FY2010 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

Department of Advanced Education Programs Fort Hays State University

I. DEPARTMENTAL OVERVIEW

A. Departmental Mission and Vision Statements

The Department of Advanced Education Programs (AEP) offers Master of Science (M.S.) Degrees in the following areas: School Counseling, Community Counseling, Special Education-Adaptive, Special Education-Gifted, Educational Administration (District Leadership-Principal) and Instructional Technology. Master of Science in Education (M.S.E.) Degrees are offered in English for Speakers of Other Languages, Reading Specialist, Library Media Specialist, and Transition to Teaching. In addition the department offers an Education Specialist in Administration (District Leadership-Superintendent). The department also provides, in conjunction with the Kansas State Department of Education, non-degree licensure/endorsement programs for Building Leadership (Principal), District Leadership (Superintendent), Gifted and Adaptive Special Education, Reading Specialist, Library Media Specialist and English for Speakers of Other Languages. The Department provides coursework in human growth and development and foundations of education for undergraduate teacher education programs. Additionally, the department is actively involved in the Masters of Liberal Studies providing course work in various specialty areas. The Department provides service to the profession, the university and the community. As of January 2010 the department was staffed by 11 faculty and the chair who provide professional and academic training programs for graduate candidates in the areas mentioned earlier in this paragraph.

B. Departmental Goals, Objectives, and Strategic Priorities

Department Goals include assisting educators in the development of: (1) understanding and knowledge concerning the role and purpose of American education; (2) appropriate skills in the specialized professional areas, and (3) abilities to conduct, supervise, report, and interpret

research, (4) increase the number of on-line courses, and (5) increase the number of Master's Degrees.

The Advanced Education Programs Department is organized and staffed to provide the following: 1) professional preparation programs for counselors (community and school), school administrators (building principals and district superintendents), special education teachers, teachers of English for speakers of other languages, teachers of reading, instructional technologists and library media specialists; 2) assistance to schools and related professional groups through research, surveys, and consultative services; and 3) to cooperate with local, state, regional, and national agencies in working for improvement in education.

The department is committed to the preparation of professional educational leaders throughout the state, nation and internationally. To assist in meeting this goal, all programs are available online with the exceptional of the counseling programs. The counseling programs are predominately online with the exception of several courses which are required to meet face-to-face for licensing purposes. Each graduate program includes an area specialization component and a research component. Many programs share core courses and offer selected electives.

Candidates are prepared through a highly personalized and individualized instructional style. The Department subscribes to the same educational principles as the University. To accomplish this charge all team members must be empowered. The motivation, competency, productivity, and creativity of team members are critical to our ability to satisfy and serve candidates. The candidate-teacher relationship at FHSU is contractual in nature. Professors openly share their beliefs, attitudes, insights, and knowledge with candidates in relationship to expected course outcomes in the instructor's particular fields of expertise. The function of the professoriate is to create an environment for learning to take place. Inherent in this relationship is the students' responsibility to participate actively in the learning process and to adhere to the rules and regulations found within the University catalog, student handbook, and course syllabi.

C. Department Productivity and Distinctive Accomplishments

The greatest accomplishment of the Department of Advanced Education Programs during this past year was the faculty's role and contributions to the successful accreditation of the College of Education and Technology by NCATE. This labor intensive review came following a similar successful review by all of the department's graduate programs by the Kansas State Department of Education in 2009. The successful NCATE review assures national accreditation of our department and college as a professional education facility for the upcoming seven year period.

Faculty in AEP had nine articles accepted or published in national, state and regional journals during the 2009-2010 academic year on a variety of topics. A partial listing includes the following articles: Barrett, J. R., (2010), Winds of change for Kansas schools. *KASB School Board Review*, 15(12), 4-5; Ogletree, B., Bruce, S., Finch, A., Fahey, R. and McLean, L. (2009)

Recommended communication-based interventions for individuals with severe intellectual disabilities. Paper accepted for publication in *Communication Disorders Quarterly;* Sanders, K.J. (2009). Striking it rich: Discovering gold in state awards for literature for young readers. *Advocate Journal;* Wieland R. Curriculum mapping in higher education: Going beyond accreditation. To be published in the Fall/Winter 2010 edition of *The Advocate;* and Wieland, R. & Moody, R.A. (2010) Using videoconferencing to establish and maintain a social presence in online learning environments. *Educational Considerations*. A complete listing of annual publications appears later in this document.

Twelve national, state and regional presentations were made by AEP faculty at professional conferences during 2009-2010. National and/or international presentations included: Barrett, J.R. & Moody, R. A., (2010, March). Using mobile technology as teaching tools. Presented at the Association for Supervision and Curriculum Development Annual Conference, San Antonio, Texas; Barrett, J.R., (2010, January). United we stand: SEA, IHE, LEA partnerships for new teacher support and retention-Part 1 of 2, Panel participant at the National Association for Alternative Certification Conference, Summerlin, Nevada; Dierking, M. & Fahey, R. (2010) Utilizing video iPod technology to model appropriate social skills for students with special needs. Assistive Technology Industry Association 2010 Conference. Orlando, FL; Fahey, R. & Dierking, M. (2010) Facilitating accountability in evaluation and intervention using a mobile computer-based software system. Assistive Technology Industry Association 2010 Conference. Orlando, FL; Hyatt, L. & Hyatt, C. (2009). Effective collaboration through emotional maturity. International Council of Learning Disabilities Annual Conference. Dallas, TX; and Sanders, K.J. & Borchers, C.A. (2010). Efficacy of a reading specialist program in a virtual environment. International Reading Association Annual Conference. Chicago, Ill. A complete listing of all presentations is included in Section IV-C of this document.

AEP faculty also contributed extensively by participation in national, state and regional service to professional and government organizations. Activities included holding offices in professional organizations, participating and consulting on state/national legislative bodies and serving on review teams for the evaluation of university and K-12 educational programs.

A recent international project has begun which involves cooperative work with a school for impoverished children in Puerto Vallarta, Mexico. In April of this year, approximately 300 pounds of school supplies (pencils, crayons, books, etc.) were taken to the 'School of Champions' in Puerto Vallarta. This summer, three AEP faculty and one department GTA will be donating two weeks of their holidays by working at a social-educational camp with these school children in Mexico. More about this project will be reported in next year's report.

II. DEPARTMENTAL PERFORMANCE METRICS

A. Department Performance Indicators

Key Performance Indicator	FY2006	FY2007	FY2008	FY2009	FY2010
Graduate Majors [20 TH DAY FALL SEMESTER, HEADCOUNT]	94	100	93	113	140
MLS Majors [20 TH DAY FALL SEMESTER, HEADCOUNT OF ADVISEES WITH 120-4901]	11	6	11	15	14
Undergraduate Student Credit Hours [TOTAL UNDERGRAD SCH]	1955	2193	2456	2938	2208
Graduate Student Credit Hours [TOTAL GRAD SCH]	2601	2685	3116	6403	6892
Tenured or Tenure-track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	8	6	5	10	11
Non Tenure-Track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	0	3	3	3	1
Graduate Degrees [GRAD DEGREES AWARDED, NOT MLS]	44	34	24	104	107

Improvements prompted by enrollment indicators.

- 1. All graduate program curricula were realigned
- 2. All graduate program assessments were realigned with program curricula. New assessments are being investigated.
- 3. Diversity and Technology curriculum maps were developed to reflect integration into all curricula.
- 4. Two new departmental committees (Scholarship Committee; and Candidate Advisory Committee) were established in May, 2010 to assess strategies for improved student service and retention.

Number of books, book chapters, and refereed articles published	3	2	3	13	5
Percent of faculty publishing refereed books, chapters, or articles	54%	AEP 14% SPED 40%	27%	58%	42
Number of non-refereed articles and presentations	54	36	7	25	16
Percent of faculty publishing non-refereed articles or presentations	AEP 86%	AEP 86%	55%	83%	83
Number of scholarly performances and other creative activities	89	16	36	11	NA
Percent of faculty in scholarly performances or other creative activities	AEP 86%	AEP 86%	91%	58%	NA
Total number of external grant applications submitted/percent of faculty submitting	2/33%	2/40%	0/0%	0/0%	0/0%
Total number of funded external grants/percent of faculty funded	0%	13%	0%	0%	0/0%

Key Performance Indicator	FY2006	FY2007	FY2008	FY2009	FY2010
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Improvements prompted by scholarly/creative activities indicators.

- 1. A new Committee on Research was established in May to encourage faculty to improve research efforts and to assist in scholarly efforts.
- 2. A year-long study of the definition of scholarship and clarification of what qualifies as scholarship was conducted by the department and faculty. (This project was delayed due to the NCATE efforts. It will be revised and completed in the 2010-2011 academic year.)

[NOTE: Each department MUST report at least two direct measures of student learning outcomes and two indirect measures. Examples of direct measures include: first-time pass rate or average scores on standard exit exam, number of students successfully completing reviewed portfolios. Indirect measures would include student satisfaction, alumni and employer data, or any other perception based data.]

satisfaction, alumni and employer data, or any other pe	erception ba	sed data.]			
Direct Outcome 1 Building Leadership Majors who passed SLLA Exam	100%	86%	100%	100%	81%
Direct Outcome 2 School Counseling Majors who passed PRAXIS 0420	100%	100%	100%	100%	N/A
Direct Indicator 3 District Leadership Majors who passed SSA Exam	100%	100%	100%	100%	95%
Direct Indicator 4 ESOL Majors who passed PRAXIS 0360 Exam	100%	91%	100%	92%	88%
Direct Indicator 5 SPED Majors who passed PRAXIS: Core 0353 Exam	100%	96%	91%	100%	81%
Direct Indicator 6 SPED Majors who passed PRAXIS: MILD 0542 Exam	97%	100%	98%	85%	82%
Direct Indicator 7 Library Majors who passed PRAXIS: 650	N/A	N/A	N/A	100%	100%
Direct Indicator 8 Reading Majors who passed PRAXIS: 600	N/A	N/A	N/A	100%	75%
Indirect Indicator 1 FHSU Graduate Candidate Survey (developed in 2007-2008; first piloted in spring 2009). The baseline data is reported in FY09 (Pilot Project conducted on only AEP students) and represents those who rated their satisfaction with their graduate program as "satisfied to very satisfied".				85% Pilot conducted on AEP graduate candidates	75% This figure is notably higher than most FHSU programs assessed.
Indirect Indicator 2 TEVAL: Overall Instructor Effectiveness (Average Mean score on a 5 point scale)	4.09 Mean Score	4.14 Mean Score	4.10 Mean Score	4.35 Mean Score	4.17 Mean Score
Indirect Indicator 3 COET Mentors and Employers Pedagogical Behaviors and Opinions Survey. - Questions based on goals of the COET Conceptual Framework - Survey developed/administered by Docking Institute - Survey administered two years post graduation - Score reflects satisfaction with AEP graduates in workplace (rated as 'above average' to 'far above average' by employers)			78.5%	75%	Survey results for FY10 N/A at the time of this report
Indirect Indicator 4 COET Former Student Pedagogical Behaviors and Opinions Survey			89%	66%	Survey results for FY10 N/A at

Key Performance Indicator	FY2006	FY2007	FY2008	FY2009	FY2010
Questions based on goals of the COET Conceptual Framework Survey developed/administered by Docking Institute Survey administered two years post graduation Score reflects satisfaction of AEP graduates with preparation for meeting employment needs					the time of this report

Briefly note 2-3 improvements over the last year prompted from the above student learning/engagement indicators.

Improvements prompted by student learning/engagement indicators.

- 1. All graduate program curricula were realigned. Review of curricula will be continued during 2010-2011.
- 2. All graduate program assessments were reviewed following NCATE review. New assessments are being investigated.
- 3. Two new departmental committees (Pedagogy Committee; and Candidate Advisory Committee) were established in May, 2010 to assess strategies for improved student service, satisfaction and retention.
- 4. Pilot project on assessment of candidate dispositions begun this year and will continue in 2010-2011.

Outcome/Indicator 1	Not	Not	Not	Not	Not
	Addressed	Addressed	Addressed	Addressed	Addressed
Outcome/Indicator 2	Not	Not	Not	Not	Not
	Addressed	Addressed	Addressed	Addressed	Addressed
Outcome/Indicator 3	Not	Not	Not	Not	Not
	Addressed	Addressed	Addressed	Addressed	Addressed

Briefly note 2-3 improvements over the last year prompted from the above indicators. Not Addressed

C. Department Quality Initiatives and Results

FY2010 Quality Initiatives	Results
The Department and faculty participated with COET in the NCATE accreditation review. This review included analysis of all graduate program curricula, assessments, and student data. Results of this review will be studied for future departmental and program improvement.	The COET, and subsequently the Department of AEP, passed all standards assessed by the NCATE review team! The ultimate goal of this continuous improvement process was met. The COET and all departments/programs were accredited for another 7 year cycle.
The Department and faculty conducted a year-long study of scholarship, its definition, current research and programs, and scholarly examples.	The goal of this research is to 1.) <u>revise</u> the Department's philosophy and definition of scholarship; 2.) <u>align</u> the Department's philosophy and definition of scholarship with COET and FHSU; and, 3.) <u>create</u> a deeper awareness of scholarship and <u>increase</u> participation in scholarly activities among faculty. This initiative was delayed while faculty prepared for and participated in the NCATE review. It will be revisited in 2010-2011.

FY2011 Quality Initiatives	Responsible Party, Resources, and Plan
. The Department and faculty began a year-long study of scholarship, its definition, current research and programs, and scholarly examples. This initiative was delayed last year while faculty prepared for and participated in the NCATE review. It	RESPONSIBLE PARTY: Department Faculty RESOURCES REQUIRED: Dedicated time SPECIFIC MEASUREMENT: Revised Comprehensive Department of Advanced Education Programs Scholarly Activity Handbook IMPLEMENTATION PLAN: 1) Continue Ad Hoc Committee charge of developing a draft of scholarship definition and description; 2) Department/Program review of Ad Hoc Committee draft; and 3) Final
will be revisited in 2010-2011.	Department draft submitted to Dean's office for review and approval.
Development of Department of Advanced Education Programs Handbook for Adjunct Instructors.	RESPONSIBLE PARTY: AEP Committee on Adjunct Instructors RESOURCES REQUIRED: Dedicated time SPECIFIC MEASUREMENT: Development of handbook IMPLEMENTATION PLAN: 1) Review of available adjunct handbooks; 2) Development of outline of handbook content; 3) Development of online version of adjunct handbook; 4) Pilot of handbook with AEP adjunct instructors; 5.) Revision and publication of handbook with strategies for review and future revision.

Institutional Quality Results D.

FY2010 University Initiatives	Department Activities/Results
Increase access and retention for Hispanic students	 Activity: Actively promoting and participating in the Tilford Conference on diversity Result: Increased numbers of AEP faculty attending the conference Activity: Investigate options for adding Cultural Diversity in all MS programs in AEP Result: Diversity integrated in all AEP programs and accessible to all students in AEP Activity: Publicize AEP participation in 'School of Champions' project in Puerto Vallarta, Mexico (See 'internationalize' below.) Result: Gain interest and participation in project by FHSU Hispanic students
Increase the quantity and quality of K-12 teachers educated	 Activity: Develop brochures/materials to promote AEP programs. Result: Increase student enrollment in AEP
Improve undergraduate students' foundational skills	 Activity: AEP provides instruction and graduate assistant support to the undergraduate program courses of Foundations in Education and Human Growth and Child Development Result: Graduate faculty have access/exposure to undergraduate students and experience the nature of the undergraduate coming to college from high school.
Enhance physical wellness of students, faculty, and staff	 Activity: Educational Leadership EDL 855 is now required in the majority of AEP programs to provide students strategies for leading in a balanced professional and personal environment. Results: Increased student awareness of creating a balanced and healthy professional and personal lifestyle. Activity: Encourage participation in university wellness project in Result: Increase in number of faculty enrolled in HHP project
Internationalize the campus and curriculum	 Activity: Faculty participation in 2010 Summer Camp at the 'School of Champions' in Puerto Vallarta, Mexico.

III. FY2010 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

A. Departmental Reflection of Strengths, Needs, Opportunities, and Threats

[DISCUSSION OF YOUR DEPARTMENT'S STRATEGIC PLANNING PROCESS. RESULTS OF STRATEGIC PLANNING SHOULD BE RECORDED BELOW. DEPARTMENTS ARE NOT EXPECTED TO ENGAGE IN FORMAL STRATEGIC PLANNING ANNUALLY, BUT SOME SYSTEMATIC STRATEGIC PLANNING MODEL SHOULD BE IMPLEMENTED. IF A SWOT ANALYSIS IS USED, PLACE IN SPACES BELOW; IF A DIFFERENT MODEL IS USED, THEN SUBSTITUTE.]

Current Strengths	Current Needs
 Systematic and systemic continuous improvement process in place Committed faculty and staff to continuous improvement process 	 Continued support of adequate faculty numbers to provide a high quality advanced programs department Advising assistance
3.) Annual data retreats to monitor progress4.) Focus on student learning	Opportunities to offer additional sections of existing courses to meet increasing student
4.) Tocus on student learning	demands
Future Opportunities	Future Threats
Increase scholarly activities of department through creation of new committee on research	Scholarly activity may remain constant or decrease without additional assistance and initiative in this area
Increase quality of online course design and instruction through creation of new committees on pedagogy and advising	Quality of advanced education programming will diminish with increased class size and increased advising numbers per faculty member

B. Opportunities for Improvement

Opportunity for Improvement	Resources Required	Expected Result and Completion Date
Improve quality of ESOL and Library Media programs using an adjunct model	Increased use of quality adjunct instructors and provision of adjunct support	Increased enrollment by spring 2011
Improve quality of MIT program through program revision	Course development resources	Step 1: Planning, course development, & promotion 2010-2011 Step 2: Implementation of revised

	program in spring 2011
	*Increased SCH *Enhanced student quality

IV. **SUPPORTING MATERIALS**

Α. **Department Degree Program Affinity Diagram(s)**

ADVANCED EDUCATION PROGRAMS AFFINITY DIAGRAMS

The Professional Educator

I. The Professional Educator is liberally educated. The Professional Educator develops the capacity and disposition to draw on diverse resources from the liberal arts and sciences to answer complex questions based on ethical considerations. S/he develops the capacity and disposition for self-criticism, healthy living, and the appreciation for diverse cultures.	V. The Professional Educator integrates appropriate technology into the educational process. The Professional Educator demonstrates a sound knowledge of educational technology in planning, designing, delivering, and evaluating effective learning experiences.
II. The Professional Educator assumes a professional role within the organizational system of the school. The Professional Educator interprets and implements regulatory, professional, and ethical standards, utilizing the resources from professional organizations and the knowledge bases from social, historical and philosophical foundations.	VI. The Professional Educator demonstrated knowledge and use of multiple assessment and diagnostic techniques. The Professional Educator utilizes the appropriate measurement theories and a variety of information sources in evaluating student educational needs and achievements.
III. The Professional Educator combines an understanding of relevant academic disciplines with an appreciation for pedagogical theory and research. The Professional Educator develops teaching strategies based on the unique structure and method of inquiry of her/his particular discipline and current research-based pedagogy.	VII. The Professional Educator utilizes reflection as a tool for self-growth, program assessment, and instructional effectiveness. The Professional Educator uses self-reflection as well as the reflection of others such as peers, mentors, students, supervisors, and parents to effect positive changes in curriculum, instruction, and classroom management.
IV. The Professional Educator respects and values all persons and provides a supportive environment for diverse learners. The Professional Educator implements teaching strategies and curriculum designs that accommodate the special needs of individual learners as well as the cultural differences that emanate from a multicultural environment in a global society.	The Professional Educator Reflection Technology Assessment Diverse Needs Liberal Education Pedagogy Academic Discipline

Master of Science Degree Program in Counseling

Expected Learning Outcomes

Curriculum

Preliminary Assessment Approach and Methods

- 1. to become familiar with the role and function of the professional counselor
- to develop awareness of and comprehend the use of major appraisal instruments
- to gain knowledge of the process involved in group counseling
- 4. to become familiar with the basics and research concepts needed to evaluate the effectiveness of counseling and to interpret professional literature
- 5. to be aware of and comprehend the impact of social and cultural diversity upon the counseling process

COUN 827 Counseling Skills Development

COUN 829 Lifespan Human Development

COUN 830 Statistics for Research

COUN 831 Foundations of Counseling

COUN 832 Lifestyle and Career Development

COUN 834 Appraisal

COUN 835 Theories of Counseling

COUN 836 Management of School Counseling Programs

COUN 838 Group Counseling

COUN 839 Research Design

COUN 840 Social & Cultural Foundations

COUN 844 Professional Counseling in Elementary Schools

COUN 847 Professional & Ethical Issues in Counseling

COUN 848 Psychopathology & Diagnosis

COUN 849 Management of Agency-Community Counseling Practice

COUN 879 Practicum in Education II School/Community

COUN 889 Counseling Internship School/Community

COUN 976 Internship in Education: School Counseling I or II The following performance indicators will be utilized for assessment purposes:

-current student input through the TEVAL instrument, especially for course content

-alumni satisfaction bi-annually through the College of Education and Technology survey

-employer satisfaction bi-annually through the College of Education and Technology survey

-employer satisfaction monthly through regular meetings of the Fort Hays Educational Development Center Superintendent's Advisory Council

-historical review of number of majors and enrollments each year

-historical review of graduation numbers each year

-comprehensive examination results

-results of CPCE National Examination required of program completers

-review of student dispositions at entry, mid-point and exit of the program

-data collection of performance, knowledge and dispositions through in depth review of college data assessment process

The major objective of the Counselor Education program is to provide students with didactic and experiential opportunities which will enable them to develop the skills and techniques needed to function effectively in a counseling relationship.

Master of Science Degree Program in Educational Leadership

Expected Learning Outcomes

Curriculum

Preliminary Assessment Approach and Methods

- to demonstrate a philosophy of leadership based on the moral and political values, which are the foundation of our democracy
- to select and implement a curriculum to meet the needs of students and society
- to exhibit a knowledge of public relations in order to further the community's understanding and support of the educational program
- to exemplify a leadership role by providing for instructional improvements through supervision and in-service training
- to demonstrate a workable knowledge of school budgetary procedures and activity fund accounting

EDL 853 Special Education for School Leaders

EDL 852 Introduction to School Administration

AEP 858 Data Analysis and Assessment

EDL 803 Education Research

EDL 850 School Law

EDL 851 Supervision and Evaluation of School Personnel

EDL 854 Educational Finance

EDL 855 Educational Leadership

EDL 856 School-Community Relations

AEP 859 Curriculum Planning and Evaluation K-12

AEP 873 Seminar in Education: (Critical Issues)

AEP 879 Practicum in Education: Building Leadership

The following performance indicators will be utilized for assessment purposes:

-current student input through the TEVAL instrument, especially for course content

-alumni satisfaction bi-annually through the College of Education and Technology survey

-employer satisfaction bi-annually through the College of Education and Technology survey

-employer satisfaction monthly through regular meetings of the Superintendent's Advisory Council

-historical review of number of majors and enrollments each year

-historical review of graduation numbers each year

-comprehensive examination results

-results of ETS (0410) required of program completers

-results of SSA Exam

-review of student dispositions at entry, mid-point and exit of the program

-data collection of performance, knowledge and dispositions through in depth review of college data assessment process

Master of Science Degree Program in Special Education

Expected Learning Outcomes	Curriculum	Preliminary Assessment Approach and Methods			
to become familiar with the role and function of the professional special	SPED 800 Research	The following performance indicators will be utilized for assessment purposes:			
education teacher	SPED 801 Legal/ Professional Issues	-Results of PRAXIS: Core 0353 Exam			
to develop awareness of and comprehend the use of research based instructional	SPED 802 Theories of Exceptionalities & Diversity	-Results of the PRAXIS: Mild 0542 Exam			
strategies	SPED 804 Behavior .Management	-current student input through the TEVAL instrument, especially for course content			
3. to gain knowledge of the	SPED 805 Assessment & Lab				
process involved in assessment	SPED 806 Materials/Methods of Exceptional Students	-alumni satisfaction bi-annually through the College of Education and Technology survey			
4. to become familiar with					
the basics and research concepts needed to evaluate the	SPED 810 Technology for Special Education	 employer satisfaction bi-annually through the College of Education and Technology survey 			
effectiveness behavior management and instructional interventions	SPED 811 Characteristic for Early Childhood Special Education	-employer satisfaction monthly through regular meetings of the Superintendent's			
5. to be aware of and comprehend the impact	SPED 822 Strategies for Special Education	Advisory Council			
of social and cultural diversity in special education	SPED 880 Cultural Diversity	-historical review of number of majors and enrollments each year			
arreisity in special education	SPED 867 Practicum/ Consultation &	•			
	Collaboration	-historical review of graduation numbers each year			
		-comprehensive examination results			
		-results of required of program completers			
		-review of student dispositions at entry, mid-point and exit of the program			
		-data collection of performance, knowledge and dispositions through in depth review of college data assessment process			

Program: English for Speakers of Other Languages

Expected Learning Outcomes	Curriculum	Preliminary Assessment Approach and Methods		
to become familiar with the role and function of the professional	EDL 803 Educational Research	The following performance indicators will be utilized for assessment purposes:		
ESOL teacher	AEP 867 Instructional Design & Assessment	-Results of PRAXIS: Core 0360 Exam		
to gain knowledge of the process involved in assessment and appraisal of ESOL students	MIT 800 Intro. To the Utilization of Technology in the Classroom	-current student input through the TEVAL instrument, especially for course content		
to understand classroom data analysis and instructional design	EDL 855 Educational Leadership	-alumni satisfaction bi-annually through the College of Education and Technology survey		
for ESOL students 4. to become gain knowledge of linguistics and literacy development as it pertains to classroom instruction 5. to be aware of and comprehend the impact	AEP 858 Data Analysis and Assessment SPED 880 Cultural Diversity	-employer satisfaction bi-annually through the College of Education and Technology		
	ESOL 882 –Linguistics	survey -employer satisfaction monthly through		
	ESOL 883 Assessment and Appraisal ESOL 884 –Methods and Materials	regular meetings of the Superintendent's Advisory Council		
of social and cultural diversity in special education	ESOL 885 –Practicum	-historical review of number of majors and enrollments each year		
	READ 884-Literacy Development	-historical review of graduation numbers each year		
		-comprehensive examination results		
		-results of required of program completers		
		-review of student dispositions at entry, mid-point and exit of the program		
		-data collection of performance, knowledge and dispositions through in depth review of college data assessment process		

Specialist Degree Program with an emphasis in Educational Administration

Expected Learning Outcomes	Curriculum	Preliminary Assessment Approach and Methods
to gain practical experience in the collection, analysis and interpretation of data	EDL 830 Statistics for Research	The following performance indicators will be utilized for assessment purposes:
to obtain theoretical and practical knowledge of	EDL 932 Research Design and Analysis	-current student input through the TEVAL instrument, especially for course content
educational administration 3. to conduct an in-depth	EDL 951 Advanced Educational Administration	-alumni satisfaction bi-annually through the College of Education and Technology
research study of a major topic in school administration	EDL 952 Trends and Practices in Educational Administration EDL 955 School Plant	-survey employer satisfaction bi-annually through the College of Education and Technology
4. to develop a practical understanding of school facilities	AEP 979 Practicum: Superintendent	-survey employer satisfaction monthly through regular meetings of the Superintendent's Advisory Council
5. to develop an understanding of current	AEP 999 Field Study	-historical review of number of majors and enrollments each year
issues and practices in school auxiliary services		-historical review of graduation numbers each year
		-comprehensive examination results -review of student dispositions at entry, mid-point and exit of the program
		-data collection of performance, knowledge and dispositions through in- depth review of college data assessment process

Master's of Science in Education Degree Program with an Emphasis in Reading

Expected Learning Outcomes

Curriculum

Preliminary Assessment Approach and Methods

- to gain practical experience in the collection, analysis and interpretation of data
- 2. to obtain theoretical and practical knowledge of reading
- 3. to conduct an in-depth research study of a major topic in reading
- 4. to develop a practical understanding of school reading programs
- 5. to develop an understanding of current issues and practices in reading instruction
- 6. to develop an in-depth understanding of literacy development, clinical reading diagnosis and remediation

EDL 803 Educational Research

AEP 867 Instructional Design & Assessment

MIT 800 Intro. To the Utilization of Technology in the Classroom

EDL 855 Educational Leadership

AEP 858 Data Analysis and Assessment

SPED 880 Cultural Diversity

READ 883 Clinical Reading Diagnosis & Remediation

READ 881 Content Area Reading

READ 885 The School Reading Program

READ 884 Literacy Development

READ 882 Trends in Language Arts

READ 861 Advanced Literature for Children and Young Adults

The following performance indicators will be utilized for assessment purposes:

-Results of PRAXIS: Core Exam

-current student input through the TEVAL instrument, especially for course content

-alumni satisfaction bi-annually through the College of Education and Technology survey

-employer satisfaction bi-annually through the College of Education and Technology survey

-employer satisfaction monthly through regular meetings of the Superintendent's Advisory Council

-historical review of number of majors and enrollments each year

-historical review of graduation numbers each year

-comprehensive examination results

-review of student dispositions at entry, mid-point and exit of the program

-data collection of performance, knowledge and dispositions through in depth review of college data assessment process

Master's of Science in Education Degree Program with an emphasis in Library Media Specialist

Curriculum

Expected Learning Outcomes

Preliminary Assessment Approach and Methods

- to gain practical experience in the collection, analysis and interpretation of data
- 2. to obtain theoretical and practical knowledge of library media
- 3. to conduct an in-depth research study of a major topic in library media
- 4. to develop a practical understanding of school library media programs
- 5. to develop an understanding of current issues and practices in school library

EDL 803 Educational Research

AEP 867 Instructional Design & Assessment

MIT 800 Intro. To the Utilization of Technology in the Classroom

EDL 855 Educational Leadership

AEP 858 Data Analysis and Assessment

SPED 880 Cultural Diversity

LIBR 852 Selection of School Library Media Materials

LIBR 853 Reference Retrieval

LIBR 856 Cataloging for School Library

LIBR 857 School Library Media Administration

LIBR 859 Library Media Supervised Practice (practica)

READ 861 Advanced Literature for Children & Young Adults

The following performance indicators will be utilized for assessment purposes:

- -results of the PRAXIS Core Exam -current student input through the TEVAL instrument, especially for course content
- -alumni satisfaction bi-annually through the College of Education and Technology survey
- -employer satisfaction bi-annually through the College of Education and Technology survey
- -employer satisfaction monthly through regular meetings of the Superintendent's Advisory Council
- -historical review of number of majors and enrollments each year
- -historical review of graduation numbers each year
- -comprehensive examination results
- -review of student dispositions at entry, mid-point and exit of the program
- -data collection of performance, knowledge and dispositions through in depth review of college data assessment process

B. Department Staffing Plan

College of Education and Technology Department Staffing Plan and Assignments (Projected) Department of Advanced Education Programs June15, 2010

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Anticipated Department Needs	Faculty Member	Future Faculty Expertise Needed	Retirement (Birthdate)	Assigned Instructional FTE's	Rank Current Date	Degree Completed	Track	Current Salary In Line	Nat'l Average For Discipline/ Rank
Admin. Core Courses Ed. Leadership Ed. Foundations Internships Leadership Ed. Research	K. Dale 007	Admin. Core Courses Ed. Leadership Ed. Foundations Internships Leadership Ed. Research		0.5	Assistant Dean Assistant Professor (2004)	Ed.D.	Tenured		
Ed. Research Research Design Couns. Theories Human Growth (ug) Thesis	B. Daley 002	Ed. Research Research Design Couns. Theories Human Growth (ug) Thesis		1.0	Professor (1992)	Ph.D.	Tenured		
Coun. Core Courses Counseling Skills Management-Schools Ethics Prof. Couns. – Schools Human Growth (ug) Practicum Internships	C. Hattan 009			1.0	Instructor	Ph.D.	Temporary		
Admin. Core Courses School Law Sch-Comm. Relations School Plant Practicum Ed. Foundations	R. Moody 005	Admin. Core Courses School Law Sch-Comm. Relations School Plant Practicum Ed. Foundations		1.0	Assistant Professor (2006)	Ph.D.	Tenure Track		
Coun. Core Courses Career Development Soc. & Cultural Found. Human Growth (ug) Practicum Internships	Vacant J. Stalling 008	Open Search		1.0	Assistant Professor (2008)		Tenure Track		
Coun. Core Courses Group Counseling Psychopath & Diag. Appraisal Found. Of Counseling Human Growth (ug)	J. Barrett 004			1.0	Assistant Professor (2008)	Ph.D.	Tenure Track		
Admin. Core Courses Sup/Eval Personnel Adv. Ed. Administration Intro. to School Admin. Leaderships Trends & Prac. in Ed. Admin.	M. Slattery 001	Admin. Core Courses Sup/Eval Personnel Adv. Ed. Administration Intro. to School Admin. Leaderships Trends & Prac. in Ed. Admin.		1.0	Professor (1999)	Ed.D.	Tenured		

Practicum		Practicum					
Admin. Core Courses Ed. Foundations Curriculum Data Analysis Practicum Internship	R. Wieland 006	Admin. Core Courses Ed. Foundations Curriculum Data Analysis Practicum Internship	1.0	Assistant Professor (2004)	Ph.D.	Tenured	
Education Admin. Research Leadership	M. Salmans 003		1.0	Assistant Professor (2008)	Ph.D.	Tenure Track	
Behavior Disorders Generalist Theories Research Assistive Tech Behavior Mgmt	R. Fahey 010	Behavior Disorders Generalist Theories Research Assistive Tech Behavior Mgmt	0.5	Interim-Chair ADP Associate Professor (2000)	Ph.D.	Tenured	
Generalist Exceptionalities Methods Transition Gifted Early Childhood Supervision	L. Hyatt 011	Generalist Exceptionalities Methods Transition Gifted Early Childhood Supervision	1.0	Associate Professor (2009)	Ph.D.	Tenured	
Generalist Exceptionalities Methods Supervision	D. Fulton 012	Generalist Exceptionalities Methods Supervision	1.0	Assistant Professor (2005)	Ph.D.	Tenure Track	
ESOL Generalist Multiculturalism Linguistics Methods Assessment Supervision	Vacant W. Kozel 013	Open Search	1.0	Assistant Professor (2005)	Ph.D.	Tenure Track	
Reading	K. Sanders	Reading Specialist	.5	Associate Professor (2009)	Ph.D	Tenured	

C. Bibliography of Departmental Scholarly Activity

Publications:

Barrett, J. R., (2010), Winds of change for Kansas schools KASB School Board Review, 15(12), 4-5.

Cook-Benjamin, L., Fulton, D., Leeds, B., Walizer, B. & R. Wieland. (2010). Overview of Multi-Tier System of Supports and implementation in higher education. *Research Matters: The Newsletter of Research and Creative Activity at Fort Hays State University-Spring*, 2010.

Cook-Benjamin, L., Fulton, D., Walizer, B. & Wieland, R. (Fall, 2009) "Overview of Multi-Tiered System of Support and Implementation in Higher Education." Research Matters, FHSU.

Fulton, D. (Spring 2010) MTSS. College of Education and Technology Newsletter. FHSU.

Ogletree, B., Bruce, S., Finch, A., Fahey, R. and McLean, L. (2009) Recommended communication-based interventions for individuals with severe intellectual disabilities. Paper accepted for publication in *Communication Disorders Quarterly*.

Sanders, K.J. (2009). Striking it rich: Discovering gold in state awards for literature for young readers. *Advocate Journal*. (A journal of the Association of Teacher Education – Kansas).

Slattery, M.A. (2010). The Fort Hays State University Educational Administration Program Handbook: Building Leadership (Principal) and District Leadership (Superintendent). FHSU.

Wieland R. Curriculum mapping in higher education: Going beyond accreditation. To be published in the Fall/Winter 2010 edition of *The Advocate*, a peer-reviewed journal for the Association of Teacher Educators-Kansas.

Wieland, R. & Moody, R.A. (2010) Using videoconferencing to establish and maintain a social presence in online learning environments. *Educational Considerations*. Kansas State University College of Education online journal.

Presentations:

Barrett, J.R. & Moody, R. A., (2010, March). Using mobile technology as teaching tools. Presented at the Association for Supervision and Curriculum Development Annual Conference, San Antonio, Texas.

Barrett, J.R., (2010, January). United we stand: SEA, IHE, LEA partnerships for new teacher support and retention-Part 1 of 2, Panel participant at the National Association for Alternative Certification Conference, Summerlin, Nevada.

Dierking, M. & Fahey, R. (2010) Utilizing video iPod technology to model appropriate social skills for students with special needs. Assistive Technology Industry Association 2010 Conference. Orlando, FL.

Fahey, R. & Dierking, M. (2010) Facilitating accountability in evaluation and intervention using a mobile computer-based software system. Assistive Technology Industry Association 2010 Conference. Orlando, FL.

Fulton, D. (2009) Including diversity content in on-line classes. Facilitated break-out session at Tilford Diversity Conference. Wichita, KS.

Hattan, C. J. & Hertel, L. (2010). Child and parent custody evaluation process: (A) Testing, clinical interview and observation; (B) Clinical report writing; (C) Court testimony and preparation. Kansas Counseling Association, Kansas City, KS.

Hyatt, L. & Hyatt, C. (2009). Effective collaboration through emotional maturity. International Council of Learning Disabilities Annual Conference. Dallas, TX.

Moody, R. A. (2010). Enhancing school budget efficiency with free & open-source software (FOSS). 2010 USA-Kansas Annual Convention, Wichita, KS.

Moody, R. (2009). Advising at a distance using Skype. Kansas Academic Advising Network 2009 Conference. Wichita, KS.

Sanders, K.J. & Borchers, C.A. (2010). Efficacy of a reading specialist program in a virtual environment. International Reading Association Annual Conference. Chicago, Ill.

Sanders, K.J. & Borchers, C.A. (2009). Ringing in the new titles for the 2008-2009 William Allen White 6th -8th books. Kansas Reading Association.

Sanders, K.J. & Borchers, C.A. (2010). Students' Perceptions of Obtaining a Graduate Degree in a Virtual Environment. Predominately Undergraduate Institutions Regional Conference.

D. Department Program Assessment Results

FHSU Graduate Candidate Survey: Results are presented on page 5 of this report.

COET Mentors and Employers Pedagogical Behaviors and Opinions Survey <u>and the COET Former Student Pedagogical Behaviors and Opinions Survey: Results are presented on page 5 of this report. Revisions of these surveys are currently in process in an attempt to improve validity of these instruments.</u>

E. Other Departmental Information

[ENCLOSE ADDITIONAL INFORMATION, ACCREDITATION, AWARDS, ETC]

General Parameters

- 1. No more than 20 pages, excluding appendix information.
- 2. Report submitted electronically to Dean, Assistant Provost for Quality Management, and Provost.
- 3. Note deadlines attached below.

Annual Timeline for Department Annual Report

March 1	Draft template distributed to Deans.
April 15	Final template and Directions distributed to Department Chairs. Selected enrollment data (fall 20 th day counts) distributed to Chairs and Deans in the departmental template.
June 1	Student system information (graduates, SCH) delivered to Chairs.
June 1	Final cutoff date for elements to be considered in the Department's Annual Report.
June 30	Complete Department Annual Report due to Deans, Assistant Provost for Quality Management, and Provost. Submit electronically.
August 15	Completed College Annual Report due to Assistant Provost for Quality Management and Provost.