

# **COLLEGE OF EDUCATION COURSE AND CURRICULUM CHANGES**

approved by the Faculty

Tuesday, September 25, 2007

## **IMPACT STATEMENT**

Units which may be impacted by these changes: College of Education and College of Human Ecology.

These units have been contacted and offered their support for these proposed changes.

Please provide the sponsors of this proposal any information regarding fiscal or programmatic impact on your department, program, and/or students.

# **Graduate Certificate in Teaching and Learning**

## **Department of Secondary Education**

### Statement of Need

The Department of Secondary Education is responsible, with respect to the college and university, for ensuring that state standards are addressed and met by candidates seeking teaching licensure in secondary education. Faculty members from the department work closely with colleagues in respective colleges to ensure that academic majors meet rigorous standards that meet (often greatly exceed) those required by the Kansas State Department of Education (KSDE). Kansas State University's land grant mission enhances our unique position in offering teacher licensure in academic majors not duplicated elsewhere in the Regent's System. One program, Agricultural Education, is not offered elsewhere in the State of Kansas; another, Family & Consumer Sciences, is one of two programs at a Regent's school. Other academic majors such as science (e.g., biology, chemistry, earth/space, and physics) and mathematics, while not unique in the Regent's System, are traditional strengths associated with several iterations of the university mission statement (concerning the pure and applied sciences in association with both the Colleges of Arts/Sciences and Agriculture). Finally, consistent with our mission in the professional development of inservice teachers, the granting of advanced degrees, and close collaboration with local public schools, majors in academic fields such as art, business, English/journalism/speech & drama, modern language, music, and social studies provide the local region with a source of future professional teachers and additional resource contacts for local/regional schools. With the exception of social studies and (to some extent) English, however, each curriculum leading to licensure offered in secondary education currently represents an area of critical shortage in the State of Kansas and elsewhere across the nation.

### Educational Objectives

There is an urgent need to address areas of critical shortage by attracting additional qualified candidates to the teaching profession, without seriously jeopardizing either the content integrity inherent to a given academic field or instructional best practices associated with high quality teaching and learning. Therefore, in collaboration with several units across the KSU campus (those expressing a personal interest in this certificate as an option for their own students to consider), and/or in response to individuals having completed a baccalaureate in a subject identified as a critical shortage, the Department of Secondary Education proposes a graduate certificate in teaching and learning to all candidates meeting specific stipulations for admission (see section below entitled "Program Coordination, Administration, and Budget."

### Overarching Learning Outcomes

Faculty members associated with this graduate certificate program identified three critical student learning outcomes that are tied directly to Kansas State Department of Education (KSDE) teaching licensure requirements and the College/Department conceptual framework. To earn the certificate, therefore, students will demonstrate:

- The ability to provide different approaches to learning and create instructional opportunities that are equitable, based on developmental levels, and adapted to diverse learners (including those with exceptionalities).
- An understanding and use of a variety of appropriate instructional strategies to encourage, develop, and achieve various kinds of students' learning including critical thinking, problem solving, and reading.
- Professionalism – the educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (e.g., students, parents, and other professionals in learning communities), actively seeks opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [KQPA]).

### Required Courses (Minimum of 12 credit hours)

#### **FSHS 506 – Middle Childhood & Adolescence (3 credit hours)**

Principles of growth and development during middle childhood and adolescence, including familial, societal, and other ecological factors affecting development of youth.

#### **EDCEP 525 – Interpersonal Relations in the Schools (1 credit hour)**

A didactic and experiential course designed to develop an understanding of human relations skills necessary to work effectively with students, parents, and school personnel. Particular emphasis is on the basis for interpersonal relations in education, communication skills, the facilitative relationship, working with students in groups, and conducting meetings with parents and school personnel.

#### **EDSP 710 – Education of Exceptional Individuals (3 credit hours)**

A general study of special education, with emphasis on legislation, Individual Education Plans, cross-cultural assessment and intervention, and strategies for exceptional students at the preschool, elementary, and secondary levels.

#### **EDCEP 715 – Principles of Assessment (3 credit hours)**

Principles of development, administration, evaluation, and constructive instructional use paper-pencil, product, and performance assessments. Focus on norm- and criterion-referenced uses of teacher-made and published measures as an integral part of effective decision making in education.

#### **EDCI 786 – Topics: Methods of Teaching Content in Secondary and Middle Schools (2 credit hours)**

Intensive discussion of the principles of teaching applied to specific content area instruction in the secondary and middle schools.

#### **EDCI 886 – Seminar: History of American Education (3 credit hours)**

An historical examination of the foundations of American education with emphases on diversity issues and the forces that demand and dictate changes in the American educational system.

#### **EDCI 991 – Internship in Curriculum and Instruction (5 credit hours).**

Studies of and field experiences in the development of programs in cooperating schools and educational or related agencies under the supervision of College of Education graduate faculty members.

## Program Coordination, Administration, and Budget

The Department Chair of Secondary Education will serve as the administrator of the certificate program. Currently, Dr. Lawrence C. Scharmann (364 Bluemont Hall) serves as Department Chair. Faculty members in Secondary Education (and related academic departments) will serve as advisors for the students in the program consistent with the specific subject area(s) in which the certificate candidate plans to seek teacher licensure (e.g., biology, mathematics, modern language, music, etc.). These same faculty members will participate in the assessment of the quality of both candidates' internship performance and final Internship Teaching Portfolio. Acceptance of students into the Graduate Certificate in Teaching & Learning program is contingent on meeting both Graduate School requirements for admission and specific departmental criteria. Specifically, applicants for admission to the program must:

1. Apply and be accepted into a graduate program at K-State or as a non-degree student seeking the Graduate Certificate in Teaching and Learning;
2. Represent a teaching field identified as a critical area of need;
3. Meet all undergraduate content requirements (or equivalent) for subject in which licensure is sought\*;
4. Possess a baccalaureate in the subject area in which licensure is sought;
5. Take and receive a passing score on Praxis II (content area exam administered by ETS);
6. Participate in two levels of graduate internship split between high school and middle school (or high/middle school and elementary school for art, music, or modern languages); one of these must be at a school possessing a diversity index at or above the state median;
7. Possess 2 years of post-baccalaureate work experience (note: this could be work as a graduate teaching assistant, paraprofessional educator, etc.);
8. Receive the support, through personal interview, of at least one member of the faculty sponsoring the Graduate Certificate;
9. Possess documented experiences working with youth;
10. Complete an online module delineating the forms, rubrics, and assessment requirements of the UG teacher education program (rationale permits waiver of DED 075 and EDSEC 200);
11. Demonstrate technology skills equivalent to DED 318.

\* *Some subject areas may require additional professional hours (e.g., Agriculture, Art, Business, Family & Consumer Sciences, Modern Language, Music, etc.)*

**Budget** – There are no additional costs associated with administration of this program since the courses in the program are currently being offered and staffed by existing faculty.

## Participating Faculty Members

Bennett, Andrew	Professor (Mathematics)	<a href="mailto:bennett@ksu.edu">bennett@ksu.edu</a>
Benson, Douglas	Professor (Modern Languages)	<a href="mailto:bensonml@ksu.edu">bensonml@ksu.edu</a>
Burrack, Frederick	Asst. Professor (Music/Secondary Education)	<a href="mailto:fburrack@ksu.edu">fburrack@ksu.edu</a>
Corum, Robert	Dept. Head/Professor (Modern Languages)	<a href="mailto:corum@ksu.edu">corum@ksu.edu</a>
Goodson, F. Todd	Assoc. Professor (Secondary Education)	<a href="mailto:tgoodson@ksu.edu">tgoodson@ksu.edu</a>
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Yahnke, Sally	Assoc. Professor (Secondary Education)	<a href="mailto:syahnke@ksu.edu">syahnke@ksu.edu</a>
Zollman, Dean	Dept. Head/Professor (Physics)	<a href="mailto:dzollman@ksu.edu">dzollman@ksu.edu</a>

## Assessment Plan

Contact Person for the Assessment Plan:

*Dr. Lawrence C. Scharmann, Chair of the Dept. of Secondary Education*  
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## Certificate Program

*Graduate Certificate in Teaching and Learning*

## Assessment of Student Learning Three-Year Plan

To earn the certificate, therefore, students will demonstrate:

1. The ability to provide different approaches to learning and create instructional opportunities that are equitable, based on developmental levels, and adapted to diverse learners (including those with exceptionalities).
2. An understanding and use of a variety of appropriate instructional strategies to encourage, develop, and achieve various kinds of students' learning including critical thinking, problem solving, and reading.
3. Professionalism – the educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (e.g., students, parents, and other professionals in learning communities), actively seeks opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [KQPA]).

Relationship to K-State Student Learning Outcomes (insert the program SLOs and check all that apply):

Program SLOs	University-wide SLOs (Graduate Program)			Program SLO is conceptually different from university SLOs
	Knowledge	Skills	Attitudes and Professional Conduct	
1. Students and Learning: Diversity <i>The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and are adapted to diverse learners, including those with exceptionalities</i>	X	X		
2. Instruction: Critical Thinking. <i>The educator understands and uses a variety of appropriate instructional strategies to encourage and develop various kinds of students' learning including critical thinking, problem solving, and reading.</i>	X	X		
3. Professionalism: Reflection and Professional Integrity. <i>The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).</i>	X		X	

How will the learning outcomes be assessed? What groups will be included in the assessment?

Graduate Certificate Learning Outcomes	Measures used in the Assessment of SLO		Who Will be Assessed?
	Direct	Indirect	
1. Students and Learning: Diversity <i>The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and are adapted to diverse learners, including those with exceptionalities</i>	Internship Teaching Portfolio  Internship Final Evaluation  Principles of Learning and Teaching Test: Praxis II	Survey at the end of the Internship	All students in the program
2. Instruction: Critical Thinking. <i>The educator understands and uses a variety of appropriate instructional strategies to encourage and develop various kinds of students' learning including critical thinking, problem solving, and reading.</i>	Internship Teaching Portfolio  Internship Final Evaluation  Principles of Learning and Teaching Test: Praxis II	Survey at the end of the Internship	All students in the program
3. Professionalism: Reflection and Professional Integrity. <i>The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).</i>	Internship Teaching Portfolio  Internship Final Evaluation  Principles of Learning and Teaching Test: Praxis II	Survey at the end of the Internship	All students in the program

When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?

<b>Graduate Certificate Program SLOs</b>	<b>Year 1 (2008-2009)</b>	<b>Year 2 (2009-2010)</b>	<b>Year 3 (2010-2011)</b>	<b>Discussion Groups</b>
1. Students and Learning: Diversity <i>The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and are adapted to diverse learners, including those with exceptionalities</i>	X	X	X	Participating faculty; graduate certificate program completers
2. Instruction: Critical Thinking. <i>The educator understands and uses a variety of appropriate instructional strategies to encourage and develop various kinds of students' learning including critical thinking, problem solving, and reading.</i>	X	X	X	Participating faculty; graduate certificate program completers
3. Professionalism: Reflection and Professional Integrity. <i>The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).</i>	X	X	X	Participating faculty; graduate certificate program completers

What is the unit's process for using assessment results to improve student learning?

Results from the three direct measures will be compared to sets of similar results from our undergraduate program completers, who are also subject to the same learning outcomes. In addition, based on the indirect measure (program completer survey), current courses making up the curriculum will be evaluated and revised as appropriate. Information from both of these sources (direct and indirect) will be used to determine if courses need to be added to improve the certificate program.



Approval status by the Department of Secondary Education and College of Education

Approved by department faculty members on April 19, 2007.

Approval by Graduate Faculty membership representing Curriculum and Instruction: April 26, 2007.

Approval by College of Education Academic Affairs: May 3, 2007.

Approval by College of Education Faculty Assembly: Pending.

EFFECTIVE DATE: Spring 2008.

Appendix A. Graduate Certificate in Teaching & Learning Comparison to UG Professional Program Leading to Teacher Licensure

<b>UG Professional Program Requirements</b>	<b>Graduate Certificate Requirements</b>
DED 075- Orientation to Teacher Ed. (0)	Substitution – see (9) & (10) “Program Coord., Administration, and Budget” Section
EDSEC 200 – Teaching as a Career (1)	Substitution – see (9) & (10) “Program Coord., Administration, and Budget” Section
EDSEC 230 – Early Field Experience (1)	Substitution – see (7) & (9) “Program Coord., Administration, and Budget” Section
FSHS 110 – Intro. Human Development (3)	FSHS 506 – Middle Childhood & Adoles. (3)
EDSEC 310 – Foundations of Education (3)	EDCI 886 – History of Amer. Ed. (3)
DED 318 – Instructional Media & Tech (2)	Substitution – see (11) “Program Coord., Administration, and Budget” Section
<b>Block 1</b>	
EDSEC 405 – Middle Level Ed (2)	FSHS 506 – Middle Childhood & Adoles.
EDCEP 315 – Educational Psych (3) >	EDCEP 715 – Principles of Assessment (3)
EDSEC 376 – Core Teaching Skills (3) >	
EDSP 323 – Exceptional Students Sec Sch (2)	EDSP 710 – Education of Except. Indiv. (3)
<b>Block 2</b>	
EDCEP 525 – Interpersonal Relations (1)	EDCEP 525 – Interpersonal Relations (1)
EDSEC 455 – Multicultural Ed. (1)	EDCI 886 – History of Amer. Ed.
EDSEC 477 – Mid Lvl/Sec Reading (2)	Substitution – performed as targeted assignments w. EDCI 786 (Top/Methods of Tchg. Content and Reading)
EDSEC 500 – Content Area Methods (3)	EDCI 786 – Top/Methods of Tchg. Content and Reading (2)
EDSEC 520 – Block 2 Lab (1)	EDCI 991 – Internship/C&I (1)
<b>Block 3</b>	
EDSEC 586 – Teaching Part Sec Schools (12)	EDCI 991 – Internship/C&I (4)
<b>TOTAL HOURS = 40</b>	<b>TOTAL HOURS = 20</b>