: Early Fall, Late Fall, and Early Spring. During these review cycle meetings, faculty present the updates made based upon the Pre-Fall review cycle meeting for full faculty review. Any faculty member can raise concerns or observations during these faculty meetings to ensure that the updates will ameliorate the areas of concern. Courses are subsequently taught with fidelity to those updates

to enhance academic year outcomes.

During the Post-Spring review cycle meeting, all faculty and the clinical director engage in a visioning session. The purpose of this visioning session is to take a “big picture” perspective on the program mission and associated aspects of KOA implementation. In preparing for the next academic year, faculty as well as the clinical director are encouraged to identify ideas as to how we can be more successful in accomplishing our program goal to enhance the learning of counselor education students. Furthermore, the program director provides a review of enrollment, recruitment, and graduation trends for faculty consideration during this review cycle.

Across the 5-point review cycle, thorough documentation is required such that all faculty can review what occurred during previous review cycle meetings. These documents will be sent to all faculty and the clinical director two weeks to a scheduled review cycle meeting by the CACREP coordinator. Complete academic year meeting notes will be aggregated for review during the next academic year review cycle meeting Pre-Fall. This summary of program evaluation results will be disseminated to stakeholders and published on our program website.

Semester Review Cycle	Activities
Pre-Fall	<ul style="list-style-type: none"> • Review of Previous Year BACP's • Identify/document areas of concern for faculty implementation
Early Fall	<ul style="list-style-type: none"> • Review of updates: Fall KOA implementation • Identify/document proposed changes to KOA's
Late Fall	<ul style="list-style-type: none"> • Review of updates: Spring KOA implementation • Identify/document proposed changes to KOA's
Early Spring	<ul style="list-style-type: none"> • Review of updates: Summer KOA implementation • Identify/document proposed changes to KOA's
Post-Spring	<ul style="list-style-type: none"> • Visioning Session: Ideas and considerations for upcoming academic year • Review of enrollment, recruitment, and graduation data • Identify/document large-scale proposed changes in Program Assessment

(4) An explanation for how data will be used for curriculum and program improvement.

As noted in the previous section ([see 4.A.3](#)), academic year data will be reviewed during the Pre-Fall review cycle meeting and will be used to modify individual courses within the curriculum. Upon completion of the academic year during the Post-Spring review cycle meeting, curriculum and program improvements will be considered as part of the visioning session. We maintain that this end of year review process will provide an opportunity to discuss new ideas for both course implementation and curriculum structuring based upon the effectiveness of changes made throughout the year to individual courses.

B. The counselor education program faculty demonstrate the use of the following to evaluate the program objectives:

(1) Aggregate student assessment data that address student knowledge, skills, and professional dispositions;

Data from all KOAs are stored in the TaskStream system, allowing for review of aggregate student data across all relevant areas of inquiry. This system also enables program faculty members to compare data across sections of the same course (for instance, practicum sections with different supervisors) in order to examine the reliability of student assessment ratings. Data is collected at the end of each semester, after students have completed course KOAs. Program faculty members review the results of key assessment data at the conclusion of each semester (summer data is combined with fall data) in preparation for pending meetings within the semester review cycle ([see 4.A.3](#)). From this analysis, areas of concern may be identified and specific action plans developed.

(2) Demographic and other characteristics of applicants, students, and graduates;

Each year, program faculty members examine program applicant data, specifically demographic information, in order to understand the characteristics of program applicants. This data is collected and stored by the Office of Graduate Studies (live link: <https://www.pfw.edu/offices/graduate-studies/>) from all program applicants. During program information nights, program faculty collect information from attendees regarding how they heard about the program and areas of interest.

Student demographic data is used in the aggregate KOA data analysis process to determine the relevance and impact of our teaching and assessment practices on various demographics. Statistically significant variations in assessment outcomes for particular demographics are critically reviewed and discussed by the faculty to determine what pedagogical or assessment practices might need to be altered to ensure that all students receive an optimal educational opportunity that fulfills our program objectives. The counselor education program, in conjunction with the College of Education and Public Policy, is currently developing a plan to more effectively collect follow-up data from graduates regarding the settings in which, and the populations with whom, they work. The current survey system ([see section 4.B.3 below](#)) does not include demographic data.

(3) Data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

Each year, formal follow-up studies of program graduates are completed utilizing our [Program Completer Survey](#). Although we have had low response rates in the past, we have recently begun maintaining a more complete database of alumni information, along with more frequent contact with alumni through the Facebook page and the Honor Society Newsletter. It is our hope that we will have better response rates in the future and will be able to utilize data more effectively as a result.

Program faculty members gather informal feedback from supervisors and graduate employers via participation in regular (at least bi-annual) internship site visits. In addition, formal studies of site supervisors and program graduate employers are conducted in several ways. Each year, an [employer survey](#) is sent to recent graduate employers in order to collect data on the professional knowledge and skills of program graduates. This data is reviewed by the College's

Assessment Team (with representation from all programs) and is also shared with program faculty in program meetings at the beginning of the academic year and with members of the program's advisory council (which includes counselors active in the profession in the Fort Wayne area).

C. Counselor education program faculty provide evidence of the use of program evaluation data to inform program modifications.

An example of the use of key assessment data was in identifying that there were some differences in the performances between school counseling students and clinical mental health counseling students in one of the beginning systemic theories courses. In examining the data, it became apparent that some discussions with the limited-term lecturer who was teaching the course may be necessary to communicate the differences in preparation between the tracks. The assessment needed to be adjusted to reflect that treatment planning is an integral part of clinical mental health counseling, as those students had a background in this from the Foundations of Mental Health Counseling course. The school counselors have less need for extensive training in formalized treatment planning, and so this had not been a part of their training program prior to the assessment in which they consistently earned lower scores than the couple and family track students. Since that time, the assessment has been adjusted and the adjunct faculty member is now more prepared, through discussions with core faculty members and review of the key assessment data, to meet the needs of students from both tracks of study.

Furthermore, this line of inquiry served as a launching point for faculty discussions regarding the role of case conceptualization and treatment planning skills in our curriculum. Aware that some students were struggling with case conceptualization during practicum, the faculty met to consider new instructional and assessment methods to enhance the case conceptualization skills of future cohorts. As a result of these discussions, a more robust case conceptualization project format was designed for implementation across two theories courses. Shortly thereafter, the Broad Areas of Counseling Practice (BACP) framework was envisioned as a way to expand that case conceptualization project into a multiple measure design across five courses.

D. Counselor education program faculty disseminate an annual report that includes, by program level:

(1) A summary of the program evaluation results;

As noted in section 4.A.3, the five-point academic year review cycle will result in an aggregated summary report of program evaluation results. This summary report will provide stakeholders, current and prospective students, as well as the general public with insight into our program evaluation process and ongoing efforts to increase alignment between our program objectives and educational practices.

(2) Subsequent program modifications;

The summary report of program evaluation results will include modifications made as a result of ongoing faculty efforts to increase alignment between our program objectives and educational practices. These program modifications will be explained both in a narrative form as well as in bullet points. Implications will be addressed.

(3) Any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.

The counselor education program at IPFW will post the summary report on our program website and will notify all relevant stakeholders, both within and beyond our educational institution, regarding completion of the report and its location on our website.

- E. Each year, the CE program releases an official report on the status of the program. This is available to access on the [CE website](#) and notifications of this posting are included on the program Facebook page and in the program newsletter that is sent to current students, alumni, faculty and staff, and current site supervisors. Counselor education program faculty must annually post on the program's website in an easily accessible location the following specific information for each entry-level specialty area and doctoral program:**

(1) The number of graduates for the past academic year;

The number of counselor education graduates within the 2015-2016 academic year was 33.

(2) Pass rates on credentialing examinations;

Pass rates of the school counseling state licensing examination was 100% for the 2015-2016 academic year. This exam was instituted for the first time two years ago.

In attempting to get official pass rates for the Indiana State Mental Health Counseling Examination, we were directed to Tammi T. Lee, Director of State Licensure Operations for the Center for Credentialing & Education. We were told that they are designing a new program to give pass rates to universities that would likely be available in Spring 2018. When exam pass rates become available, they will be incorporated into our annual report. Based upon verbal reports from alumni, pass rates for the clinical mental health licensure examination was 100% for both the 2015-2016 and the 2016-2017 academic years.

(3) Completion rates;

	Grads	Comp %
SP 2015	9	90%
SS 2015	10	100%
FA 2015	n/a	
SP 2016	14	93%
SS 2016	n/a	
FA 2016	n/a	
Total	33	94%

(4) Job placement rates.

The CE program annually conducts a completer survey with recent graduates, however, this survey is often sent immediately after graduation before many of our graduates have been officially employed. We plan to do follow-up completer surveys at 1 year post-graduation to increase our knowledge of job placement rates for our graduates.

ASSESSMENT OF STUDENTS (4.F – 4.H)

F. The counselor education program faculty systematically assesses each student’s progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following:

(1) Identification of key performance indicators of student learning in each of the eight core areas and in each student’s respective specialty area(s) (for doctoral programs, each of the five doctoral core areas);

The CE faculty believes that effective counselor training focuses upon three broad areas of counseling practice: therapeutic/theoretical skills, systemic/cultural awareness skills, and research/evaluation skills. Aiming to formalize these foundational aspects of counselor training in terms of both a program mission statement as well as a programmatic assessment process, the faculty has developed three distinct groups (Areas A, B, and C) of interrelated key assessments to gauge student progress throughout their course of study, which we have chosen to call ***Broad Areas of Counseling Practice (BACP)***:

- Area A: Building Authentic & Effective Change Practices
- Area B: Growing Just & Ethical Sociocultural Practices
- Area C: Applying Sound & Coherent Assessment Practices

Rationale for Inclusion of Specific Standards in Each BACP:

For each area, CACREP standards have been selectively chosen that represent - as determined by faculty and informed by research into best practices - some of the most critical aspects of counselor skill development to be measured consistently over time. A desire for equal representation of standards across each area within the BACP, combined with the practical challenge of ensuring key assessments across multiple courses will accurately measure all of the standards in a given area, led the program faculty to select those specific standards that can be rigorously and accurately measured across a variety of conceptually-related courses.

Each area (A, B, and C) therefore includes a unique set of six Core CACREP standards, two MHC-track CACREP standards, and two SC-track CACREP standards. In terms of measurement breadth, the standards assessed via multiple measures include about 21% of 2016 Core standards (18 out of 85), 26% of MHC-track standards (6 out of 23), and 18% of SC-track standards (6 out of 34).

The 2016 CACREP standards aligned within each section are outlined below:

Area A. Building Authentic and Effective Change Practices	
CORE	II.F.5.a; theories and models of counseling II.F.5.f; counselor characteristics and behaviors that influence the counseling process II.F.5.g; essential interviewing, counseling, and case conceptualization skills II.F.5.j; evidence-based counseling strategies and techniques for prevention and

	intervention II.F.5.n ; process for aiding students in developing a personal model of counseling II.F.3.h ; a general framework for understanding differing abilities and strategies for differentiated interventions
MHC	V.C.1.b ; theories and models related to clinical mental health counseling V.C.3.b ; techniques and interventions for prevention and treatment of mental health issues
SC	V.G.3.d ; interventions to promote academic development V.G.3.f ; techniques of personal/social counseling in school settings

Area B. Growing Just and Ethical Sociocultural Practices	
CORE	II.F.1.d ; the role and process of the professional counselor advocating on behalf of the profession II.F.1.e ; advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients II.F.1.i ; ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling II.F.2.c ; multicultural counseling competencies II.F.2.h ; strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination II.F.5.d ; ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
MHC	V.C.2.j ; cultural factors relevant to clinical mental health counseling V.C.3.e ; strategies to advocate for persons with mental health issues
SC	V.G.2.a ; school counselor roles as leaders, advocates, and systems change agents in P-12 schools V.G.2.f ; competencies to advocate for school counseling roles

Area C. Applying Sound and Coherent Assessment Practices	
CORE	II.F.5.h ; developmentally relevant counseling treatment or intervention plans II.F.5.i ; development of measurable outcomes for clients II.F.7.e ; use of assessments for diagnostic and intervention planning II.F.7.l ; use of assessment results to diagnose developmental, behavioral, and mental disorders II.F.8.a ; the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice II.F.8.h ; analysis and use of data in counseling
MHC	V.C.1.e ; psychological tests and assessments specific to clinical mental health counseling V.C.2.b ; etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
SC	V.G.3.h ; skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement V.G.3.o ; use of data to advocate for programs and students

(2) Measurement of student learning conducted via multiple measures and over multiple points in time;

Within each BACP area (A, B, and C), key objective assessments (KOAs) have been designed to measure and monitor student knowledge and progress over time according to guiding precepts of the BACP. Course sequencing is outlined in the flowchart below:

Area A. Building Authentic & Effective Change Practices

- G503 Counseling Theories and Techniques I
- G504 Counseling Theories and Techniques II
- G567 Introduction to Marriage and Family Therapy
- G524 Practicum in Counseling
- G525 Advanced Practicum in Counseling

Area B. Growing Just & Ethical Sociocultural Practices

- G502 Professional Orientation and Ethics
- G575 Multicultural Counseling
- G563 Foundations of MHC
- G542 School Foundations
- G580 Child and Adolescent Counseling

Area C. Applying Sound & Coherent Assessment Practices

- G563 Foundations of MHC
- G542 O&D of School Counseling Programs
- G580 Diagnosis and Treatment Planning
- G505 Individual Appraisal: Principles and Procedures
- G590 Research in Counseling and Guidance

Appropriate course sequencing ensures that KOAs for each area of the BACP builds upon previous course offerings and corresponding student knowledge. This ensures that students have acquired the foundational knowledge and skills required to complete key assessments in subsequent courses. For example, students are expected to develop a thorough grasp of case conceptualization and treatment planning skills under Area A of the BACP. The KOA for Area A therefore begins with the Individual Case Conceptualization and Treatment Plan (G503: Counseling Theories and Techniques I). Students subsequently develop systemic conceptualization skills by means of the Systemic Case Conceptualization and Treatment Plan (G504: Counseling Theories and Techniques II). CMHC students are provided an opportunity to further enhance their systemic case conceptualization skills via the Advanced Systemic Case Conceptualization paper (G567: Introduction to Marriage and Family Therapy). Next, all students are required to completed an advanced practice-based Clinical Case Conceptualization (G524: Practicum in Counseling) during their first semester of practicum. Finally students complete the Research-based Clinical Case

Conceptualization (G525: Advanced Practicum in Counseling) during their second semester of practicum.

By designing KOAs that systematically build upon prior course offerings with an aim to enhance student working knowledge of case conceptualization and treatment planning processes, the CE faculty aims to ensure student success upon entering internship and the workforce. Synopses of the KOAs for all three areas of the BACP are outlined below:

<u>Area A. Building Authentic and Effective Change Practices</u>
G503 Counseling Theories and Techniques I <ul style="list-style-type: none"> • <i>Individual Case Conceptualization and Treatment Plan:</i> Students design a case study for an individual client, then provide a case conceptualization and develop a theoretically-grounded treatment plan. Areas of emphasis include demographics, presenting concerns, behavioral descriptions, affective manifestations, cognitive and interpersonal patterns, treatment goals, theoretical approaches, techniques, and issues of self-awareness or countertransference.
G504 Counseling Theories and Techniques II <ul style="list-style-type: none"> • <i>Systemic Case Conceptualization and Treatment Plan:</i> Students design a case study for a family system, then provide a case conceptualization and develop a treatment plan. Areas of emphasis include: presenting concerns; strengths; crises; initial goals, techniques, and strategies; working goals, techniques, and strategies; and termination goals, techniques, and strategies.
G567 Introduction to Marriage and Family Therapy (CMHC only) <ul style="list-style-type: none"> • <i>Advanced Systemic Case Conceptualization Paper:</i> Students interview a family and then conceptualize the interview through multiple theoretical lenses. Case conceptualization focuses on an interpretation of family dynamics from the structural, experiential, and Emotionally Focused Therapy viewpoints.
G524 Practicum in Counseling <ul style="list-style-type: none"> • <i>Clinical Case Conceptualization:</i> Students prepare and present one formal case conceptualization for a practicum client that includes a diagnosis (for CMHC students) and complete treatment plan.
G525 Advanced Practicum in Counseling <ul style="list-style-type: none"> • <i>Research-based Clinical Case Conceptualization:</i> Students prepare and present one formal case conceptualization for a practicum client that includes a diagnosis (for CMHC students), complete treatment plan, and synopsis of three journal articles (focused on evidence-based and best practices) related to client presenting concern.

<u>Area B. Growing Just and Ethical Sociocultural Practices</u>
G502 Professional Orientation and Ethics <ul style="list-style-type: none"> • <i>Ethical Applications Paper:</i> Students describe an ethical issue using a fictional scenario, review applicable ethical codes, work through an ethical decision making model to explain and support a chosen course of action, and explain advocacy efforts to be made in the scenario.
G575 Multicultural Counseling <ul style="list-style-type: none"> • <i>Case Study & Presentation:</i> In research groups, students create a case study that will be used as the basis for a final paper and group presentation. Each group prepares a presentation to include a role play based on the case study to evidence grasp of multicultural counseling competencies.
G563 Foundations of Mental Health Counseling (CMHC only) <ul style="list-style-type: none"> • <i>Site Report and Needs Assessment Project:</i> Students conduct interviews at a community agency. The project report includes a site report, needs assessment, proposal for program design, and program evaluation.
G542 Organization and Development of School Counseling Programs (SC only) <ul style="list-style-type: none"> • <i>Peer Helping Programs Paper:</i> Students prepare a paper on the ethical and practical advantages and disadvantages of using peer-helping programs as a delivery system in high schools.
G580 Child and Adolescent Counseling <p><i>Ethics, Advocacy, and Counseling Strategies with Children and Teens:</i> Students address issues of ethics, prejudice, power, and advocacy, as well as relevant strategies for enhancing the counseling experience of children and adolescents. Student responses must draw upon the AMCD Multicultural Counseling Competencies, the 2014 ACA Code of Ethics, and the ACA Advocacy Competencies to articulate their personal and professional viewpoint on the challenges of working with children and adolescents.</p>

<u>Area C. Applying Sound and Coherent Assessment Practices</u>
G580 Diagnosis and Treatment Planning <ul style="list-style-type: none"> • <i>Biopsychosocial Project:</i> Students conduct an intake interview with a classmate, formalize the information using a Biopsychosocial History Assessment, and

complete a mental status exam and narrative. The treatment plan includes at least 5 measureable objectives and interventions, as well as narrative rationales.
G563 Foundations of Mental Health Counseling (CMHC only) <ul style="list-style-type: none"> • Site Report and Needs Assessment Project: Students conduct interviews with supervisors at community agencies. The project report includes a site report, needs assessment, proposal for program design, and program evaluation.
G542 Organization and Development of School Counseling Programs (SC only) <ul style="list-style-type: none"> • School Counseling Portfolio & Presentation: Students develop a comprehensive developmental school counseling program based on actual local school data. Using the ASCA National Model, groups create a portfolio and present a report that includes programming justifications for a hypothetical school counseling program based on analysis of the provided data.
G505 Individual Appraisal: Principles and Procedures <ul style="list-style-type: none"> • Assessment Report: Students interview and observe a client, administer a written instrument, interpret the results of the interaction, develop recommendations, and write a formal assessment report.
G590 Research in Counseling and Guidance <ul style="list-style-type: none"> • Research Prospectus: In small research teams, students develop a hypothetical study similar to the first three chapters of a graduate thesis. The project includes six project phases, each building upon the next to create a formal research proposal, or prospectus. A formal class presentation is also required.

Competent Measurement of Standards Outside of the BACP:

Although the BACP provides the broad conceptual framework for using multiple measures to assess student progress over time, the CE faculty recognizes the importance of measuring all CACREP standards throughout the program. All instructors are required to cover and measure (as appropriate) the remaining standards for each course using appropriate means of assessment (i.e.; quizzes, tests, papers, presentations, projects, etc.). However, the means of assessing additional standards is flexible and left to the discretion of course instructors. Non-core faculty are provided direct guidance on suitable assessment options and those assessments are reviewed by core faculty to ensure fidelity to CACREP standards. Pairings between individual courses and each CACREP standard can be reviewed in Table 25.

(3) Review or analysis of data.

As previously noted, data from all key assessments are stored in the Taskstream system, allowing for faculty review of student progress either by standard or by individual student. All program faculty members analyze and review the results of KOA data at designated points

within our program review cycle and observe student progress over time to identify areas of concern. The Taskstream system therefore provides an organized means to track student progress in the CE program.

G. The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following:

(1) Identification of key professional dispositions;

The IPFW Counselor Education Program utilizes a faculty-developed dispositional measure, the Personal Characteristics and Behavior Checklist. The measure includes 14 questions using a 5-point scoring system in which 1 indicates a “low” rating, 3 indicates an “average” rating, and 5 indicates a “high” rating. The measure assesses student personal characteristics such as respectfulness and patience, professional characteristics such as openness to feedback and appropriate boundaries, ethical behaviors such as abiding by ethical codes and demonstrating good clinical judgment, and conspicuous behaviors such as emotional stability concerns and evidence for illegal behaviors. See *CE Graduate Student Handbook* pp. 31-32.

(2) Measurement of student professional dispositions over multiple points in time;

The Personal Characteristics and Behavior Checklist is completed at the end of each semester by those faculty teaching BACP courses. Faculty may also complete the checklist at any time if student characteristics or behaviors appear to warrant formal assessment. Such decisions are made at the discretion of individual faculty members and are to be subsequently brought to the attention of all faculty during weekly program meetings.

(3) Review or analysis of data.

The Personal Characteristics and Behavior Checklist is uploaded to the Taskstream assessment system, which enhances our ability to track and compare professional disposition data for students over time. By maintaining a centralized database of student dispositional measures alongside KOA data, it also becomes possible to run statistical analyses comparing KOA scores and professional dispositions scores at the individual, class, cohort, and programmatic level. These data are systematically reviewed by faculty during the pre-fall, late-fall, and post-spring review cycles, although individual student concerns can be addressed by faculty during weekly program meetings as such concerns arise.

H. The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal.

Within the CE program, students are assessed on progress toward professional performance standards using the BACP key objective assessments as well as supplemental assessments specific to various program transition points (initial admission to the program, after the first year of study/pre-clinical performance, initial clinical performance in practicum, and advanced clinical performance in the internship experience).

The CE Student Retention Policy may be found on pp. 10-11 of the *CE Graduate Student*

Handbook and [part 2 of the Graduate Bulletin](#). Specifically, consistent with the IPFW Graduate Bulletin, all students must maintain a minimum cumulative GPA of 3.0 to remain in good standing. Students with a cumulative GPA of below 3.0 will be placed on academic probation, and will be required to bring their GPAs up to 3.0 during their next semester of enrollment or they will be recommended to the Dean of the College of Education and Public Policy for dismissal from the program. Students who receive one grade of ‘C’ or lower in the program will be placed on academic probation. Any student placed on academic probation will meet with his or her program faculty advisor to develop a remediation plan in order to assist the student in successfully moving off of probation. The faculty advisor will present this remediation plan for approval by the rest of program faculty prior to the student engaging in the remediation activities. Students earning a second grade of ‘C’ or lower or do who do not follow the remediation plan will be recommended to the Dean of the College of Education and Public Policy for dismissal from the program. Any course in which a student receives a grade of ‘D’ or ‘F’ must be retaken. Additionally, students enrolled in the Counselor Education program must maintain the following academic criteria: All students must successfully complete both G524 (Practicum) and G525 (Advanced Practicum) with a grade of A or B to be admitted to Internship. CMHC students must successfully complete one semester of G550 (Internship) and two semesters of G551 (Advanced Internship) with a grade of A or B in order to graduate. SC students must successfully complete one semester of G550 (Internship) and one semester of G551 (Advanced Internship) with a grade of A or B in order to graduate.

The CE program also has a behavior review policy that allows for review of student professional and personal progress. The behavior review policy enables the faculty to share information about student progress. Student review is an item on the agenda on all regular weekly Counselor Education faculty meetings. At that time, any questions about students may be raised for faculty consideration. Once a year, a faculty meeting is set aside specifically for student review. At this meeting, the progress of all students in the counseling program is assessed. Students who are not making satisfactory progress are asked to make an appointment with their faculty advisors in order to facilitate appropriate program adjustment. If, in the professional judgment of a Counselor Education faculty member, a student's behavior is deemed professionally inappropriate, inadequate, and/or unethical, the specific steps are taken (as outlined on pages 12-13 of the [CE Graduate Student Handbook](#)). Examples of problems which may be addressed include, but are not limited to: student affect, emotions or behaviors that negatively impact academic or clinical performance; ineffective interpersonal skills; lack of respect for the feelings, opinions, knowledge, and abilities of others; lack of awareness of social and professional behaviors and expectations; inability to reflect upon and take responsibility for own behavior; and, unwillingness/inability to accept suggestions positively and modify behavior appropriately. If deemed necessary, recommendations made by the faculty members may include immediate suspension of clinical privileges in practicum or internship until the necessary behavioral modifications have been made.

Information related to course standards and the assessment system can be found on pp. 21-26 in the [CE Graduate Student Handbook](#).

EVALUATION OF FACULTY AND SUPERVISORS (4.I – 4.K)

- H. Written faculty evaluation procedures are presented to program faculty and supervisors at the beginning of each evaluation period and whenever changes are made in the procedures.**

Evaluation procedures are established by the College of Education and Public Policy, and faculty are informed of these procedures at the beginning of each semester (and are able to select their evaluation questions from a provided list). Site supervisors are notified about the process of site and site supervisor evaluation in the supervision contract they sign at the beginning of the internship experience. This requirement is also referenced in the program internship handbooks: [SC, pg. 9](#) and [CHMC, pg. 8](#).

Reports of student evaluations of teaching and courses are provided to the faculty at the conclusion of each semester in which a course is taught. The evaluation rating scale data is reported with individual scores and mean scores on items, and qualitative student comments are typed. Evaluation data are compiled by the department secretary and distributed to the course instructor/faculty member and the department chair.

- I. Students have regular, systematic opportunities to formally evaluate counselor education program faculty.**

Students have the opportunity to evaluate all faculty at the conclusion of each semester. Some faculty also use midterm evaluations. Faculty evaluations are developed from a list of university approved questions that reflect teaching quality and alignment with the conceptual framework. Therefore, all faculty evaluations are unique to the instructor and/or course (examples of evaluations of didactic and clinical courses).

- J. Students have regular, systematic opportunities to formally evaluate practicum and internship supervisors.**

Students have the opportunity to evaluate all practicum supervisors at the conclusion of each semester. Some practicum supervisors also use midterm evaluations. Practicum supervisor evaluations are developed from a list of university approved questions that reflect teaching quality and alignment with the conceptual framework. Therefore, all practicum supervisor evaluations are unique to the instructor and/or course (examples of evaluations of didactic and clinical courses). Site supervisors are evaluated at the conclusion of each semester on the Student Evaluation of Site Supervisor Form on pp. 22-23 of the [CMHC Internship Handbook](#) and pp. 25-26 of the [SC Internship Handbook](#).

SCHOOL COUNSELING

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.

In addition to assessing attainment of School Counseling Student Learning Outcomes (SLOs) throughout structured educational experiences, the IPFW Counselor Education Program officially evaluates attainment of SLOs through a series of key assessments. To facilitate analysis of individual and aggregate performance, instructors and supervisors document SLOs via Taskstream, our student learning outcome assessment and management system.

The SLO assessment and evaluation process includes two primary activities:

- Course-based KOA's in which instructors ascertain attainment of learning outcomes.
- Supervisor and instructor evaluations of student performance in practicum and internship.

On the following pages, we illustrate how we assess each School Counseling SLO throughout required courses and field experiences. Additionally, the complete [SC Curriculum Map](#) is available for review.

CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

In addition to assessing attainment of Clinical Mental Health Counseling SLOs throughout structured educational experiences, the IPFW Counselor Education Program officially evaluates attainment of SLOs through a series of key assessments. To facilitate analysis of individual and aggregate performance, instructors and supervisors document SLOs via Taskstream, our student learning outcome assessment and management system.

The SLO assessment and evaluation process includes two primary activities:

- Course-based KOA's in which instructors determine attainment of learning outcomes.
- Supervisor and instructor evaluations of student performance in practicum and internship.

On the following pages, we illustrate how we assess each Clinical Mental Health Counseling and School Counseling SLO's within required courses and field experiences. Additionally, the complete [CMHC Curriculum Map](#) is available for review.

TABLE 4: CE PROGRAM KEY ASSESSMENTS

BACP Area	Core Standards	Key Assessment	Course	Program Sequence	CMHC Standards	SC Standards
AREA A	II.F.5.a II.F.5.f II.F.5.g II.F.5.j II.F.5.n II.F.3.h	Individual Case Conceptualization & Treatment Plan	G503: Counseling Theories and Techniques I	Fall Year 1	V.C.1.b V.C.3.b	V.G.3.d V.G.3.f
		Systemic Case Conceptualization & Treatment Plan	G503: Counseling Theories and Techniques I	Spring Year 1	V.C.1.b V.C.3.b	V.G.3.d V.G.3.f
		Adv. Systemic Case Conceptualization	G567: Intro to Marriage & Family Therapy	Fall Year 2	V.C.1.b V.C.3.b	N/A
		Clinical Case Conceptualization	G524: Practicum in Counseling	Fall Year 2	V.C.1.b V.C.3.b	V.G.3.d V.G.3.f
		Research-based Clinical Case Conceptualization	G525: Advanced Practicum in Counseling	Spring Year 2	V.C.1.b V.C.3.b	V.G.3.d V.G.3.f
AREA B	II.F.1.d II.F.1.e II.F.1.i II.F.2.c II.F.2.h II.F.5.d	Ethical Applications Paper	G502: Professional Orientation and Ethics	Summer Year 0	V.C.2.j V.C.3.e	V.G.2.a V.G.2.f
		Multicultural Case Study/Presentation	G575: Multicultural Counseling	Fall Year 1	V.C.2.j V.C.3.e	V.G.2.a V.G.2.f
		Site Report	G563: Foundations of MHC	Spring Year 1	V.C.2.j V.C.3.e	N/A
		Peer Helping Programs Paper	G542: O&D of SC Programs	Spring Year 1	N/A	V.G.2.a V.G.2.f
		Ethics, Advocacy, and Counseling Strategies	G580: Child and Adolescent Counseling	Summer II Year 1	V.C.2.j V.C.3.e	V.G.2.a V.G.2.f
AREA C	II.F.5.h II.F.5.i II.F.7.e II.F.7.l II.F.8.a II.F.8.h	Needs Assessment Project	G563: Foundations of MHC	Spring Year 1	V.C.1.e V.C.2.b	N/A
		SC Portfolio & Presentation	G542: O&D of SC Programs	Spring Year 1	N/A	V.G.3.h V.G.3.o
		Biopsychosocial Project	G580: Diagnosis and Treatment Planning	Fall Year 2	V.C.1.e V.C.2.b	N/A
		Assessment Report	G505: Individual Appraisal: Principles and Procedures	Summer I Year 2	V.C.1.e V.C.2.b	V.G.3.h V.G.3.o
		Research Prospectus	G590: Research in Counseling	Summer II Year 2	V.C.1.e V.C.2.b	V.G.3.h V.G.3.o

TABLE 5: CE PROGRAM ALL STANDARDS BY COURSE

BACP Area A				
Course	Core Standards Key Assessments	Core Standards Non-Key Assessments	MHC Standards	SC Standards
G503 Individual Theories	5.a; 5.f; 5.g; 5.j; 5.n; 3.h	none	C.1.b; C.3.b	G.3.d; G.3.f
G504 Family and Systemic Theories	5.a; 5.f; 5.g; 5.j; 5.n; 3.h	3.f; 5.b	C.1.b; C.3.b	G.3.d; G.3.f
G567 Introduction to Marriage and Family Counseling	5.a; 5.f; 5.g; 5.j; 5.n; 3.h	3.f; 5.b	C.1.b; C.3.b	n/a
G524 Practicum	5.a; 5.f; 5.g; 5.j; 5.n; 3.h	See Practicum Handbook	C.1.b; C.3.b	G.3.d; G.3.f
G525 Advanced Practicum	5.a; 5.f; 5.g; 5.j; 5.n; 3.h	See Practicum Handbook	C.1.b; C.3.b	G.3.d; G.3.f

Note. BACP standards are in bold.

BACP Area B				
Course	Core Standards Key Assessment	Core Standards Non-Key Assessment	MHC Standards	SC Standards
G502 Ethics and Professional Orientation	1.d; 1.e; 1.i; 2.c; 2.h; 5.d	1.a; 1.b; 1.f; 1.g; 1.h; 1.j; 1.k; 1.l; 5.e; 5.k; 7.d	C.2.j; C.3.e C.2.l	G.2.a; G. 2.f; G.1.a; G.2.m; G.2.n
G575 Multicultural	1.d; 1.e; 1.i; 2.c; 2.h; 5.d	2.a; 2.b; 2.c; 2.d; 2.f; 2.g	C.2.j; C.3.e	G.2.a; G. 2.f
G563 Foundations of Mental Health	1.d; 1.e; 1.i; 2.c; 2.h; 5.d	1.a; 1.b; 1.f; 1.g	C.2.j; C.3.e; C.1.a; C.2.a; C.2.c; C.2.i; C.2.k; C.2.m; C.3.c; C.3.d	n/a

G542 Organization of School Counseling Programs	1.d; 1.e; 1.i; 2.c; 2.h; 5.d	5.h; 5.i	n/a	G.2.a; G. 2.f
G580 Child & Adolescent Counseling	1.d; 1.e; 1.i; 2.c; 2.h; 5.d	none	C.2.j; C.3.e	G.2.a; G. 2.f

Note. BACP standards are in bold.

BACP Area C				
Course	Core Standards Key Assessment	Core Standards Non-Key Assessment	MHC Standards	SC Standards
G563 Foundations of Mental Health	5.h; 5.i; 7.e; 7.l; 8.a; 8.h	1.a; 1.b; 1.f; 1.g	C.1.e; C.2.b ; C.1.a; C.2.a; C.2.c; C.2.i; C.2.j; C.2.k; C.2.m; C.3.c; C.3.d; C.3.e	n/a
G542 Organization of School Counseling Programs	5.h; 5.i; 7.e; 7.l; 8.a; 8.h	1.d; 1.e; 1.i; 2.e; 2.h; 5.d	n/a	G.3.h; G.3.o ; G.1.b; G.1.d; G.1.e; G.2.a; G.2.b; G.2.c; G.2.d; G.2.f; G.2.l; G.3.a; G.3.b; G.3.d; G.3.e; G.3.i; G.3.k; G.3.l; G.3.m; G.3.n
G580 Diagnosis & Treatment	5.h; 5.i; 7.e; 7.l; 8.a; 8.h	none	C.1.e; C.2.b C.1.c; C.2.d; C.3.a	n/a
G505 Assessment	5.h; 5.i; 7.e; 7.l; 8.a; 8.h	7.a; 7.b; 7.c; 7.f; 7.g; 7.h; 7.i; 7.j; 7.k; 7.m	C.1.e; C.2.b	G.3.h; G.3.o
G590 Research	5.h; 5.i; 7.e; 7.l; 8.a; 8.h	8.b; 8.c; 8.d; 8.e; 8.f; 8.g; 8.i; 8.j	C.1.e; C.2.b	G.3.h; G.3.o

Note. BACP standards are in bold.

Specialized Courses				
Course	Core Standards Key Assessment	Core Standards Non-Key Assessment	MHC Standards	SC Standards
P514 Lifespan	None	3.a; 3.b; 3.c; 3.e; 3.f; 3.h; 3.i	None	None
G580 Essential Skills	None	1.m; 5.f; 5.g	None	G.3.f
G532 Group	None	6.a; 6.b; 6.c ;6.d; 6.e; 6.f; 6.g; 6.h	None	None
G580 SC Career	None	4.a; 4.b; 4.c; 4.d; 4.e; 4.f; 4.g; 4.h; 4.i; 4.j; 5c	n/a	G.1.c; G.2.c; G.3.e; G.3.g; G.3.j; G.3.k
G580 MHC Career	None	4.a; 4.b; 4.c; 4.d; 4.e; 4.f; 4.g; 4.h; 4.i; 4.j; 5c	None	n/a
G580 Addictions & Trauma	None	5.m; 1.c; 3.d; 3.g; 7.d; 5.l	C.1.d; C.2.e; C.2.f; C.2.g; C.2.h	
G562 School Leadership	None	None	n/a	G.2.e; G.2.g; G.2.h; G.2.i; G.2.k; G.3.c
G550 Internship	None	See Internship Handbooks (CMHC & SC)	None	None
G551 Advanced Internship	None	See Internship Handbooks (CMHC & SC)	None	None

Note. No BACP standards.

**Department of Public Policy
Assessment Report
Academic Year 2017-18**

The Department of Public Policy (PPOL) has been experiencing difficult times for the last several years. One of the manifestations of those challenges is a decline in students and credit hours of 30% from fall 2016 to fall 2018. PPOL is responding by making a number of changes, considering other changes, and continuing to examine what we do and how we do it. This work has been discussed with the PPOL Community Advisory Board (CAB), Dean James Burg, Associate Dean Terri Swim, and Director of Assessment Kent Johnson. Input has been sought from graduate students and additional input from students will be sought. This assessment report will present what PPOL has done in the fall of 2018 in response to the challenges as well as information similar to information found in previous assessment reports from the PPOL.

Changes Made

The faculty of PPOL have approved changes to the minor in Public Affairs. The need for the changes was brought to the attention of PPOL by advisors in the College of Professional Studies Student Success Center who noticed students were having difficulty completing the minor because of course availability. The changes more closely match the concentrations of PPOL and provide flexibility that might be necessary by changes in courses offered by PPOL.

1. The new requirements reflect the current concentrations and course offerings of PPOL.
 - a. 15 credit hours
 - b. Three of the following
 - i. PPOL 10100 The American Criminal Justice System
 - ii. PPOL 12000 Contemporary Health Issues
 - iii. PPOL 16200 Environment and People
 - iv. PPOL 17000 Introduction to Public Affairs
 - c. Two courses, PPOL 26300 and/or 30000 or higher. It is recommended that students take both courses from a subject area (e.g. health care management, public administration).

The faculty of PPOL agreed to remove references to, and suspend admission to, the:

1. Nonprofit Management and Leadership concentration and
2. Law and Public Policy concentration.

Change in Course Delivery at the Graduate Level

The graduate program offered by PPOL has experienced a 39% decrease in majors and 33% decrease in credit hours from fall of 2016 to fall of 2018. The program is reaching an unsustainable level. The Division of Continuing Studies is helping with a targeted marketing campaign for the fall of 2019 and PPOL is considering two significant changes to the program.

1. Hybrid: The courses would be taught as hybrid (face-to-face and on-line) courses. No more than 74% of the instruction would be provided on-line.

2. Eight week periods: The plurality of the students take two courses a semester. Unfortunately, a number of them focus the majority of their attention on one course when an exam or writing assignment is due and then have to shift a majority of their attention to catching up in the other class. To minimize this, and allow the students to put their full attention on one course at a time, the instructional period would be changed to eight week periods. This would meet the needs of the plurality of students who take two courses a semester without causing an increase or decrease in their workload.

These changes have been discussed by the faculty and with the CAB, Dean Burg, Associate Dean Terri Swim, and Director of Assessment Kent Johnson. The changes have been presented to the current students and their opinions have been sought through a survey and public meeting. There are many details to work out, but it is likely that the graduate program will incorporate these changes in part or in whole.

Additional Work that May Lead To Changes

In March of 2015, there was a discussion between members of PPOL and its CAB. The discussion brought up that the PPOL programs increasingly are competing with non-traditional delivery of curriculum. We have begun to take steps to address the issue of delivery by investigating the conversion of the graduate program to a hybrid program.

There were a number of other issues raised in the discussion including:

- Decline in faculty with public sector experience and/or participation in public management area issues (lack of "go to" people on the faculty)
- No consistent connection between PPOL and area governments and quasi-governments for providing research and technical support as well as student internships and/or job placement
- Lack of connection between PPOL and CRI (connecting faculty with applied work in the community)
- Increased competition in terms of applied research service providers
- PPOL graduates not having the skill set(s) needed by area governments and quasi-governments

These issues implied that PPOL should be offering applied programs. The PPOL mission statement¹ also points to applied programs. These point to potential gaps between what PPOL does and what the community (as measured by the CAB) and the PPOL mission statement hope the programs will provide. Members of PPOL have been asked for comments about the mission statement, goals, and learning outcomes of the programs.

Another factor may contribute to the challenges PPOL has faced. This is the Department of *Public Policy*. It grants a Bachelor of Science in *Public Affairs* and a Master of *Public Administration*. This confuses people. The members of PPOL have been asked for input on how PPOL defines and uses the terms public policy, public affairs, and public administration.

¹ Our mission is to improve the quality of public service through teaching current and prospective public servants, through research on public issues, and through service to organizations with public policy interests.

After this information is collected, PPOL will meet as a department to discuss its mission statement, goals, learning outcomes, and definitions of public policy, public affairs, and public administration. Then PPOL will review its curriculum, including the courses offered and learning objectives of courses.

Artifacts Collected by PPOL since Fall 2017

As part of its existing assessment plan, PPOL has collected artifacts from a number of courses.

Fall 2017

Course	Instructor	Syllabus	Exams	Quizzes	Papers	Other
H120	Otani	X	4		X	
J439 online	Rayburn	X		3 quiz questions; 1 answer		Assignment questions
V376	Fife	X	3		X	
V502	Aitalieva	X	2		X	Presentations and article reviews
V560	Brugger	X	2	Pre-test and quiz	X	
V600	Mbuba	X			X	Project papers; Team peer evals; Career plan portfolios

Spring 2018

Course	Instructor	Syllabus	Exams	Quizzes	Papers	Other
H120	Otani	X	4		X	
H320	Otani	X	2		X	
J101	York	X	4			Chapter reviews
V170	Aitalieva	X	3		X	Classroom presentations
V170	Fife	X	4		X	
V506	Otani	X	2		X	
V509	Schwab	X	2		X	Weekly questions & answers
V562	Mbuba	X	3		X	Printed presentations

Summer 2018

Course	Instructor	Syllabus	Exams	Quizzes	Papers	Other
J439 Online	Rayburn	X				Assignment questions
V566	Fife	X	2		X	

Replication of Previous Assessment Reports

The PPOL Assessment of Student Learning plan was approved and implemented by the faculty in November, 2008. The plan reflected the goals of the Pedagogical Framework for the IPFW Baccalaureate Degree, and the Core Competency Areas for the Master of Public Management and Master of Public Administration Degrees. This year's assessment was conducted by a committee of three faculty members (Jospeter Mbuba, Koichiro Otani, and Andrew Downs). The assessment cycle included the fall 2017, spring 2018, and summer 2018 semesters. The courses that were identified for assessment are listed below, along with the semester during which they were taught and the degree towards which they were offered. Syllabi, student assignments, quizzes, tests, term papers, and presentations were collected for each course.

Course # and Name	Semester
B.S.P.A. Courses	
PPOL 120 – Contemporary Health Issues	Fall 2017
PPOL 376 – Law and Public Policy	Fall 2017
PPOL 439 – Crime and Public Policy	Fall 2017
PPOL 101 – American Criminal Justice System	Spring 2018
PPOL 120 – Contemporary Health Issues	Spring 2018
PPOL 170 (1) – Introduction to Public Affairs	Spring 2018
PPOL 170 (2) – Introduction to Public Affairs	Spring 2018
PPOL 320 – Health Systems Administration	Spring 2018
PPOL 439 – Crime and Public Policy	Summer II 2018
M.P.M. & M.P.A. Courses	
Semester	
PPOL 501 – Public Management	Fall 2017
PPOL 560 – Public Finance and Budgeting	Fall 2017
PPOL 600 – Capstone	Fall 2017
PPOL 506 – Statistical Analysis for Effective Decision Making	Spring 2018
PPOL 509 – Administrative Ethics in the Public Sector	Spring 2018
PPOL 562 – Public Program Evaluation	Spring 2018
PPOL 566 – Executive Leadership	Summer 2018

The Bachelor of Science in Public Affairs (B.S.P.A.) degree exists within a liberal arts context and prepares students to begin a career in either the public or private sector. The program introduces students to the concepts of the economic, political, and social contexts in which public servants work and provides students with information about administration in a changing public sector. The program also strives to prepare students to enter graduate programs in law, planning, public affairs and policy, criminal justice, environmental sciences, health administration, or business administration. The goals for the B.S.P.A. program are listed below.

B.S.P.A. Goals

- 1. Acquisition of Knowledge:** Students will demonstrate breadth of knowledge across the disciplines integral to public and environmental affairs. They will also demonstrate the skills needed to gather information relevant to public and environmental affairs.

2. ***Application of Knowledge:*** Students will demonstrate the ability to integrate, analyze, and apply knowledge necessary for public and environmental affairs.
3. ***Personal and Professional Values:*** Students will learn about the centrality of professional ethics and personal integrity in public and environmental affairs.
4. ***A Sense of Community:*** Students will acquire the knowledge and skills needed to be productive and responsible citizens, leaders, administrators, and analysts in local, regional, national, and international communities and organizations. This includes a commitment to free and open inquiry and respect for diverse cultures and perspectives.
5. ***Critical Thinking and Problem Solving:*** Students will demonstrate facility and adaptability in their approach to problem solving, acquiring critical thinking, and quantitative and qualitative reasoning skills.
6. ***Communication:*** Students will acquire the written, oral, and multimedia skills needed to communicate effectively in diverse settings.

Results for B.S.P.A.

For the current assessment cycle, nine courses were assessed in the B.S.P.A. program. The course materials for each of the nine courses were reviewed and the extent to which the course met each of the six B.S.P.A. goals was assessed. A score was assigned from four ordinal scale categories of “excellent/4”, “good/3”, “fair/2”, and “poor/1”. The distribution of the scores is presented below.

Assessment Outcome for B.S.P.A

B.S.P.A. Goals Met	Excellent-4	Good-3	Fair-2	Poor-1	Total Courses
Acquisition of Knowledge	9 (100%)	0 (0%)	0 (0%)	0 (0%)	9 (100%)
Application of Knowledge	9 (100%)	0 (0%)	0 (0%)	0 (0%)	9 (100%)
Personal & Professional Values	4 (44.4%)	3 (33.3%)	2 (22.2%)	0 (0%)	9 (100%)
Sense of Community	4 (44.4%)	5 (55.6%)	0 (0%)	0 (0%)	9 (100%)
Critical Thinking/ Problem Solving	7 (77.8%)	0 (0%)	2 (22.2%)	0 (0%)	9 (100%)
Communication	9 (100%)	0 (0%)	0 (0%)	0 (0%)	9 (100%)

Artifacts reviewed as part of the assessment process were judged to demonstrate the courses achieved the B.S.P.A. goals at the level of either as “Excellent/4” or “Good/3” in a majority of cases.

Master of Public Management / Master of Public Administration

The Master of Public Management (M.P.M.) and Master of Public Administration (M.P.A.) are integrated courses of study designed to enhance the administrative and evaluative skills of managerial practitioners with substantial professional experience in our service area and to advance the department's commitment to public service and regional responsiveness. The M.P.M. and M.P.A. are designed to produce graduates who are committed to public service and have the theoretical foundations and skill sets that will enhance contributions to their organizations and agencies. The M.P.M. and M.P.A. provide students with critical managerial, analytic, and leadership skills. A new assessment plan for the M.P.M. and M.P.A. programs were developed in conformance with the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) competency standards and was subsequently approved by the faculty on May 15, 2014. The new plan was implemented in the fall of 2014. The committee assessed the selected M.P.M. and M.P.A. courses to establish the extent to which each of the M.P.M. and M.P.A. core competencies were met by the course as evidenced by the collected data. The core competencies of the M.P.M. and M.P.A. are listed below.

M.P.M. and M.P.A. Core Competencies

1. **Leadership:** Develop the necessary administrative, analytical, and political skills to be better positioned and prepared for a leadership role in the public and nonprofit sectors.
2. **Policy Process Involvement:** Advance understanding of theories of the policy process, evaluate policy alternatives, and promote decision making with the highest ethical standards.
3. **Strategic Analysis and Action:** Develop anticipatory and ethically grounded problem solving and decision making skills within an interdisciplinary context.
4. **Applied Organizational Management:** Develop an appreciation of the importance of theory and practice in public and nonprofit organizations, and apply this knowledge to promote effective management.
5. **Professionalism:** Develop an understanding of the needed ethics, judgment, and responsibility for enhancing public welfare.

Seven M.P.M. and M.P.A. courses were assessed during this assessment cycle. As with the B.S.P.A. assessment procedure, course materials were reviewed for the seven courses and judged for the extent to which the course met each of the five M.P.M. and M.P.A. competencies. The portfolios included exams, research papers, assignments, quizzes, and other academic assessments for the respective courses. There were four ordinal scale categories of the extent to which the courses met the competencies: "excellent/4", "good/3", "fair/2", and "poor/1". The rubrics for these categories are shown below.

Assessment Rubrics for M.P.M. and M.P.A.

Competencies	Excellent 4	Good 3	Fair 2	Poor 1
Leadership	Superior leadership and management ability in public and nonprofit	Significant leadership and management ability in public and nonprofit	Some leadership and management ability in public and nonprofit governance	No leadership or management ability in public or nonprofit governance

	governance demonstrated and exhibited	governance demonstrated and exhibited	demonstrated and exhibited	demonstrated or exhibited
Policy Process Involvement	Superior ability to participate in, design, implement, and evaluate policy process demonstrated and exhibited	Significant ability to participate in, design, implement, and evaluate policy process demonstrated and exhibited	Some ability to participate in, design, implement, and evaluate policy process demonstrated and exhibited	No ability to participate in, design, implement, or evaluate policy process demonstrated or exhibited
Strategic Analysis and Action	Superior ability to solve complex policy problems and to construct strategic planning initiatives demonstrated and exhibited	Significant ability to solve complex policy problems and to construct strategic planning initiatives demonstrated and exhibited	Some ability to solve complex policy problems and to construct strategic planning initiatives demonstrated and exhibited	No ability to solve complex policy problems or to construct strategic planning initiatives demonstrated or exhibited
Applied Organizational Management	Superior ability to effectively manage complex environments and apply public service values in management demonstrated and exhibited	Significant ability to effectively manage complex environments and apply public service values in management demonstrated and exhibited	Some ability to effectively manage complex environments and apply public service values in management demonstrated and exhibited	No ability to effectively manage complex environments or apply public service values in management demonstrated or exhibited
Professionalism	Superior ability to communicate civilly and effectively and to carry out professional responsibilities demonstrated and exhibited	Significant ability to communicate civilly and effectively and to carry out professional responsibilities demonstrated and exhibited	Some ability to communicate civilly and effectively and to carry out professional responsibilities demonstrated and exhibited	No ability to communicate civilly and effectively or to carry out professional responsibilities demonstrated or exhibited

Results for M.P.M. and M.P.A.

The results of the review of the course materials and the assessment of how each of the courses met the program competencies are shown below.

Assessment Outcome for M.P.M.

M.P.M. and M.P.A. Core Competencies Met	Excellent- 4	Good-3	Fair-2	Poor-1	Total
Leadership	2 (28.6%)	4 (57.1%)	1 (14.3%)	0 (0%)	7 (100%)
Policy Process Involvement	2 (28.6%)	2 (28.6%)	3 (42.9%)	0 (0%)	7 (100%)
Strategic Analysis and Action	5 (71.4%)	2 (28.6%)	0 (0%)	0 (0%)	7 (100%)
Applied Organizational Management	1 (14.3%)	5 (71.4%)	1 (14.3%)	0 (0%)	7 (100%)
Professionalism	7 (100%)	0 (0%)	0 (0%)	0 (0%)	7 (100%)

Artifacts reviewed as part of the assessment process were judged to demonstrate the courses achieved the M.P.M. and M.P.A. core competencies.

SCHOOL OF EDUCATION

INITIAL PROGRAMS ASSESSMENT REPORT

Section 1: Student learning outcomes

Our initial programs are guided by the following SLOs derived from the InTASC Model Core Teaching Standards.

1. **Learner and Learning:** The candidate understands how learners grow and develop, recognizing that contextual and cultural factors impact individual patterns of development across the cognitive, linguistic, social, emotional, and physical areas. The candidate creates developmentally appropriate, challenging learning experiences, and inclusive learning environments that are responsive to individual differences and diverse cultures.
2. **Content Knowledge:** The candidate understand the central concepts, tools of inquiry, and structures of each discipline taught and applies that understanding to create accessible, meaningful, engaging learning experiences that develop perspective-taking, critical thinking, creativity, and collaborative problem solving to address local and global issues.
3. **Instructional Practice:** The candidate uses multiple methods of assessment to gather data that informs instruction and supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, and pedagogy of learners and the community context. The candidate utilizes a variety of instructional strategies to encourage learners to develop deep understanding of content areas, connections between content areas, and to build skills to apply knowledge in meaningful ways.
4. **Professional Responsibility:** The candidate engages in ongoing professional learning and uses evidence to evaluate her/his practice, particularly the effects of her/his choices and actions on others (learners, families, colleagues, other professionals, community). The candidate collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

Section 2: Curricular Maps

A. Map of SLOs to Baccalaureate Framework

SLOs → Bacc. Framework	Learners and Learning	Content Knowledge	Instructional Practice	Professional Responsibility
Acquisition of knowledge		X		
Application of knowledge			X	
Personal & Prof. Values				X
Sense of Community	X			X
Critical Thinking & Problem Solving	X		X	
Communication	X		X	X

B. Map of SLO's to "core courses" in the curriculum

SLO's → Core Courses					Learners and Learning	Content Knowledge	Instructional Practice	Professional Responsibility
Phase	Assessment	ECE	ELEM	SEC				
Pre-prof	Prof Beh Rubric	34001 34900 35200	34001 25000 Block 1	34001 20000 25000	X			X
Prof Edu	Lesson /Unit Plan	35200	32500	44300 44500 44700 44800 44900	X	X	X	X
Clinical Exp	Impact on Std Learning	42600 47000	42500	48000 48200	X		X	X
	Clinical Eval	42600 47000	42500	48000 48200	X	X	X	X

Section 3: Assessment Plan

A. Description of Assessment model

The SOE uses an alternative course-level scaffold as our assessment model. As such, students build knowledge and skills in various courses throughout the program. Although candidate assessment is part of each and every course we teach, some courses have been designated to provide not only assessment data for use by the instructor but also data to be used by the program/unit. There are four assessments that are utilized as part of the SOE Initial Programs Assessment Model: Professional Behavior Rubric, Lesson/Unit Plan, Impact on Student Learning, and Field Experience/Clinical Evaluation tools. The Professional Behavior Rubric, Lesson/Unit Plan, and the Impact on Student Learning Assessments are scored by program faculty while the Field Experience and Clinical Evaluations are scored by Cooperating Teachers and University Supervisors, respectively. Our assessment model begins during the pre-professional phase of the curriculum, continues into the professional education phase of the curriculum, and culminates during the clinical (student teaching) experience.

B. Measures Used

As mentioned previously, there are four assessments that are utilized as part of the SOE Initial Programs Assessment Model: Professional Behavior Rubric, Lesson/Unit Plan, Impact on Student Learning, and Field Experience/Clinical Evaluation tool. These assessments are placed throughout our program, spanning from the pre-professional phase of the curriculum all the way through to the clinical experience at the end of the program.

C. Rubrics

Performance on all assessments are measured by rubrics. The rubrics were constructed to measure meaningful aspects of teachers' responsibilities and practices. In fact, a study of the reliability and validity of each tool was conducted during AY 2017-2018. Changes to the tools have been made, but before they are implemented, the tools will undergo another round of study. These studies were completed with the assistance of local teachers who have recently supervised or are currently supervising our students during field experience or student teaching.

The rubrics were also constructed so that each level of performance was qualitatively distinct from the others. We have attempted to avoid terms such as "all the time," "frequently," and "sometimes" while attending to describing specific behaviors that are expected to be present at each level.

See Appendix A for each assessment rubric as well as the data from AY 2017-2018.

D. Plan for Disseminating and Using Findings

The results of program assessments are shared in a number of different ways. First, our Continuous Improvement Annual Cycle (see Appendix B) directs faculty to review the data each semester. We hold monthly assessment meetings during which specific data are reviewed and discussed, and plans for continuous improvement are made. Faculty complete an After Action Research (AAR) form via Qualtrics for each assessment reviewed. At the end of the year, the AARs are reviewed as a meta-analysis and additional decisions are made and implemented.

Second, these data are shared with our Unit Advisory Council, which is comprised of community members who represent each program in our unit, and the Teacher Education Council, which is comprised of faculty in our partnership departments on campus (i.e., COAS and VPA). Their feedback and insights are shared back with faculty who account for them when making continuous improvement decisions.

Third, the results of these assessments are shared with our accrediting body, CAEP. The accreditation process also requires that we make the results of assessments public via our website. As the [SOE website](#) shows, results of some aspects of the professional behavior rubric are made public.

Section 4: Assessment Results

A. Current Year Assessment Findings

Results of the AARs demonstrate the proposed changes in response to the program data gathered during AY 2017-2018. The results are organized by assessment.

Professional Behavior Rubric:

Unit-wide, candidates met benchmark performance (meets or exceeds standard) 94% of the time. For EC (35200), one candidate was not up to standard on 8/9 items while in the second application (34900) one to two candidates performed below the benchmark. Of course, it is not possible to know if the same one or two students struggled to meet expectations or if various students struggled with specific criteria. For the critical thinking item, the secondary program had two students that approached the standard. A positive outcome was that zero students were evaluated as being below benchmark for respect.

Lesson/Unit Plan

Overall, aggregate numbers were above 90% meeting benchmark. However, there was variation in Secondary World languages. The results for Fall 16 varied from 67% to 100% in InTASC #4 and #9. Secondary Science had wider variation but a very small number of students. Data suggests that teacher candidates could use support in and knowledge towards documenting sources as part of their lesson plan development.

Impact on Student Learning

Overall, students demonstrated strong mastery on the unit-wide assessment. In the aggregate numbers of students meeting benchmark, we noticed an upward trajectory from Spring 16 through Fall 17. The small numbers of students in the secondary education programs achieved mostly 100% with the exception of secondary math.

Specifically, professional responsibility is the lowest overall of the teacher candidate data (91% met benchmark). While other criteria improved over time, professional responsibility remained a criterion with students below benchmark. That this data is lower than the Assessment Strategies data suggests a possible disconnect between knowledge of assessment and using assessment to inform teaching practice.

Student Teaching Evaluation

Overall, data highlight that nearly 100% of candidates meet the benchmark level of performance on both parts of this assessment. The disposition data, which is simultaneously aligned to our Conceptual Framework and the InTASC standards, reflects positively on our candidates' abilities to meet performance expectations in the categories of democracy and community, habits of mind, and advocacy. Given this strong performance, it is more useful to examine the proportion of Acceptable versus Target. Larger numbers of candidates scored at the Acceptable level of performance for Professional Advocacy, #10, appropriately reflecting the developmental nature of this skill. In addition, we recognize the need for improvement in InTASC 5 (technology) and 9 (professional ethics).

B. Proposed Changes to Address Findings

Results of the AARs demonstrate the proposed changes in response to the program data gathered during AY 2017-2018. The results are organized by assessment.

Professional Behavior Rubric

When one or two students experience low performance evaluations, as happened in ECE, then faculty need to implement an improvement plan and closely follow that student. Also, given that EC students received low evaluations during Block 1 (35200), this needs continued monitoring to determine if there are any systematic issues in the program that need to be addressed.

The biggest issue for secondary (via EDU 20000) is critical thinking. Is it developmentally appropriate to assess critical thinking in the first field experience, which is corequisite with this course? Might it also be possible that the Cooperating Teachers are not emphasizing critical thinking in the field, so the majority of CT were just being generous and indicating a global feeling about “satisfactory students”? EDU 20000 secondary faculty will want to discuss these issues in more depth. In addition, because the data are for the semester, it is not possible to make inferences about student growth.

Lesson/Unit Plan

Faculty can direct students to resources. For example, students should be made aware of OWL at Purdue, the PFW writing center, and library resources. More importantly, faculty should emphasize the importance of citations as part of knowledge production/creation. This might include communicating to students that citations involve them in a conversation with experts in the field.

Block 2 faculty have taken responsibility for addressing documentation of professional sources.

Impact on Student Learning

Students could use greater support making the leap between collecting formative assessment data and using collected data to evaluate their teaching practice and inform future instruction. Faculty might demonstrate this connection by integrating opportunities for students to reflect on the methods of assessment used by faculty during a given lesson and how the results were used to inform the instruction.

Student Teaching Evaluation

We recommend that the Academic Affairs Committee review courses in the program so that the use of technology is reinforced and built on at various levels of student progression through the programs. In addition, there could be a more explicit emphasis on professional ethics and the use of technology to support content learning infused in more courses through the program.

It would be good to address Professional Advocacy of the teaching profession earlier in the program.

C. Prior Year Assessment Findings and Descriptions of Changes Made

The College of Education and Public Policy Leadership Committee for the 2017-2018 academic year made recommendations based on their evaluation of last year's Department of Educational Studies Assessment Report that addressed the concerns below. Discussion of our changes in response follows each concern.

1. Inclusion of all SLOs in the Assessment Report.

This year's report presents all SLOs in section 1.

2. Alignment of the SLOs with the IPFW Baccalaureate Framework.

This year's report presents a table aligning the SLOs with the PFW Baccalaureate Framework in section 2a.

3. Methods to ensure reliability of findings.

We have undertaken several efforts to evaluate and strengthen the reliability of our assessment tools and findings. These include adding a whole-group inter-rater reliability training session for our university supervisors and cooperating teachers. This involved watching video of a student teacher, using the rubric to rate individually on devices, and the discussing any variation in the ratings. This training is an addition to the individual training that new hires receive. We have also done inter-rater reliability training with faculty where all program faculty rate the same key assessment via Qualtric survey and we discuss any variation in the ratings. Our data manager has conducted statistical analyses of reliability between university supervisor and cooperating teacher ratings of student teachers and found them to be quite strong.

4. Involvement of all faculty in data interpretation.

All faculty attend monthly assessment meetings and contribute to the interpretation of data and After Action Research reports.

5. Sharing of findings with stakeholders.

Posting of candidate data on our website has made assessment findings accessible to more stakeholders.

D. Assessment Findings for Curricular Changes Made

Through our monthly assessment meetings and meta-analyses of After Action Research reports, improvements are being made to assessments, courses, and programs on a regular basis. For example, the need for a data-informed perspective on all initial licensure programs led to adoption of new unit-wide criteria on the rubrics for the four assessments addressed in this report. The patterns and relationships that have emerged from these data points for all new teacher candidates show us where we can capitalize on our strengths (instructional practice) and work to address our weaker areas (professional responsibility).

Section 5: Conclusions, Next Steps, and Communication

The process of compiling this assessment report for our programs preparing new teachers has been valuable and informative. As this is the first report to consider student learning in the unit as a whole, we look forward to the improvement efforts it will spark. A certain next step will be to work toward a shared vision of broad and specific learning outcomes for our students, and a concrete plan for how these outcomes will be scaffolded through program coursework and field experience. This vision will include development of a professional identity as a teacher beginning in the very first courses in the programs and culminating in an advocacy stance for education as a vocation: In the words of Frederick Beuchner, “The place where your deep gladness meets the world’s great hunger.” This is a message that we will work to share with our students, our community partners, and the public.

APPENDIX A

IPFW Professional Behavior Rubric Effective Fall 2017 semester

	Exceeds Standard: 4 value: 4.00	Meets Standard: 3 value: 3.00	Approaches Standard: 2 value: 2.00	Does Not Meet Standard: 1 value: 1.00	Score/Level
Attendance	Goes beyond minimum requirements for attendance, investing more hours in field experience or service learning than required. Follows all attendance policies outlined in course syllabus.	Meets all requirements and follows all attendance policies outlined in course syllabus. Ready to engage in class, field experience, and/or service learning before scheduled time.	Minimally meets attendance policies as outlined in syllabus: e.g., tardies, reschedules, and/or early departures for field experience, service learning, and/or course begin to impact the learning process.	Does not meet attendance policies as outlined in syllabus: e.g., number of tardies, reschedules, early departures, and/or absences for field experience, service learning, and/or course distract from the learning process.	
Preparation CAEP 3.3	Goes well beyond expected preparation for class and/or field experience; e.g., evidence of completed and submitted assignments, written notes, questions, lesson plans, and other responsibilities.	Comes prepared for class and/or field experience all the time.	Majority of the time candidate comes prepared for class and/or field experience.	Majority of time candidate arrives unprepared or attempts to finish preparation after the start of class and/or field experience.	
Adaption to Changes CAEP 3.3	Positively and proactively approaches requests for flexibility in response to changes in course content and field experience, class scheduling, and other changes deemed necessary by faculty.	Demonstrates flexibility regarding course content and field experience, class scheduling, and other changes deemed necessary by faculty.	May initially grumble but flexes to accept changes regarding course content and field experience, class scheduling, and other changes deemed necessary by faculty.	May be negative, resentful, or remains inflexible regarding course content and field experience, class scheduling, and other changes deemed necessary by faculty.	
Use of Feedback CAEP 3.3	When necessary, solicits feedback from targeted others, in addition to the CT, and responds with appropriate adjustments to enhance personal growth.	Invites feedback and personal evaluations from others and make adjustments.	Welcomes feedback from others and attempts adjustments, but they may not lead to personal growth.	Does not welcome feedback to make adjustments to enhance personal growth, or relies on external feedback rather than engaging in self-reflection.	
Application of Critical Thinking Skills InTASC 10 CAEP 1.1	Suspends judgments and asks questions to seek more information (e.g., How did you know to ... or What informed ...).	Suspend judgments by considering multiple perspectives or information.	Makes initial judgments but then considers other perspectives or information when presented.	Makes judgments based on observations or previous experiences alone.	
Collaboration CAEP 3.3	Takes a leadership role to promote exceptional group interaction and productivity.	Works well in group situations; evenly distributes responsibility.	Does minimal work to ensure groups' success.	Does not work well with others, may dominate or may not	

IPFW Professional Behavior Rubric Effective Fall 2017 semester

	Exceeds Standard: 4 value: 4.00	Meets Standard: 3 value: 3.00	Approaches Standard: 2 value: 2.00	Does Not Meet Standard: 1 value: 1.00	Score/Level
				participate; may rely on others to take responsibility for the work.	
Respect InTASC 3 CAEP 1.1	Demonstrates sensitivity in language use and when interacting with others; shows courtesy and consideration for people and multiple perspectives.	Demonstrates sensitivity in language use; shows due courtesy and consideration for people and multiple perspectives.	May initially demonstrate insensitivity with respect to language use, but catches and corrects it; shows a lack of professional etiquette with cooperating teacher or faculty member.	Uses language that is disrespectful; demonstrates a lack of courtesy and consideration for people and multiple perspectives.	
Approach to Learning InTASC 9 CAEP 1.1	Welcomes, and sometimes seeks out, new and rigorous learning opportunities. Goes beyond course content and field experience, demonstrating intellectual curiosity, creativity, and interest.	Meets intellectual requirements of course and field experience. May demonstrate intellectual curiosity, creativity, and interest in specific or narrow aspects of the course content.	Passively approach intellectual requirements of course and field experience.	Appears unmotivated to engage intellectually in the requirements of the course and field experience.	
Integrity CAEP 3.3	Accurately acknowledges the work of others when presenting information; protects confidential information, and does not engage in activity that has been deemed unethical.	N/A	N/A	Fails to acknowledge the work of others when presenting information; protect confidential information. May engage in activities that have been deemed unethical or a misrepresentation.	
Comments					

This form has been slightly modified from EDCI Dispositional Audit F13 form developed by the education faculty at Purdue Northwest. Permission has been granted to modify and use this form.

Indiana University-Purdue University Fort Wayne (IPFW)
Professional Behavior Rubric (Unit-wide)
Period: Pre-Student Teaching
Minimum Level of Proficiency (Benchmark): "Meets Standard"

PROFESSIONAL BEHAVIOR RUBRIC DATA

		EPP Total	Early Childhood: E349/352 Teaching and Learning		Elementary: P250 Educational Psychology for Elementary Education (Pre-admission)		Elementary: Block 1 Child Development and Literacy		Secondary: F200 Intro to Profession for Secondary Education	
			Fall 2017 (Age 3-5)	Spring 2018 (Birth-3)	Fall 2017	Spring 2018	Fall 2017	Spring 2018	Fall 2017	Spring 2018
	N (number in data set)	189	11	4	41	44	16	35	24	14
Attendance	Does not meet standard	1	0	0	0	1	0	0	0	0
	Approaches standard	5	1	0	0	2	0	2	0	0
	Meets standard	81	5	3	18	15	7	15	10	8
	Exceeds standard	102	5	1	23	26	9	18	14	6
	% Meeting Benchmark	97%	91%	100%	100%	93%	100%	94%	100%	100%
Preparation (CAEP Standard 3.3)	Does not meet standard	0	0	0	0	0	0	0	0	0
	Approaches standard	5	1	1	0	3	0	0	0	0
	Meets standard	101	5	2	29	21	5	19	11	9
	Exceeds standard	83	5	1	12	20	11	16	13	5
	% Meeting Benchmark	97%	91%	75%	100%	93%	100%	100%	100%	100%
Adaption to Changes (CAEP Standard 3.3)	Does not meet standard	1	1	0	0	0	0	0	0	0
	Approaches standard	0	0	0	0	0	0	0	0	0
	Meets standard	45	1	2	10	13	3	8	5	3
	Exceeds standard	143	9	2	31	31	13	27	19	11
	% Meeting Benchmark	99%	91%	100%	100%	100%	100%	100%	100%	100%
Use of Feedback (CAEP Standard 3.3)	Does not meet standard	2	1	0	1	0	0	0	0	0
	Approaches standard	9	0	1	2	3	1	2	0	0
	Meets standard	84	5	2	17	18	7	14	12	9
	Exceeds standard	94	5	1	21	23	8	19	12	5
	% Meeting Benchmark	94%	91%	75%	93%	93%	94%	94%	100%	100%
Application of Critical Thinking Skills (InTASC Standard 10, CAEP Standard 1.1)	Does not meet standard	2	1	0	0	1	0	0	0	0
	Approaches standard	10	0	2	2	1	1	2	2	0
	Meets standard	66	5	1	12	16	5	15	5	7
	Exceeds standard	111	5	1	27	26	10	18	17	7
	% Meeting Benchmark	94%	91%	50%	95%	95%	94%	94%	92%	100%
Collaboration (CAEP Standard 3.3)	Does not meet standard	1	0	1	0	0	0	0	0	0
	Approaches standard	7	1	1	0	2	1	2	0	0
	Meets standard	85	4	1	19	16	7	16	14	8
	Exceeds standard	95	6	1	22	25	8	17	10	6
	% Meeting Benchmark	96%	91%	50%	100%	95%	94%	94%	100%	100%
Respect (InTASC Standard 9, CAEP Standard 1.1)	Does not meet standard	0	0	0	0	0	0	0	0	0
	Approaches standard	2	0	0	0	2	0	0	0	0
	Meets standard	31	2	2	2	7	3	8	4	3
	Exceeds standard	156	9	2	39	35	13	27	20	11
	% Meeting Benchmark	99%	100%	100%	100%	95%	100%	100%	100%	100%
Approach to Learning (InTASC Standard 9, CAEP Standard 1.1)	Does not meet standard	1	0	0	0	0	0	1	0	0
	Approaches standard	9	1	2	0	3	2	1	0	0
	Meets standard	91	5	1	23	20	6	15	11	10
	Exceeds standard	88	5	1	18	21	8	18	13	4
	% Meeting Benchmark	95%	91%	50%	100%	93%	88%	94%	100%	100%
Integrity (CAEP Standard 3.3)	Does not meet standard	0	0	0	0	0	0	0	0	0
	Approaches standard	2	0	1	0	1	0	0	0	0
	Meets standard	16	2	1	1	4	1	2	3	2
	Exceeds standard	170	9	2	40	38	15	33	21	12
	% Meeting Benchmark	99%	100%	75%	100%	98%	100%	100%	100%	100%

Notes: IPFW implemented a new Professional Behavior Rubric in Fall 2017. This replaces the Professional Behavior Checklist used previously (next tab).
We will collect the 3rd cycle of data for the new instrument in fall 2018, with collection each semester thereafter.

Indiana University-Purdue University Fort Wayne (IPFW)
 Lesson Planning (Unit-wide)
 Period: Term prior to Student Teaching
 Minimum Level of Proficiency (Benchmark): Acceptable

LESSON PLAN ASSESSMENT

	Target (2)	Acceptable (1)	Unacceptable (0)
<u>Learners & Learning</u> The candidate makes appropriate and timely provisions to accommodate individual student characteristics. InTASC #2 CAEP 1.1	Evidence of appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for addressing individual students' learning differences or needs. Plans provide detailed descriptions of how lessons were differentiated for groups and individuals, linking characteristics of specific individuals to adaptations.	Evidence of appropriate and timely provisions for addressing individual students' learning differences or needs. Learning activities were open-ended with multiple entry points to support differentiated practices for groups and individuals. The accommodations were linked to information provided about individual student characteristics.	Differentiations were so general as to not be effective or were inaccurate for specific individuals when compared to information provided about individual student characteristics.
<u>Content knowledge</u> Candidates recognize typical misconceptions or weaknesses in a discipline that interfere with learning, and create experiences to build accurate conceptual understanding. InTASC #4 CAEP 1.1	Candidate identifies common misconceptions or weaknesses in the discipline that interfere with learning. Experiences are created that challenge the misconceptions and provide opportunities for students to build more accurate understandings.	Candidate identifies common misconceptions or weaknesses in the discipline that interfere with learning. At least one solid experience is created that addresses the misconceptions, yet given the scope, only some students have an opportunity to build a more accurate understanding.	Candidate lacked the ability to identify conceptual misconceptions or weaknesses for the discipline area. Or, misconceptions were not addressed in a meaningful way (e.g., candidate tells students what is accurate) to alter them.
<u>Content Knowledge</u> Candidates use the academic language of the discipline and effectively makes it accessible to all learners. InTASC #4 CAEP 1.1	Integrates content area vocabulary instruction and uses strategies effectively to allow multiple opportunities for students to connect new terms to previous knowledge or vocabulary.	Content area vocabulary instruction was constructed by candidate based on students' prior knowledge or experiences. Strategies were appropriate for connecting new terms to that background.	Content area vocabulary instruction is minimized in importance, leaving some students without access to important academic language. Or, terms are defined and explained but not linked to students' prior knowledge or experiences.
<u>Instructional Practice</u> Candidate plans instruction that supports every student in meeting rigorous learning goals informed by IN or national college- and career-ready standards. InTASC #7 CAEP 1.4	Objectives and standards align with plan to create interesting and rigorous associations for students. Provide meaningful connections to other content areas. Complete and clearly identified standards/elements/ indicators.	Objectives and standards selected align with plan to providing rigorous associations for students. Provide links to at least one other content area but depth of connection is lacking. Complete and clearly identified standards/elements/ indicators.	Objectives, standards, and plan are misaligned or plan does not address standards in a meaningful, rigorous way. Plan focuses exclusively on one content area. Specific standards not identified or referenced incompletely.
<u>Instructional Practice</u> Candidates use a variety of instructional strategies to engage learners with content and to build connections. InTASC #8 CAEP 1.1	Includes interesting variety of teaching methods to engage learners with content. Includes rich opportunities for students to draw on previous learning and personal experiences and to evaluate concepts critically. Considerable attention given to various learning styles and needs.	Includes a variety of teaching methods, but some are less effective in engaging students. Links lesson to students' prior knowledge or life experiences. Uses methods that accommodate various learning styles and needs.	Limited variety of methods, may rely heavily on one or two methods. Lessons may reference students' prior knowledge or life experiences but links to lesson are unclear or. Limited or no use of methods that accommodate various learning styles and needs.
<u>Professional Responsibility</u> The teacher models ethical use of information and technology including appropriate documentation of sources. InTASC #9 CAEP 3.6	Candidate demonstrates appropriate use of public domain materials and appropriately cites sources using APA style.	Candidate uses of public domain materials and references source using APA style, but with some errors. These errors still give credit to sources and allow for the access of knowledge being referenced.	Candidate uses information from public domain without referencing sources or referencing is so incomplete that access is not possible.

Indiana University-Purdue University Fort Wayne (IPFW)
Lesson Planning (Unit-wide)
Period: Term prior to Student Teaching
Minimum Level of Proficiency (Benchmark): Acceptable
-- = Not available

Not available		EPP total	EPP (by cycle)				ECE				ELEM SS				SEC ELA				SEC MA				SEC SCI				SEC SS				SEC WL				SPED					
		Fall '16	Spr '17	Fall '17	Spr '18	Fall '16	Spr '17	Fall '17	Spr '18	Fall '16	Spr '17	Fall '17	Spr '18	Fall '16	Spr '17	Fall '17	Spr '18	Fall '16	Spr '17	Fall '17	Spr '18	Fall '16	Spr '17	Fall '17	Spr '18	Fall '16	Spr '17	Fall '17	Spr '18	Fall '16	Spr '17	Fall '17	Spr '18	Fall '16	Spr '17	Fall '17	Spr '18			
INTASC & CAEP Standards:		N (number in data set)																																						
INTASC #2 CAEP 1.1	Learners & Learning: The candidate makes appropriate and timely provisions to accommodate individual student characteristics.	Unacceptable	258	75	40	110	33	14	--	23	--	--	--	40	36	33	15	--	6	--	6	--	5	--	6	--	5	--	12	--	0	13	--	3	--	1	19	--	21	--
		Acceptable	4	3	0	1	0	2	--	0	--	--	--	0	0	0	0	--	0	--	0	--	0	--	1	--	3	--	2	--	0	0	--	0	--	0	--	0	--	
		Target	108	37	15	50	6	12	--	20	--	--	--	15	9	6	8	--	4	--	5	--	3	--	4	--	2	--	1	--	11	--	1	--	1	--	6	--	0	--
	% Meeting Benchmark	98%	96%	100%	99%	100%	100%	--	100%	--	--	100%	100%	100%	100%	--	100%	--	100%	--	100%	--	100%	--	100%	--	80%	--	83%	--	100%	--	67%	--	100%	--	100%	--	100%	--
INTASC #4 CAEP 1.1	Content Knowledge: Candidates recognize typical misconceptions or weaknesses in a discipline that interfere with learning, and create experiences to build accurate conceptual understanding.	Unacceptable	3	0	0	3	0	0	--	0	--	--	--	0	0	0	0	--	0	--	0	--	0	--	2	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--
		Acceptable	148	29	27	68	24	2	--	1	--	--	--	27	28	24	1	--	3	--	5	--	2	--	3	--	3	--	3	--	10	--	1	--	0	--	14	--	21	--
		Target	108	47	13	39	9	12	--	22	--	--	--	13	8	9	14	--	3	--	2	--	3	--	3	--	0	--	9	--	2	--	2	--	1	--	5	--	0	--
	% Meeting Benchmark	99%	100%	100%	97%	100%	100%	--	100%	--	--	100%	100%	100%	100%	--	100%	--	100%	--	100%	--	100%	--	100%	--	60%	--	100%	--	92%	--	100%	--	100%	--	100%	--	100%	--
INTASC #4 CAEP 1.1	Content Knowledge: Candidates use the academic language of the discipline and effectively makes it accessible to all learners.	Unacceptable	9	1	1	3	4	0	--	--	--	--	--	1	3	4	0	--	0	--	0	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--
		Acceptable	133	34	27	53	19	4	--	1	--	--	--	27	20	19	1	--	6	--	2	--	0	--	2	--	3	--	11	--	2	--	0	--	0	--	14	--	21	--
		Target	116	40	12	54	10	10	--	22	--	--	--	12	13	10	14	--	0	--	4	--	5	--	4	--	2	--	1	--	11	--	2	--	1	--	5	--	0	--
	% Meeting Benchmark	97%	99%	98%	97%	88%	100%	--	100%	--	--	98%	92%	88%	100%	--	100%	--	100%	--	100%	--	100%	--	100%	--	100%	--	100%	--	67%	--	100%	--	100%	--	100%	--	100%	--
INTASC #7 CAEP 1.4	Instructional Practice: Candidate plans instruction that supports every student in meeting rigorous learning goals informed by IN or national college- and career-ready standards.	Unacceptable	8	2	0	4	2	1	--	0	--	--	--	0	3	2	0	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--	0	--	0	--	0	--
		Acceptable	105	15	17	45	28	0	--	0	--	--	--	17	20	28	1	--	2	--	0	--	0	--	0	--	1	--	0	--	1	--	0	--	0	--	14	--	21	--
		Target	145	58	23	61	3	13	--	23	--	--	--	23	13	3	14	--	4	--	6	--	5	--	6	--	3	--	12	--	12	--	2	--	1	--	5	--	0	--
	% Meeting Benchmark	97%	97%	100%	96%	94%	93%	--	100%	--	--	100%	92%	94%	100%	--	100%	--	100%	--	100%	--	100%	--	100%	--	80%	--	100%	--	100%	--	67%	--	100%	--	100%	--	100%	--
INTASC #8 CAEP 1.1	Instructional Practice: Candidates use a variety of instructional strategies to engage learners with content and to build connections.	Unacceptable	3	0	0	1	2	0	--	0	--	--	--	0	0	2	0	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	0	--
		Acceptable	93	30	8	45	10	4	--	2	--	--	--	8	12	10	0	--	2	--	1	--	0	--	2	--	2	--	8	--	5	--	1	--	1	--	14	--	21	--
		Target	162	45	32	64	21	10	--	21	--	--	--	32	24	21	15	--	4	--	5	--	5	--	4	--	2	--	4	--	8	--	2	--	0	--	5	--	0	--
	% Meeting Benchmark	99%	100%	100%	99%	94%	100%	--	100%	--	--	100%	100%	94%	100%	--	100%	--	100%	--	100%	--	100%	--	100%	--	100%	--	80%	--	100%	--	100%	--	100%	--	100%	--	100%	--
INTASC #9 CAEP 3.6	Professional Responsibility: The teacher models ethical use of information and technology including documentation of sources.	Unacceptable	15	7	2	5	1	0	--	1	--	--	--	2	2	1	0	--	0	--	0	--	0	--	6	--	2	--	0	--	0	--	1	--	0	--	0	--	0	--
		Acceptable	98	23	22	33	20	1	--	0	--	--	--	22	24	20	3	--	2	--	5	--	1	--	0	--	1	--	0	--	1	--	0	--	1	--	14	--	3	--
		Target	145	45	16	72	12	13	--	22	--	--	--	16	10	12	12	--	4	--	1	--	4	--	0	--	2	--	12	--	12	--	2	--	0	--	5	--	18	--
	% Meeting Benchmark	94%	91%	95%	95%	97%	100%	--	96%	--	--	95%	94%	97%	100%	--	100%	--	100%	--	100%	--	100%	--	0%	--	60%	--	100%	--	100%	--	67%	--	100%	--	100%	--	100%	--

Notes: Early Childhood Education, Secondary, and Special Education courses with the Lesson Plan key assessment are administered in fall only.
Secondary Science: Professor indicated that students did not properly cite sources during lesson planning, resulting in 0% meeting benchmarks.
ELM SS: Students developed lesson plans for social studies (SS), math, science, and English/language arts. We report results for only SS here for clarity.
The common scoring rubric was instituted for the unit beginning Fall 2016. Prior semesters required a Lesson Planning assignment for all programs, but the scoring was not standardized.
The Lesson Planning assignment is administered each fall for most programs. We will collect a 3rd cycle of data in Fall 2018, with additional administrations each fall thereafter.

IMPACT ON STUDENT LEARNING ASSESSMENT

	Target	Acceptable	Unacceptable
<u>Learners & Learning</u> Candidate creates instruction that takes into account individual learners' strengths, interests, and needs. InTASC #1 CAEP 1.1	Candidate reports specific data points of individual learners' strengths, interests, and needs that are directly linked to the lesson plan created for instruction.	Candidate provides examples of specific data points for some learners' strengths, interests, and needs. Data points can be linked to instruction described in lesson plan.	Candidate uses global conclusions from small or large groups of learners to inform instruction.
<u>Learners & Learning</u> Candidate makes appropriate and timely provisions to accommodate individual student characteristics. InTASC #2 CAEP 1.1	Evidence of appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for addressing individual students' learning differences or needs. Plans provide detailed descriptions of how lessons were differentiated for groups and individuals, linking characteristics of specific individuals to adaptations.	Evidence of appropriate and timely provisions for addressing individual students' learning differences or needs. Learning activities were open-ended with multiple entry points to support differentiated practices for groups and individuals. The accommodations were linked to information provided about individual student characteristics.	Differentiations were so general as to not be effective or were inaccurate for specific individuals when compared to information provided about individual student characteristics.
<u>Assessment Strategies</u> Candidate balances the use of formative and summative assessment to support, verify, and document learning. InTASC #6 CAEP 1.1	Analysis highlighted decisions made based on formative and summative assessments of learning during and after instruction to continuously adjust for individuals and the group. Candidate references and provides specific examples of data gathered to support analysis.	Candidate reflects on data from formative and summative assessments of learning as basis for instructional adjustments during or after instruction for group and individuals. Candidate references and provides specific examples of data gathered.	Evidence of instructional adjustments was weakly linked to the data collected or limited to the group or individuals. Examples were general and thus supplied weak evidence to support conclusions.
<u>Instructional Practice</u> Candidate plans instruction that supports every student in meeting rigorous learning goals informed by IN or national college- and career-ready standards. InTASC #7 CAEP 1.4	Candidate analysis compares learning outcomes to IN or national standards. Demonstrates how the lessons supported interesting and rigorous associations for students. Provides evidence of meaningful connections to other content areas. Complete and clear identification of standards/elements/indicators.	Candidate analysis aligns learning outcomes with IN or national standards to show rigorous associations within the focus content area for depth of thinking and connections. Complete and clear identification of standards/elements/ indicators.	Analysis demonstrates misalignment or lack of understand between learning outcomes and standards OR plan does not address standards in a meaningful, rigorous way (e.g., focuses exclusively on one aspect of the content area or connections are not developed). Specific standards not identified or referenced incompletely.
<u>Professional Responsibility</u> Candidate uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to plan future lessons. InTASC 9 CAEP 1.2	Candidate's critical analysis of teaching practices demonstrates, using specific, data-rich examples, that she/he can use multiple assessment data points to evaluate the outcomes of teaching and learning and improve future teaching plans.	Candidate uses a variety of data points to consider direct impacts of her/his teaching on student learning. Presented general examples of how this experience will inform future educational practices.	Candidate provides a limited analysis of her/his own behaviors and suggestions for improving future teaching; the analyses is not clearly in response to data; or the analysis is missing.

= Not available		EPP Total	EPP (by cycle)				ECE				ELEM				SEC ELA				SEC MA				SEC SCI				SEC SS				SEC WL				SPED			
		N (number in data set)	Fall '16	Spr '17	Fall '17	Spr '18	Fall '16	Spr '17	Fall '17	Spr '18	Fall '16	Spr '17	Fall '17	Spr '18	Fall '16	Spr '17	Fall '17	Spr '18	Fall '16	Spr '17	Fall '17	Spr '18	Fall '16	Spr '17	Fall '17	Spr '18	Fall '16	Spr '17	Fall '17	Spr '18	Fall '16	Spr '17	Fall '17	Spr '18				
INTASC #1 CAEP 1.1	IntASC & CAEP Standards: Learnings & Learning	Unacceptable	260	30	2	4	0	1	0	1	0	0	2	3	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
	Candidate creates instruction that takes into account individual learners' strengths, interests, and needs.	Acceptable	107	12	32	33	30	2	4	0	1	7	14	17	15	1	4	3	3	0	2	2	0	1	2	1	0	0	3	0	0	1	3	10	7			
	Target	145	15	63	27	40	3	7	1	4	10	33	19	21	0	5	1	2	0	1	0	2	0	2	1	2	0	6	1	5	0	2	7	3	4			
	% Meeting Benchmark	97%	93%	96%	100%	99%	100%	92%	100%	100%	89%	94%	100%	97%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%			
INTASC #2 CAEP 1.1	IntASC & CAEP Standards: Learnings & Learning	Unacceptable	16	3	7	3	3	0	0	0	0	3	7	2	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
	Candidate makes appropriate and timely provisions to accommodate individual student characteristics.	Acceptable	126	16	48	27	35	1	3	0	2	10	19	9	14	1	6	2	1	0	2	1	2	1	3	2	0	5	0	6	0	1	1	3	9	12	9	
	Target	117	10	44	30	33	4	9	1	3	6	24	25	20	0	3	2	4	0	1	0	0	0	1	0	2	0	4	1	2	0	1	0	0	1	1	2	
	% Meeting Benchmark	94%	90%	93%	95%	96%	100%	100%	100%	100%	84%	86%	94%	92%	100%	100%	100%	100%	100%	100%	100%	50%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		
INTASC #6 CAEP 1.1	IntASC & CAEP Standards: Assessment Strategies	Unacceptable	17	4	6	4	3	1	0	0	0	3	5	3	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
	Candidate balances the use of formative and summative assessment to support, verify, and document learning.	Acceptable	107	11	35	32	29	1	3	0	3	8	13	16	14	0	4	1	2	0	1	0	1	0	3	1	0	0	3	1	2	2	1	0	2	6	12	7
	Target	135	14	58	24	39	2	9	1	2	8	32	17	21	1	5	3	3	0	2	1	1	1	0	1	2	0	6	0	6	0	0	1	4	1	4		
	% Meeting Benchmark	93%	86%	94%	93%	96%	80%	100%	100%	100%	84%	90%	92%	95%	100%	100%	100%	100%	100%	100%	100%	50%	100%	100%	75%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		
INTASC #7 CAEP 1.4	IntASC & CAEP Standards: Instructional Practice	Unacceptable	18	4	6	2	6	1	0	0	1	3	5	2	4	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
	Candidate plans instruction that supports every student in meeting rigorous learning goals informed by IN or national college- and career-ready standards.	Acceptable	121	13	37	38	33	1	1	0	3	10	14	19	14	0	5	3	1	0	3	2	1	0	3	1	0	2	1	6	0	0	1	1	2	9	11	7
	Target	120	12	56	20	32	3	11	1	1	6	31	15	19	1	3	1	3	0	0	0	1	1	1	1	1	2	0	7	0	2	0	0	1	1	2	4	
	% Meeting Benchmark	93%	86%	94%	97%	92%	80%	100%	100%	80%	84%	90%	94%	89%	100%	89%	100%	80%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		
INTASC #9 CAEP 1.2	IntASC & CAEP Standards: Professional Responsibility	Unacceptable	19	3	7	6	3	1	0	0	0	2	6	5	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
	Candidate uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to plan future lessons.	Acceptable	102	11	35	27	29	1	3	0	2	7	13	10	15	0	6	1	1	0	2	1	0	0	1	1	2	0	3	1	4	0	0	2	6	12	7	
	Target	118	15	57	27	39	3	9	1	3	10	31	21	19	1	3	3	4	0	1	0	2	0	2	0	2	0	6	0	4	0	1	1	1	4	1	4	
	% Meeting Benchmark	93%	90%	93%	90%	96%	80%	100%	100%	100%	89%	88%	86%	92%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	

Notes: For ELEM, Fall 2016, data were missing for one student. Therefore, percentages are based on 19 students for whom data are available.

STUDENT TEACHING EVALUATION

InTASC & CAEP Standards	Target	Acceptable	Unacceptable
InTASC #1 CAEP 1.1	Learners & Learning: The candidate regularly assesses development and learning of each student and uses that information to scaffold to next levels. Candidate regularly assesses learning (e.g., performance, abilities, and skills) of individuals and the group. Data are used to design responsive curriculum and instruction to scaffold the next level of learning.	Candidate assesses, albeit inconsistently, learning (e.g., performance, abilities, and skills) of individuals and the group. Data are used to design responsive curriculum and instruction to meet learners' needs.	Candidate infrequently assesses learning for individuals and group. Curriculum and instruction are selected without reference to learning characteristics.
InTASC #5 CAEP 1.5	Content Knowledge: Candidate uses interactive technology efficiently and effectively to achieve content-specific learning goals. Candidate engages students in use of and critical analysis of different media and communication technologies in their content area to achieve specific learning goals. The media are used in such a way that students are helped to reflect on the content of their learning.	Candidate engages students in use and critical analysis of different media and communication technologies that are applicable and connected to the specific learning goals for the content area.	Candidate uses different media and communication technologies that are generic in nature (i.e., not connected directly to the specific content area) or have limited utility for enriching learning in the content area. Students are not encouraged to respond critically to the technology selected.
InTASC #4 CAEP 1.1	Content Knowledge: Candidate engages students in making meaning of the content by questioning and analyzing ideas from diverse perspectives in content texts, materials, performances, and/or labs. Students are challenged to connect their personal responses to other larger meanings and critical stances in the content area.	Candidate engages students in making meaning of content texts, materials, performances, or labs by providing diverse materials and opportunities for personal response.	Candidate provides content text, materials, performances, and/or labs from limited perspectives, thus restricting the students' ability to engage in making meaning. Or, candidates might over-emphasize students' personal responses to the content.
InTASC #6 CAEP 1.1	Instructional Practice: Candidate uses both formative and summative assessment to document learning. Candidate balances the use of formative and summative assessments, as appropriate, to support, verify, and document learning.	Candidate uses both formative and summative assessments to document learning.	Candidate relies significantly on one assessment method over the other. Data are used to demonstrate what students do not know or are unable to do.
InTASC #7 CAEP 1.1	Instructional Practice: The candidate selects learning experiences that reflect curriculum goals and content standards while being relevant to learners. Candidate creates learning experiences that are meaningful to learners due to students' contextual variables and prior knowledge. The experiences also align to curriculum and content standards	Candidate selects learning experiences based on students' prior knowledge. The experiences also reflect curriculum and content standards, yet sometimes not directly.	Candidate follows curriculum guides or sequence with minimal consideration to how meaningful experiences are for learners or for addressing content standards.
InTASC #8 CAEP 1.1	Instructional Practice: Candidates use technology to support student learning through gathering, interpreting, evaluating, and applying information. Technology tools are used to access, interpret, evaluate, and apply information. Candidate uses the technology to engage the students in higher order thinking skills. In addition, technology is age appropriate, and builds student creativity, communication, and/or collaboration skills.	Technology is used to access, interpret, evaluate, and apply information. In addition, it is age appropriate and supports student learning.	Technology use focuses on accessing information or repeating information, rather than supporting student learning. The approach may also lack engagement or be age inappropriate.
InTASC #9 CAEP 3	Professional Responsibility: The candidate uses a variety of self-assessment strategies to analyze and reflect on his/her practice. Candidate creates a plan for reflecting on practices during and after instruction. The data gathered via the strategies are analyzed and used to make a variety of adaptations/adjustments (e.g., organizational, instructional, materials, etc.) that benefit the students.	Candidate creates a plan for reflecting on practice after instruction occurs. The data gathered via the strategies are analyzed and used to make improvements to future instructional plans.	Candidate reflects on practice in an unplanned, unsystematic way or only when prompted by someone to do so. Experiences are reflected on in a holistic manner without reference to specific data. In addition, the candidate may lack links between changes made and data collected.
InTASC #9 CAEP 3.6	Professional Responsibility: The candidate understands laws related to learners' rights and teacher responsibilities. Candidate understands and appropriately applies educational laws, especially confidentiality, requirements for reporting child abuse and neglect and discrimination/harassment/bullying.	Candidate demonstrates a firm understanding of educational laws, especially confidentiality, requirements for reporting child abuse and neglect and discrimination/harassment/ bullying.	Candidate demonstrates misunderstandings or gaps in knowledge concerning educational laws, especially confidentiality, requirements for reporting child abuse and neglect and/or discrimination/ harassment/bullying.
InTASC #9 CAEP 1	Professional Responsibility: The candidate demonstrates professional ethics and respect for others in the use of technology (e.g., learning management system, social media). Candidate explicitly teaches and supports students' application of digital citizenship characteristics. When necessary, family members are notified in advance of classroom activities.	Candidate follows characteristics of digital citizenship when developing lesson plans that incorporate technology. Reminders or prompts for students are outlined. When necessary, family members are notified in advance of classroom activities.	Candidate does not acknowledge, support, or follow components of digital citizenship for self or students. Family members are not notified in advance of classroom activities when it was necessary.

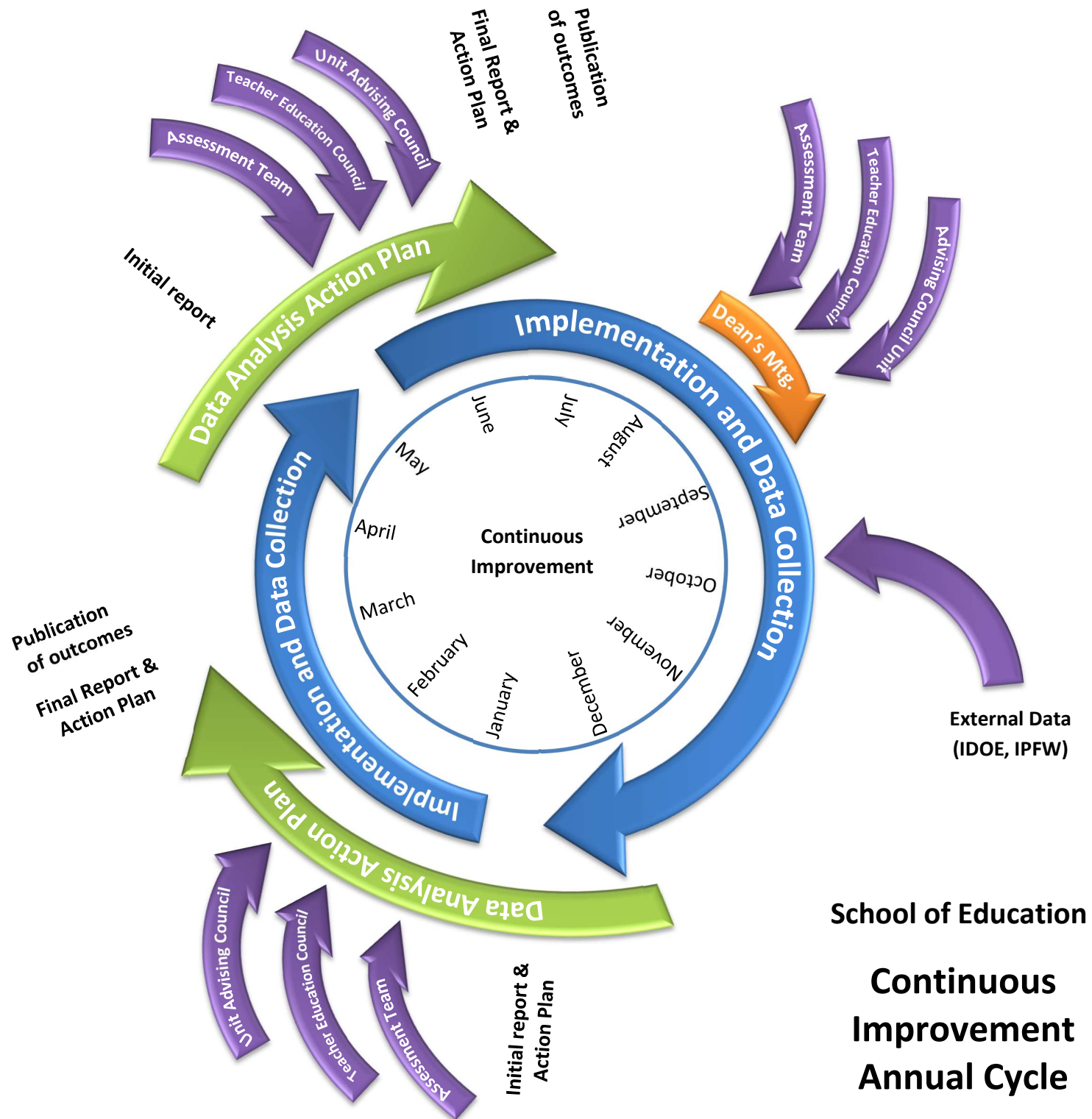
InTASC & CAEP Standards		<u>Target</u>	<u>Acceptable</u>	<u>Unacceptable</u>
InTASC #2 CAEP 3.3	Democracy & Community: Builds a community based on belief that each child/adolescent (c/a) can learn to high levels.	Communicates through words and actions that each c/a can learn to high levels. Communicates faith in values, strengths, and competencies of each c/a and family. Communicates high expectations through design and delivery of challenging curriculum and assessments that foster high-level skills for each c/a.	Communicates through words and actions that each c/a can learn to high levels. Communicates positive perspectives about c/a and families. Supplements prescribed curriculum with enrichment experiences that reflect some c/a's lives outside of school.	Communicates through words and actions that some (not all) c/a can learn to high levels. Communicates negative perspectives about a c/a or families. Sets minimal expectations for c/a performance. Seeks minimal information about c/a's lives outside of school, usually in response to a problem.
InTASC #2 CAEP 3.3	Democracy & Community: Values diversity and uses it to create inclusive classroom.	Value in culturally responsive practices is evident in delivery of instruction, such as cooperative learning, storytelling, and acceptance of code-switching in oral and written discourse. In conjunction with c/a, identifies biases in curricular materials, pedagogical practices, and assessments, and makes appropriate adjustments.	Supplements prescribed curriculum through integration of multicultural literature and content. Engages c/a in dialogue to find out their perceptions and understandings about the world and their place in it. Builds multiple perspectives into classroom activities and assignments.	Displays a negative attitude towards diversity OR displays a superficial understanding of it. Perspective of dominant group dictates classroom materials, activities, and assignments.
InTASC #9	Habits of Mind: Relentless in belief about the importance of teachers using critical thinking, reflection, and professional development to grow as a teacher.	Independently reflects on effectiveness of teaching by asking critical questions. Approaches professional growth from a critical thinking, inquiry perspective. Seeks out opportunities within learning environment to grow as a professional.	Makes changes to practices in response to feedback. Participates in professional development opportunities, including professional learning communities, scholarly endeavors, and/or teacher research.	Overly dependent on feedback from others OR disregards feedback provided. Actively avoids engaging intellectually in professional development opportunities
InTASC #7 CAEP 3.3	Habits of Mind: Committed to designing meaningful, intellectually engaging curriculum.	Makes c/a's habits of mind visible through inquiries or investigations (critiquing, questioning, analyzing, evaluating). Ties together multiple concepts so that similarities and differences are understood by c/a.	Creates a context that is supportive in developing c/a's habits of mind. Encourages multiple pathways for solving problems. Judiciously utilizes worksheets or tests.	Engages in behaviors that result in intellectual dependency of c/a, for example, show, tell, and demonstrate. Teaches one way to solve a problem and accepts only that method. Follows teaching manual, curriculum guides, or colleagues without evaluating potential engagement levels by c/a's.
InTASC #9 CAEP 3.3	Advocacy: Willingness to engage ethical responsibilities to help each child learn.	Creates innovative solutions to issues of classroom complexity and learning environments. Collaborates with multiple stakeholders before developing a plan for success for a c/a. Consistently uses ethical guidelines to inform decision making.	Generates standard, technical, or traditional solutions to issues. Coordinates actions with colleagues to meet students' learning needs. Uses ethical guidelines, albeit inconsistently, in decision making.	Relies on others to identify issues and/or solutions. Important educational decisions are made independently without communicating with families or colleagues. Violates ethical guidelines such as confidentiality when making decisions.
InTASC #10 CAEP 3.3	Advocacy: Persistent in advocating for and promoting the profession.	Advocates for the mission of the school through involvement in events that extend beyond the school day. OR Engages in public pedagogy on educational issues or the teaching profession.	Projects positive view of profession to others. When appropriate, reframes negative comments about c/a, families, colleagues, or the profession.	Initiates or adds to negativity about c/a, families, colleagues, or profession, projecting a negative view of the profession to others.

EPP Total		EPP (by cycle)				ECE				ELM				SEC ELA				SEC MA				SEC SCI				SEC SS				SEC WL				SPED (All Initial Licenses)				Art				Music *			
		Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18				
INTASC & CAEP Standards	N (number in data set)	278	26	105	68	81	0	12	4	10	10	51	34	38	1	9	4	5	0	4	2	2	0	0	1	8	0	0	1	1	3	10	13	11	0	10	1	2	N/A	N/A	6	2			
INTASC #1 CAEP 1.1	Learning & Learning: The candidate regularly assesses development and learning of each student and uses that information to scaffold to meet levels.	Unacceptable	0	0	0	0	--	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
	Acceptable	65	7	21	19	18	--	2	1	2	5	6	2	9	0	1	0	0	--	3	2	0	1	5	2	0	--	1	0	2	--	1	0	0	1	1	9	4	--	1	1	0	--	2	1
	Target	206	17	84	47	58	--	10	3	3	14	45	31	29	1	8	4	5	--	1	0	2	0	0	2	--	1	1	6	--	1	1	1	2	9	4	7	--	9	0	2	--	3	1	
INTASC #5 CAEP 1.5	Content Knowledge: The candidate uses interactive technology efficiently and effectively to achieve content-specific learning goals.	% Meeting Benchmark	100%	100%	100%	100%	--	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	--	100%	100%	100%	100%	100%	--	100%	100%	100%	--	100%	100%	100%	100%	100%	100%	--	100%	100%	100%	--	100%	100%			
	Unacceptable	1	0	0	0	1	--	0	0	1	0	0	0	0	0	0	0	0	--	0	0	0	0	0	0	--	0	0	0	--	0	0	0	0	0	0	--	0	0	0	--	0	0		
	Acceptable	108	9	41	33	25	--	4	2	3	6	15	10	10	0	3	1	1	--	2	2	1	1	4	1	0	--	1	0	3	--	1	0	0	2	10	13	7	--	1	1	0	--	3	0
INTASC #4 CAEP 1.1	Content Knowledge: The candidate engages students in making meaning of the content by examining it through diverse perspectives and personal responses.	% Meeting Benchmark	100%	100%	100%	99%	--	100%	100%	80%	100%	100%	100%	100%	100%	100%	100%	100%	--	100%	100%	100%	100%	100%	--	100%	100%	100%	--	100%	100%	100%	100%	100%	100%	--	100%	100%	100%	--	100%	100%			
	Unacceptable	1	0	0	0	1	--	0	0	1	0	0	0	0	0	0	0	0	--	0	0	0	0	0	0	--	0	0	0	--	0	0	0	0	0	0	--	0	0	0	--	0	0		
	Acceptable	99	0	17	29	24	--	1	1	2	5	19	8	14	0	2	0	0	--	1	2	1	1	1	1	0	--	1	0	3	--	1	0	0	3	13	3	--	1	1	0	--	3	1	
INTASC #6 CAEP 1.1	Instructional Practice: The candidate uses both formative and summative assessment to document learning.	% Meeting Benchmark	100%	100%	100%	99%	--	100%	100%	80%	100%	100%	100%	100%	100%	100%	100%	100%	--	100%	100%	100%	100%	100%	--	100%	100%	100%	--	100%	100%	100%	100%	100%	100%	--	100%	100%	100%	--	100%	100%			
	Unacceptable	1	0	0	0	1	--	0	0	0	0	0	0	1	0	0	0	0	--	0	0	0	0	0	0	--	0	0	0	--	0	0	0	0	0	0	--	0	0	0	--	0	0		
	Acceptable	188	16	72	44	56	--	9	4	2	14	43	31	29	1	7	3	5	--	1	0	2	0	1	1	2	--	2	1	5	--	0	1	1	1	2	7	--	7	0	2	--	1	1	
INTASC #7 CAEP 1.1	Instructional Practice: The candidate selects learning experiences that reflect curriculum goals and connect standards while being relevant to learners.	% Meeting Benchmark	100%	100%	100%	99%	--	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	--	100%	100%	100%	100%	100%	--	100%	100%	100%	--	100%	100%	100%	100%	100%	100%	--	100%	100%	100%	--	100%	100%			
	Unacceptable	1	0	0	0	1	--	0	0	0	0	0	0	1	0	0	0	0	--	0	0	0	0	0	0	--	0	0	0	--	0	0	0	0	0	0	--	0	0	0	--	0	0		
	Acceptable	168	2	22	19	15	--	2	1	3	0	4	1	4	0	2	0	1	--	3	2	0	1	4	2	0	--	1	0	2	--	1	0	0	1	4	11	4	--	1	0	0	--	2	1
INTASC #8 CAEP 1.1	Instructional Practice: Candidates use technology to support student learning through gathering, interpreting, evaluating, and applying information.	% Meeting Benchmark	100%	100%	100%	99%	--	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	--	100%	100%	100%	100%	100%	--	100%	100%	100%	--	100%	100%	100%	100%	100%	100%	--	100%	100%	100%	--	100%	100%			
	Unacceptable	1	0	0	0	1	--	0	0	0	0	0	0	1	0	0	0	0	--	0	0	0	0	0	0	--	0	0	0	--	0	0	0	0	0	0	--	0	0	0	--	0	0		
	Acceptable	115	8	42	38	27	--	2	1	4	5	17	13	12	0	4	3	1	--	2	1	2	0	4	2	0	--	1	0	3	--	1	1	0	3	10	13	4	--	1	1	0	--	3	1
INTASC #9 CAEP 3	Professional Responsibility: The candidate uses a variety of self-assessment strategies to analyze and reflect on his/her practice.	% Meeting Benchmark	100%	100%	100%	99%	100%	--	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	--	100%	100%	100%	100%	100%	--	100%	100%	100%	--	100%	100%	100%	100%	100%	100%	--	100%	100%	100%	--	100%	100%			
	Unacceptable	1	0	0	0	1	--	0	0	0	0	0	0	0	0	0	0	0	--	0	0	0	0	0	0	--	0	0	0	--	0	0	0	0	0	0	--	0	0	0	--	0	0		
	Acceptable	92	5	38	27	22	--	3	1	2	2	12	7	9	0	5	1	1	--	1	2	0	1	3	2	1	--	0	1	4	--	2	0	0	2	10	11	5	--	2	1	0	--	1	0
INTASC #9 CAEP 3.6	Professional Responsibility: The candidate understands his/her role related to learner rights and teacher responsibilities.	% Meeting Benchmark	100%	100%	100%	99%	100%	--	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	--	100%	100%	100%	100%	100%	--	100%	100%	100%	--	100%	100%	100%	100%	100%	100%	--	100%	100%	100%	--	100%	100%			
	Unacceptable	0	0	0	0	0	--	0	0	0	0	0	0	0	0	0	0	0	--	0	0	0	0	0	0	--	0	0	0	--	0	0	0	0	0	0	--	0	0	0	--	0	0		
	Acceptable	72	5	24	15	25	--	0	0	2	1	6	11	8	0	4	3	3	--	1	2	1	1	4	1	1	--	0	1	6	--	2	0	0	2	3	7	5	--	2	0	0	--	1	0
INTASC #9 CAEP 1	Professional Responsibility: The candidate demonstrates professional ethics and respect for others in the use of technology (e.g., learning management system, social media).	% Meeting Benchmark	100%	100%	100%	100%	100%	--	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	--	100%	100%	100%	100%	100%	--	100%	100%	100%	--	100%	100%	100%	100%	100%	100%	--	100%	100%	100%	--	100%	100%			
	Unacceptable	0	0	0	0	0	--	0	0	0	0	0	0	0	0	0	0	0	--	0	0	0	0	0	0	--	0	0	0	--	0	0	0	0	0	0	--	0	0	0	--	0	0		
	Acceptable	169	17	83	39	50	--	11	4	3	16	35	26	25	1	3	1	3	--	2	0	2	0	0	0	2	--	2	0	5	--	0	1	1	0	2	3	5	--	8	0	2	--	4	2

Total number of Educators by Proficiency (percentage) - Acceptable		EPP Total		EPP (by cycle)				ECE				ELEM				SEC ELA				SEC MA				SEC SCI				SEC SS				SEC WL				SPED (All Initial Licenses)								Art		Music *																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
Not available				Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '18	Fall '16	Sep '17	Fall '17	Sep '

Notes: Secondary Social studies: One student was missing data for INTASC #10/CAEP 3.3.
Secondary World Language: One student was missing data for INTASC #10/CAEP 3.3.
Data for music education majors was collected for the first time in fall 2017.

APPENDIX B



Special Education Graduate Level Programs Assessment Report

Section 1: Student learning outcomes (SLOs)

Our Graduate Level special education programs are assessed with the Council for Exceptional Children (CEC) 7 Standards

Standard 1: Learner Development and Individual Learning Differences

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Standard 2 Learning Environments

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Standard 3 Curricular Content Knowledge

Beginning special education professionals use knowledge of general and specialized curricular to individualize learning for individuals with exceptionalities.

Standard 4 Assessment

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

Standard 5 Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies⁶ to advance learning of individuals with exceptionalities.

Standard 6 Professional Learning and Ethical Practice

Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Standard 7 Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Section 2: Curricular Maps

A. Map of SLO's to Baccalaureate Framework

Graduate programs do not have SLO based on the Baccalaureate Framework

B. Map of SLO's to "core courses" in the curriculum. SLO for Graduate Programs are the CEC 7 Standards, detailed in Section 1.

	Standard #1 Learner Differences	Standard #2 Learning Environment	Standard #3 content knowledge	Standard #4 Assessments	Standard #5 Instructional Planning	Standard #6 Professional Ethics	Standard #7 collaboration
EDUC K505	X	X				X	
EDUC K525	X	X		X	X	X	
EDUC K535	X	X	X	X	X	X	X
EDUC K536	X	X	X	X	X	X	X
EDUC K553	X	X		X			X
EDUC K565						X	X
EDUC K595	X	X	X	X	X	X	X

The course progression is enforced by pre-requisites at the beginning of the program. Each candidate starts with EDUC 505 and EDUC 525 then they can choose to take EDUC 553 or EDUC 536, which is the beginning to middle of the program. The courses in the middle to end of the program are EDUC 535 and EDUC 565. The final course is the EDU 595 practicum and then the candidate completes the state tests during the 595 semester or at the completion of the practicum.

Section 3: Assessment Plan

A. Description of Assessment model

The GRADUATE PROGRAMS IN SPECIAL EDUCATION use an alternative course level scaffolding as our assessment model. As such, students build knowledge and skills in various courses throughout the program. Although candidate assessment is part of every course we teach, some courses have been designated to provide not only assessment data for use by the instructor but also data to be used by the program/unit. There are a total of 8 Key Assessments for the program completion. For this report for 2017-2018 there are four assessments that are utilized as part of the GRADUATE PROGRAMS IN SPECIAL EDUCATION: Lesson Plans, Case Study Report, University Supervisors evaluation of Practicum, State of IN test for Special Education. These assessments are evaluated by program faculty (except the State tests) who teach the courses each semester. Our assessment model begins with the first course of the program and culminates during the Clinical (student teaching) experience and the results of the state tests.

B. Measures Used

As mentioned previously, there are four assessments that are analyzed as part of the GRADUATE PROGRAMS IN SPECIAL EDUCATION Assessment Model for this report: Lesson Plans, Case Study Report, University Supervisors evaluation of Practicum, State of IN test for special education. These assessments cover a range of skills and knowledge that build upon the previous coursework, culminating with the clinical experience (EDU 595) and the state of IN licensure test(s) at the end of the program.

C. Rubrics

Performance on all assessments is measured by rubrics. The rubrics were constructed to measure meaningful aspects of teachers' responsibilities and practices as denoted by the Council for Exceptional Children Standards for teacher candidates. Changes to the rubrics have been made over the previous years and we will continue to refine as the data analysis warrants.

The rubrics were also constructed so that each level of performance was qualitatively distinct from the others. We have attempted to avoid terms such as "all the time," "frequently," "some" while attending to describing specific behaviors that are expected to be present at each level. An example of the specificity of the criteria is taken from the Case Study Key Assessment under the criteria of exceeds expectations "Teacher Candidate administers multiple assessments, and describes the assessments, and describes clearly how the assessments are used in the decision-making process, including culture and language diversity."

See Appendix A for each assessment rubric and the data for that semester representing AY 2017-2018.

D. Plan for Disseminating and Using Findings

The results of program assessments are shared in a number of different ways. First, our Continuous Improvement Annual Cycle directs faculty to review the data each semester. We hold monthly assessment meetings where specific data are reviewed, discussed, and plans for continuous improvement are made. Faculty complete an After Action Research (AAR) form via Qualtrics for each assessment reviewed. At the end of the year, the AARs are reviewed as a meta-analysis and additional decisions are made/implemented.

Second, these data are shared with our Unit Advisory Council, which is comprised of community members from all the programs and special education has special education teachers and special education directors invited to provide feedback. Their feedback and insights are shared with faculty who account for them when making continuous improvement decisions.

Third, the results of these assessments are shared with our accrediting body, Council for the Accreditation of Educator Preparation (CAEP) along with our Specialized Professional Association (Council for Exceptional Children).

Section 4: Assessment Results

A. Current Year Assessment Findings

Results of the AARs demonstrate the proposed changes in response to the program data gathered during AY 2017-2018. The results are organized by Key Assessment.

Lesson Plans in EDU 536 (fall 2017 N=6):

Throughout the lesson plan assessment, candidates met benchmark performance (meets or exceeds standard/expectations) 100% of the time. It should be noted that if a candidate does not meet the expectations they must revise the assignment or retake the class. For this assessment no candidate had to revise the assignment.

Case Study Report in EDU 535 (spring 2018 N=2)

Overall, aggregate numbers were 100% meeting benchmark of meets expectations. Data suggests that teacher candidates only met expectations with this assessment. This semester was the first time the assessment and rubric were used as a Key Assessment. The fact that no one exceeds expectations, may indicate that the criteria are stringent or the assignment requirements need to be more explicit.

Student Teaching Evaluation in EDU 595 (fall 2017 N=2; spring 2018 N=5)

Overall, data highlight that 100% of candidates meet the benchmark level of performance on this assessment. The assessment is a culmination of each of the 7 standards for CEC. The evaluation does have 1 criteria for each of the 7 standards.

State of Indiana Mild Intervention test and Reading test for Special Education during practicum semester or right after the practicum. (Data is provide for the year 2017-2018)

For this state assessment there are 2 tests Exceptional Needs- Mild Intervention and Exceptional Needs- Mild Intervention: Reading Instruction Reading. The Mild Intervention test is required of all candidates in the special education program. The Mild Intervention Reading Test is only for candidates who do not hold a current elementary teaching license. Therefore, there is a discrepancy in the number of candidates presented. N=5 for the Mild Intervention test at 100% pass rate. N=2 for the Reading for special education test at 50% pass rate. We only had 2 candidates take the reading tests as they were secondary teachers and had not taken the reading test previously.

B. Proposed Changes to Address Findings

Results of the AARs demonstrate the proposed changes in response to the program data gathered during AY 2017-2018. The results are organized by assessment.

Lesson Plans in EDU 536 (fall 2017 N=6):

Throughout the lesson plan, candidates met benchmark performance (meets or exceeds standard/expectations) 100% of the time. The data suggest that a majority of the candidates meet expectations and not exceed on Standard 2 Culturally Responsive Learning Environments and Standard 7 for Culturally Responsive Collaboration. The faculty will continue to increase opportunities to incorporate cultural diversity into appropriate lesson plans.

Case Study Report in EDU 535 (spring 2018 N=2)

Overall, aggregate numbers were 100% meeting benchmark of meets expectations. Data suggests that teacher candidates only met expectations with this assessment. The data suggest that a majority of the candidates meet expectations and not exceeds on Standard 2 Culturally Responsive Learning Environments and Standard 7 culturally responsive collaboration. The faculty will continue to increase opportunities to incorporate cultural diversity into appropriate aspect of the content to assist candidates to more fully demonstrate cultural competence in completing the components of the case study.

Student Teaching Evaluation in EDU 595 (fall 2017 N=2; spring 2018 N=5)

Overall, data highlight that 100% of candidates meet the benchmark level of performance on this assessment. The assessment is a culmination of each of the 7 standards for CEC. The evaluation does have 1 criterion for each of the 7 standards. The data suggest that a majority of the candidates meet expectations and not exceed on Standard 2 Culturally Responsive Learning Environments and Standard 7 Culturally Responsive Collaboration. Cultural Responsiveness is an

area that the program faculty need to address in all courses not just the courses with the key assessments.

State of Indiana Mild Intervention test and Reading test for Special Education (Data is provided for the year 2017-2018).

For this state assessment there are 2 tests Exceptional Needs- Mild Intervention and Exceptional Needs- Mild Intervention: Reading Instruction Reading. The Mild Intervention test is required of all candidates in the special education program. The Mild Intervention Reading Test is only for candidates who do not hold a current elementary teaching license. . N=5 for the Mild Intervention test at 100% pass rate. The Reading Test for special education is only for candidates who do not hold a current elementary teaching license. N=2 for the Reading for special education test at 50% pass rate. We only had 2 candidates take the reading tests as they were secondary teachers and had not taken the reading test previously. Based on these outcomes we have made changes to the EDUC 536 course where the majority of the instructional strategies are taught. The changes were implemented this fall and we will not have data until spring 2019 to analyze if the changes were helpful to candidates.

C. Prior Year Assessment Findings and Descriptions of Changes Made

The report submitted for 2016-2017 was the full report to the Council for Exceptional Children with all 8 Key Assessments and data and rubrics. From the review connected to these assessments the Case Study Report was revised and the Final Evaluation for Practicum. For both of the Key Assessments we made the criteria more skilled based and to demonstrate the knowledge from the standard. Additionally, the College level assessment team suggested that we enhance our measures for reliability and validity. Since each of our rubrics are faculty made and not a standardized assessment/rubric the measures of reliability are limited. We evaluate the data from the rubrics each year and discuss the measures especially if we feel there are consistently areas to address or criteria that the majority of candidates receive 'meets expectations' and not 'exceeds expectations'. We feel this is a form of reliability although it is only data reliability not necessarily the actual rubric and if the rubric is reliable to measure the appropriate aspects for teacher candidates. We plan to address reliability more consistently in our program. Validity for the rubrics we feel is addressed in that we use the stated standards from CEC and the rubrics are designed and agreed upon as a team. We also look to the faculty member teaching the course to bring up issues of valid criteria and address those when we evaluate the data each year. We will continue to enhance our reliability and validity measures to ensure a high quality program.

D. Assessment Findings for Curricular Changes Made

2017-2018 was the first year with these new rubrics. Because of the low N in all sets of data (between 2 and 6), we will not make any big changes to the rubrics for this upcoming year and

we will continue our critiques of the assessments. We evaluate the data from the rubrics for each of the assessments each year using the After-Action Research Form. These AARs are collated and we address as a program wide to make changes to meet any necessary gaps.

Section 5: Conclusions, Next Steps, and Communication

Overall, we think the candidates in the Graduate Special Education Programs meet expectations and in many assessments they exceed expectations. We have denoted more content to continue to improve upon and we will continue to monitor our candidates to make sure they are prepared to be competent special education teachers for our community.

As stated above, the results of program assessments are shared in a number of different ways. First, our Continuous Improvement Annual Cycle directs faculty to review the data each semester. Thus making sure the faculty are involved in the curricular decisions.

For external sharing of the data and program changes with our Unit Advisory Council, which is comprised of community members who are special education teachers, alumni of our programs, and special education directors. Their feedback and insights are shared with faculty who account for them when making continuous improvement decisions.

Additionally we are accountable to our accrediting bodies: Council for the Accreditation of Educator Preparation (CAEP) and Specialized Professional Association (Council for Exceptional Children). We feel the curricular program is effective in educating special education teachers for our region. We will continue to hold our candidates and the faculty to high standards.

Appendix A

Rubrics for the 4 Key assessments addressed in the report and data for the year 2017-2018

EDUC K536

Lesson Plans Rubric

Criteria/CEC standard	Does not meet Expectations =0	Partially Meets Expectations =1	Meets Expectations = 2	Exceeds Expectations =3
Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities CEC standard 3.1	TEACHER CANDIDATE fails to write the goals and/or objectives that are anchored in the general and special curricula, are aligned with national, state and local standards.	TEACHER CANDIDATE writes most of the goals and/or objectives that are anchored in the general and special curricula, are aligned with state and local standards, but do not integrate academics, affective, social and life skills	TEACHER CANDIDATE writes goals and/or objectives that are anchored in the general and special curricula, are aligned with state and local standards, and integrate academics, affective, social and life skills	TEACHER CANDIDATE writes goals and/or objectives that are anchored in the general and special curricula, are aligned with state and local standards, integrate academics, affective, social and life skills, and are measurable, observable, and specific for individuals with disabilities to make meaningful learning progressions.

Criteria/CEC standard	Does not meet Expectations =0	Partially Meets Expectations=1	Meets Expectations=2	Exceeds Expectations =3
Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities. CEC 3.2	TEACHER CANDIDATE fails to write goals and/or objectives that are developmentally appropriate and do not take into consideration the individual needs and abilities of the student.	TEACHER CANDIDATE writes goals and/or objectives that are developmentally appropriate but do not take into consideration the individual needs and abilities of the student	TEACHER CANDIDATE writes goals and/or objectives that are developmentally appropriate and takes into consideration the individual needs and abilities of the student. Goals are based on general and specialized content knowledge.	TEACHER CANDIDATE writes all goals and/or objectives that are developmentally appropriate and takes into consideration the individual needs and abilities of the student. Goals are based on general and specialized content knowledge and are used to generalize the knowledge across all content areas.
Beginning special education professionals use knowledge of measurement principles & practices to interpret assessment results & guide educational decisions for individuals with exceptionalities. CEC 4.2	TEACHER CANDIDATE fails to use knowledge of measurements to interpret assessment results to guide educational decisions for individuals with exceptionalities.	TEACHER CANDIDATE uses knowledge of measurements to interpret assessment results; however the results are not used to guide educational decisions for individuals with exceptionalities.	TEACHER CANDIDATE uses knowledge of measurements to interpret results from the assessments to guide educational decisions for individuals with exceptionalities.	TEACHER CANDIDATE uses knowledge of measurements to interpret assessment results from a variety of assessments to guide educational decisions for individuals with exceptionalities. Teacher candidate reports assessment results to all stakeholders.

Criteria/CEC standard	Does not meet Expectations =0	Partially Meets Expectations=1	Meets Expectations=2	Exceeds Expectations =3
Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities. CEC # 4.3	TEACHER CANDIDATE fails to administer assessments or does not describe the assessments or how those assessments are used in the decision-making process.	TEACHER CANDIDATE administers assessments, and describes the assessments, but does not narrate/describe how those assessments are used in the decision-making process.	TEACHER CANDIDATE administers multiple assessments, and describes the assessments, and describes how at least one of those assessments is used in the decision-making process, including culture and language diversity. TEACHER CANDIDATE collaborates with colleagues but does not include the family in the decision making.	TEACHER CANDIDATE administers multiple assessments, and describes the assessments, and describes clearly how the assessments are used in the decision-making process, including culture and language diversity. TEACHER CANDIDATE collaborates effectively with colleagues and the family.

Criteria/CEC standard	Does not meet Expectations=0	Partially Meets Expectations=1	Meets Expectations=2	Exceeds Expectations =3
Beginning special education professionals consider an individual's abilities, interests, learning environments/cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual. CEC Standard 5.1	TEACHER CANDIDATE fails to plan or implement instructional strategies that are appropriate to individuals' abilities, learning environments and cultural and linguistic needs.	TEACHER CANDIDATE plans and implements instructional strategies that are appropriate to individual's abilities, but does not integrate learning environments and cultural and linguistic needs.	TEACHER CANDIDATE plans and implements instructional strategies that are appropriate to individual's abilities, learning environments and cultural and linguistic needs. TEACHER CANDIDATE implements strategies that are adaptable across different learning environments.	TEACHER CANDIDATE plans and implements all evidence-based instructional strategies that are appropriate to individual's abilities, learning environments, and cultural, linguistic and gender differences. TEACHER CANDIDATE implements evidence based strategies that are adaptable across different learning environments.

Criteria/CEC standard	Does not meet Expectations=0	Partially Meets Expectations=1	Meets Expectations=2	Exceeds Expectations =3
Beginning special education professionals are familiar with augmentative and alternative communication systems & a variety of AT to support communication & learning individuals with exceptionalities. CEC 5.3	TEACHER CANDIDATE fails to plan or implement Augmentative or Alternative Communication (AAC) strategies or Assistive Technology (AT) in learning activities for individuals with exceptionalities.	TEACHER CANDIDATE plans AAC or AT strategies but does not implement Augmentative or Alternative Communication strategies or Assistive Technology for individuals with exceptionalities.	TEACHER CANDIDATE plans AAC or AT strategies and implements Augmentative or Alternative Communication strategies or Assistive Technology in learning activities for individuals with exceptionalities.	TEACHER CANDIDATE plans multiple AAC or AT strategies and implements Augmentative or Alternative Communication strategies or Assistive Technology in all learning activities for individuals with exceptionalities, and consistently modifies instructional practices in response to the on –going assessment data.

Criteria/CEC standard	Does not meet Expectations=0	Partially Meets Expectations=1	Meets Expectations=2	Exceeds Expectations =3
Beginning special education professionals uses strategies to enhance language development communication skills of individuals with exceptionalities CEC Standard 5.4	TEACHER CANDIDATE fails to plan or implement appropriate language activities (including oral, written, and reading comprehension) or address communication skills in learning activities to meet individual needs of the student.	TEACHER CANDIDATE plans and implements language activities (including oral, written, and reading comprehension) to meet individual needs of the student.	TEACHER CANDIDATE plans and implements evidence-based language activities (including oral, written, and reading comprehension) to meet individual needs of the student. TEACHER CANDIDATE uses communication technology if appropriate to the student's needs.	TEACHER CANDIDATE plans and implements multiple evidence-based language activities (including oral, written, and reading comprehension) to meet individual needs of the student. TEACHER CANDIDATE uses communication technology to promote self-awareness skills with the individual with specific needs.

Criteria/CEC standard	Does not meet Expectations=0	Partially Meets Expectations=1	Meets Expectations=2	Exceeds Expectations =3
Beginning special education professionals teaches cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. CEC Standard 5.7	TEACHER CANDIDATE fails to use strategies for critical thinking and problem-solving in various learning environments, most skills seem to focus on rote memory.	TEACHER CANDIDATE uses strategy for critical thinking and problem-solving, for a specific activity but does not generalize across various learning environments	TEACHER CANDIDATE uses evidence based strategies based on the individual needs for critical thinking and problem-solving to generalize across various learning environments .	TEACHER CANDIDATE uses multiple strategies based on individual student needs for critical thinking and problem-solving in various learning environments. Additionally, the strategies encourage the student with exceptionalities to self-initiate activities that are appropriate to the individual needs of the student.

Candidate performance data Lesson Planning
Fall 2017 N=6

Rubric criteria and Key Element	0 does not meet Expectations	1 Partially meets Expectations	2 meets Expectations	3 Exceeds Expectations
understand the central concepts, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities CEC standard 3.1	0	0	N=0	N=6 (100%)
understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities. CEC 3.2	0	0	N=6 (100%)	N=0
use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions Key Element 4.2	0	0	N=6 (100%)	N=0
collaboration with colleagues and families use multiple types of assessment information in making decisions Key Element 4.3	0	0	N=6 (100%)	N=0
consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences Key Element 5.1	0	0	N=6 (100%)	N=0
familiar with augmentative and alternative communication systems & a variety of AT to support communication & learning individuals with exceptionalities. CEC 5.3	0	0	N=5 (83%)	N=1 (17%)
uses strategies to enhance language development, and communication skills of individuals with exceptionalities CEC Standard 5.4	0	0	N=6 (100%)	N=0
teaches cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. CEC Standard 5.7	0	0	N=6 (100%)	N=0

EDUC K535 Performance Rubric for Case Study
Bolded words are specifically informed by specialty sets of ICSI and/or IGC

Criteria	Does Not Meet Expectations=0	Partially Meets Expectations=1	Meets Expectations=2	Exceeds Expectations=3
Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities. CEC Key Element 1.1	Teacher Candidate fails to demonstrate knowledge of how the language, culture, and family of the student influence learning.	Teacher Candidate demonstrates knowledge of how the language and culture of the student influences learning however, does not address how the family of the student influences learning.	Teacher Candidate demonstrates knowledge of how the language, culture, and family of the student influence learning and behavior.	Teacher Candidate demonstrates through multiple examples knowledge of how the language, culture, and family of the student influence learning and behavior. Teacher candidate addresses how cultural, linguistic and family values that affects academics and behavior of the student.
Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. CEC Key Element 1.2	Teacher Candidate fails to demonstrate knowledge of the student's disability or characteristics and how those affect the student's ability and behavior in the classroom.	Teacher Candidate demonstrates knowledge of the student's disability or characteristics and but fails to describe how those affect the student's ability and behavior in the classroom.	Teacher Candidate demonstrates knowledge of the student's disability or characteristics and describes how those characteristics affect the student's ability and behavior, and how they responded to those abilities and behaviors.	Teacher Candidate demonstrates knowledge of the student's disability or characteristics and describes how those characteristics affect the student's ability and behavior, and how they responded to those abilities and behaviors. Teacher Candidate demonstrates knowledge of similarities and differences of how the characteristics affect the student.

Criteria	Does Not Meet Expectations=0	Partially Meets Expectations=1	Meets Expectations=2	Exceeds Expectations=3
Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions CEC Key Element 2.1	Teacher Candidate fails to create a safe and culturally responsive environment and does not demonstrate engagement with the student in appropriate learning activities or social interactions.	Teacher Candidate creates a safe and culturally responsive environment and but does not demonstrate engagement with the student in appropriate learning activities or social interactions.	Teacher Candidate creates a safe and culturally responsive environment and demonstrates engagement with the student in appropriate learning activities or social interactions.	<p>Teacher Candidate creates a safe and culturally responsive environment and demonstrates engagement with the student in appropriate learning activities or social interactions.</p> <p>Teacher candidate uses data to make or suggest modifications in the learning environment.</p> <p>Teacher Candidate creates an environment that encourages self-advocacy and increased independence.</p>

Criteria	Does Not Meet Expectations=0	Partially Meets Expectations=1	Meets Expectations=2	Exceeds Expectations=3
<p>Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.</p> <p>CEC Key Element 3.3</p>	Teacher Candidate fails to demonstrate knowledge of appropriate state standards for student's academic level and does not modify the curriculum.	Teacher Candidate demonstrates knowledge of appropriate state standards for student's academic level, but does not modify the curriculum.	Teacher Candidate demonstrates knowledge of appropriate state standards for student's academic level, and modifies the curriculum appropriately.	<p>Teacher Candidate demonstrates knowledge of appropriate state standards for student's academic level, and modifies the curriculum appropriately.</p> <p>Teacher Candidate integrates affective, social and life skills within the academic curriculum.</p>
<p>Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.</p> <p>CEC Key Element 4.1</p>	Teacher Candidate does not address formal and informal assessment uses and limitations of the tests.	Teacher Candidate administers and addresses formal and informal assessment uses but does not address the limitations of the tests.	Teacher Candidate administers and addresses formal and informal assessment uses and addresses the limitations of the tests to reduce bias from the test results.	<p>Teacher Candidate administers and addresses formal and informal assessment uses and addresses the limitations of the tests to reduce bias from the test results.</p> <p>Teacher candidate selects, adapts and modifies assessments to accommodate student's abilities and needs.</p>

Criteria	Does Not Meet Expectations=0	Partially Meets Expectations=1	Meets Expectations=2	Exceeds Expectations=3
Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities CEC Key Element 4.2	Teacher Candidate fails to interpret the formal and informal assessments.	Teacher Candidate interprets the formal and informal assessments, yet does not use the data to guide educational decisions for the student.	Teacher Candidate interprets the formal and informal assessments, and uses the data to guide educational decisions for the student.	Teacher Candidate interprets the formal and informal assessments, and uses the data to guide educational decisions for the student. Teacher Candidate uses exceptionality-specific assessments based on the student's individual needs.
Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities. CEC 4.3	Teacher Candidate fails to administer assessments or does not describe the assessments or how those assessments are used in the decision-making process.	Teacher Candidate administers assessments, and describes the assessments, but does not narrate/describe how those assessments are used in the decision-making process.	Teacher Candidate administers assessments, and describes the assessments, and describes how those assessments are used in the decision-making process.	Teacher Candidate administers multiple assessments, and describes the assessments, and describes clearly how the assessments are used in the decision-making process, including culture and language diversity.

Criteria	Does Not Meet Expectations=0	Partially Meets Expectations=1	Meets Expectations-2	Exceeds Expectations=3
Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. CEC 5.1	Teacher Candidate fails to plan or implement instructional strategies that are appropriate to individuals' abilities, learning environments and cultural and linguistic needs.	Teacher Candidate plans and implements instructional strategies that are appropriate to individual's abilities, but do not integrate learning environments and cultural and linguistic needs.	Teacher Candidate plans and implements instructional strategies that are appropriate to individual's abilities, learning environments and cultural and linguistic needs. Teacher Candidate implements strategies that are adaptable across different learning environments.	Teacher Candidate plans and implements all evidence-based instructional strategies that are appropriate to individual's abilities, learning environments, and cultural, linguistic and gender differences. Teacher Candidate implements evidence based strategies that are adaptable across different learning environments.
Beginning special education professionals understand how foundational knowledge and current issues influence professional practice. CEC 6.2	Teacher Candidate fails to understand how foundational knowledge and current issues influence professional practice.	Teacher Candidate understands how foundational knowledge and current issues influence professional practice, yet does not describe these practices in clear details.	Teacher Candidate understands how foundational knowledge and current issues influence professional practice, and describes these practices in clear details.	Teacher Candidate understands how foundational knowledge and current issues influence professional practice, and describes these practices in clear details including cultural and family diversity.

Criteria	Does Not Meet Expectations=0	Partially Meets Expectations=1	Meets Expectations=2	Exceeds Expectations=3
Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. CEC 6.3	Teacher Candidate fails to understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.	Teacher Candidate understands that diversity is a part of families, cultures, and schools, yet does not demonstrate how those complex human issues can interact with the delivery of special education services.	Teacher Candidate understands that diversity is a part of families, cultures, and schools, and demonstrates how those complex human issues can interact with the delivery of special education services.	Teacher Candidate understands that diversity is a part of families, cultures, and schools, and demonstrates how those complex human issues can interact with the delivery of special education services. Teacher Candidate demonstrates ethical behavior in advocating for appropriate services for the student.
Beginning special education professionals use the theory and elements of effective collaboration. CEC 7.1	Teacher Candidate fails to use the theory and elements of effective collaboration when working with other teachers.	Teacher Candidate demonstrates the use of the theory and elements of effective collaboration when working with other teachers, yet collaboration with other professionals is not addressed.	Teacher Candidate demonstrates the use of the theory and elements of effective collaboration when working with teachers and other professionals.	Teacher Candidate demonstrates the use of the theory and elements of effective collaboration when working with teachers and other professionals. Teacher Candidate demonstrates co-planning methods that strengthen the content acquisitions.

Case Study #2 candidate performance data

Spring 2018 N=2

Rubric criteria and Key Element	0 does not meet Expectations	1 Partially meets Expectations	2 meets Expectations	3 Exceeds Expectations
understand how language, culture, and family background influence the learning. Key Element 1.1	0	0	N=2 (100%)	N=0
development and individual differences to respond to the needs Key Element 1.2	0	0	N=2 (100%)	N=0
collaboration with other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals Key Element 2.1	0	0	N= 2 (100%)	N=0
modify general and specialized curricula Key Element 3.3	0	0	N= 2 (100%)	N=0
select and use technically sound formal and informal assessments Key Element 4.1	0	0	N= 2 (100%)	N=0
use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions Key Element 4.2	0	0	N= 2 (100%)	N=0
collaboration with colleagues and families use multiple types of assessment information in making decisions Key Element 4.3	0	0	N=2 (100%)	N=0
consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences Key Element 5.1	0	0	N=2 (100%)	N=0
foundational knowledge and current issues influence professional practice. CEC 6.2	0	0	N=2 (100%)	N=0
diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. CEC 6.3	0	0	N= 2 (100%)	N=0
use the theory and elements of effective collaboration. CEC 7.1	0	0	N=2 (100%)	N=0

Signature Assessment #4

Practicum Final Evaluation

CEC Standards Criteria	Does not meet Expectations=0	Partially meets Expectations=1	Meets Expectations=2	Exceeds Expectations=3
Standard 1: Learner Development and Individual Learning Differences Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. CEC 1.0	Teacher candidate fails to understand how exceptionalities may interact with development and learning and fails to use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities	Teacher candidate understands how exceptionalities may interact with development and learning but does not use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities	Teacher candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities	Teacher candidate understands how exceptionalities, including language, culture and family background, may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences in a variety of settings for individuals with exceptionalities that promotes generalization.

CEC Standards Criteria	Does not meet Expectations=0	Partially meets Expectations=1	Meets Expectations=2	Exceeds Expectations=3
Standard 2: Learning Environments Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. CEC 2.0	Teacher candidate fails to create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.	Teacher candidate creates a safe, learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination, but does not incorporate inclusive and culturally responsive learning opportunities.	Teacher candidate creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.	Teacher candidate creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination and use direct motivational and instructional interventions with individuals with exceptional learning needs to teach them to respond effectively to current expectations.

CEC Standards Criteria	Does not meet Expectations=0	Partially meets Expectations=1	Meets Expectations=2	Exceeds Expectations=3
Standard 3: Curricular Content Knowledge Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. CEC 3.0	Teacher candidate fails to use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	Teacher candidate uses knowledge of general or specialized curricula to individualize learning for individuals with exceptionalities but does not integrate both.	Teacher candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	Teacher candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities and provides opportunities for connecting cross-curricular knowledge, and modifies the curriculum.
Standard 4: Assessment Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. CEC 4.0	Teacher candidate fails to use multiple methods of assessment and data-sources in making educational decisions.	Teacher candidate uses multiple methods of assessments but fails to use the data in making educational decisions.	Teacher candidate uses multiple methods of assessment and data-sources in making educational decisions, in collaboration with colleagues and the family.	Teacher candidate uses multiple methods of assessment and data-sources in making educational decisions, in collaboration with colleagues and family. Assessments are conducted in a variety of contexts and are culturally informed measures.
Standard 5: Instructional Planning and Strategies Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. CEC 5.0	Teacher candidate fails to select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	Teacher candidate selects, adapts, and uses evidence-based instructional strategies to advance learning of individuals with exceptionalities.	Teacher candidate selects, adapts, and uses a variety of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	Teacher candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities and keeps self constantly updated about current best practices.

CEC Standards Criteria	Does not meet Expectations=0	Partially meets Expectations=1	Meets Expectations=2	Exceeds Expectations=3
<p>Standard 6: Professional Learning and Ethical Practice Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p> <p style="text-align: center;">CEC 6.0</p>	<p>Teacher candidate fails to use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p>	<p>Teacher candidate partially uses foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p>	<p>Teacher candidate uses foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. Teacher candidate provides guidance and directions to paraeducators and others in the classroom.</p>	<p>Teacher candidate uses foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. Teacher candidate provides guidance and directions to paraeducators and others in the classroom. Teacher Candidate keenly pays attention to professional and ethical considerations.</p>

CEC Standards Criteria	Does not meet Expectations=0	Partially meets Expectations=1	Meets Expectations=2	Exceeds Expectations=3
Standard 7: Collaboration Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. CEC 7.0	Teacher candidate fails to collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	Teacher candidate collaborates with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies, but does not address the cultural issues for the student to address the needs of individuals with exceptionalities across a range of learning experiences.	Teacher candidate collaborates with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across learning experiences.	Teacher candidate collaborates with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a wide range of learning experiences. Teacher candidate is a resource for other professionals in the school and community.

Candidate performance data Final Evaluation form

Fall 2017 N=2				
Rubric criteria and Key Element	0 does not meet Expectations	1 Partially meets Expectations	2 meets Expectations	3 Exceeds Expectations
Learner Development and Individual Learning Differences CEC 1.0	N=0	N=0	N=1 (50%)	N=1 (50%)
Learning Environments CEC 2.0	N=0	N=0	N=2 (100%)	N=0
Curricular Content Knowledge CEC 3.0	N=0	N=0	N=1 (50%)	N=1 (50%)
Assessment CEC 4.0	N=0	N=0	N=2 (100%)	N=0
Instructional Planning and Strategies CEC 5.0	N=0	N=0	N=2 (100%)	N=0
Professional Learning and Ethical Practice	N=0	N=0	N=2 (100%)	N=0
Collaboration CEC 7.0	N=0	N=0	N=2 (100%)	N=0

Spring 2018 N=5				
Rubric criteria and Key Element	0 does not meet Expectations	1 Partially meets Expectations	2 meets Expectations	3 Exceeds Expectations
Learner Development and Individual Learning Differences CEC 1.0	N=0	N=0	N=0	N=5 (100%)
Learning Environments CEC 2.0	N=0	N=0	N= 2 (40%)	N=3 (60%)
Curricular Content Knowledge CEC 3.0	N=0	N=0	N= 2 (40%)	N=3 (60%)
Assessment CEC 4.0	N=0	N=0	N= 2 (100%)	N=0
Instructional Planning and Strategies CEC 5.0	N=0	N=0	N=1 (20%)	N=4 (80%)
Professional Learning and Ethical Practice CEC 6.0	N=0	N=0	N= 1 (20%)	N=4 (80%)
Collaboration CEC 7.0	N=0	N=0	N= 1 (50%)	N=4 (80%)

Pearson Indiana Core Assessments for educator licensure: Exceptional Needs-Mild Intervention.

Content Categories	Approximate % of Examination
Domain 1–Foundations and Professional Knowledge	15%
Domain 2–Development, Characteristics, and Assessment: experiences with different types of assessments; test on characteristics; applying characteristics to strategies	20%
Domain 3–Individualized Programs: Tests in methods course and assessment course	15%
Domain 4–Planning and Delivering Instruction and Interventions: Behavior plan; Assistive technology implementation; transition assessments and plans for target students	50%

Additionally, candidates with a secondary general education license are required to take Exceptional Needs- Mild Intervention: Reading Instruction.

This Reading test is a computer-based test of 40 multiple-choice questions. The candidate has 45 minutes to complete the test.

The chart below shows the content categories and the approximate percentage of the test. The Pearson test preparation material does not provide the approximate number of questions per content category.

Pearson Exceptional Needs- Mild Intervention: Reading Instruction.

Content Categories	Approximate % of Examination
Domain 1-Foundation of Reading Instruction	30%
Domain 2 –Components of Reading Instruction	70%

Pearson Test 2017-2018 N=5

Pearson		# test takers	# passed	IPFW Pass Rate	State Pass Rate
#025 Mild Intervention	2017-2018	5	5	100%	91%

Content Categories	Mean of category correct
Domain 1–Foundations and Professional Knowledge:	84%
Domain 2–Development, Characteristics, and Assessment: experiences with different types of assessments; test on characteristics; applying characteristics to strategies	73%
Domain 3–Individualized Programs: Tests in methods course and assessment course	79%
Domain 4–Planning and Delivering Instruction and Interventions: Behavior plan; Assistive technology implementation; transition assessments and plans for target students	80%

Pearson Exceptional Needs- Mild Intervention: Reading Instruction.

Pearson		# test takers	# passed	IPFW Pass Rate	State Pass Rate
# 064 (Mild interv.-reading instruction)	2017-2018	2	1	50%	59%

Content Categories	Mean of Category correct
Domain 1-Foundation of Reading Instruction	64%
Domain 2 –Components of Reading Instruction	63%

