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WILLIAM WOODS  
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**EDS: Curriculum Leadership Annual Assessment 2021-2022**

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# Graduate Annual Assessment 2021-2022

## Education Specialist in Curriculum Leadership

### Program Profile

#### Program Mission

The program is designed as an alternative approach to achieving a specialist degree for teachers and curriculum specialist that do not want administrator certification. The following are the program goals.

**Objective 1:** Examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policymaking and reform.

**Objective 2:** Engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.

**Objective 3:** Monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.

**Objective 4:** Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.

**Objective 5:** Locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.

**Objective 6:** Demonstrate professional leadership skills and continued growth in instructional leadership and learning.

The William Woods University Education Specialist (Ed.S.) in Curriculum Leadership prepares graduates to respond to the ever-changing cultural, demographic and technological processes characteristic of the field. This convenient, affordable and 100% online graduate degree program provides the tools needed to make a positive, sustainable impact on student learning and achievement. The EdS in Curriculum Leadership began as an option to the on ground, cohort EdS in Administration. Students in the same on ground cohort would take very similar classes; however, students in the EdS in Curriculum Leadership would take three online courses in place of three on ground, cohort EdS Administration courses. The end result of this very confused students who upon completion believed they could serve as school or district leaders. This is not the case given that the EdS Curriculum Leadership coursework is not tied to any Missouri advanced certifications. Upon the request to offer the MEd and EdS in Educational Leadership/Administration as an online option it was decided in 2019 to further split out the curriculum and coursework between the administrative track and curriculum leadership track. In 2019, new coursework was created specific to this track, such as EDU 674 and EDU 681; however, there is a single course that still remain common to the EdS in Educational Leadership, that being EDU 610. The program was moved entirely online in 2019 upon creating new curriculum and updating all the remaining curriculum. Additionally, the assessment matrix and program rubrics changed in 2019 with the addition of the new coursework. This mission of this program is for students to: examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform; support transformative leadership in curriculum and instruction in the classroom, school, community, and profession; to improve instructional practice, including the evaluation of learning outcomes and programs; identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success; locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings; and demonstrate professional leadership skills and continued growth in instructional leadership and learning. The mission of the program directly relates the universities long held professions-oriented preparation for lifelong success.

#### Program Demographics

	Total Enrollment	Graduating Students
2020-2021	21	24
2021-2022	16	12

### Program Assessment Data Sheet

*Upload the Assessment Data sheet from Institutional Research*

Copy\_of\_Final\_Program\_Assessment\_Data\_Graduate\_\_4\_.xlsx

Program\_Assessment\_Data\_Graduate\_19\_20\_\_3\_.xlsx

Copy\_of\_Program\_Assessment\_Data\_Graduate\_\_1\_.xlsx

### Reflection on Demographic Data

*Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?*

The numbers for the EdS in Curriculum Leadership are lingering below 40. The enrollment is ideally over 100 students.

### Program Delivery

Cohort

Online (selected)

Hybrid

Cohort and Online

### External Accreditation

*Does the program hold external accreditation?*

Yes

No (selected)

**If yes, state the name of the organization.**

*Along with the name of the organization, please note the date of approval, and the date of review.*

### Marketing Materials

*Reflect on the current marketing materials used for the program. Please attach screenshots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?*

The marketing materials for this program are clustered with other programs. The marketing materials that we do review are accurate. Often, however, I question given the enrollment and lack of specific marketing materials for this program if it would be beneficial to provide prospective students individualized marketing materials.

### Marketing Attachments

0291\_001.pdf

### Faculty Teaching

Please either fill in the box or upload a document outlining the faculty loads for those who are actively teaching in the program. "Active" includes individuals who have taught within the past year for the program. Include if the faculty are full time or part time as well and how many classes they are teaching.

EDU 603	Curriculum Auditing & Mapping	3.00
EDU 605	Issues in Curriculum Leadership	3.00
EDU 610	Utilizing Statistical Procedures in Educational Research & Evaluation	3.00
EDU 635	Curriculum Leadership	3.00
EDU 645	Application of Learning Frameworks	3.00
EDU 655	Instruction and Assessment Design	3.00
EDU 673	Educational Reform and Urban Educational Issues	3.00
EDU 680	Advanced School Law and Policy Development	3.00
EDU 690	Differentiated & Supplemental Program	3.00
EDU 696	Curriculum Leadership Practicum	3.00

OLC	EDU603	Online ONL	4/29/2019	6/21/2019	Rossmiller , Susan	CC
OLC	EDU603	Online ONL	8/19/2019	10/11/2019	Cancelled , Cancelled	CC
OLC	EDU603	Online ONL	1/6/2020	2/28/2020	Stivers , Judy	CC
OLC	EDU603	Online ONL	4/27/2020	6/19/2020	Wilson , Alicia	CC
OLC	EDU603	Online ONL	1/11/2021	3/5/2021	Cancelled , Cancelled	CC
OLC	EDU603	Online ONL	5/3/2021	6/25/2021	Guitard , Gretchen	CC

OLC	EDU605	Online ONL	10/14/2019	12/6/2019	Stivers , Judy	CC
OLC	EDU605	Online ONL	3/2/2020	4/24/2020	Wilson , Alicia	CC
OLC	EDU605	Online ONL	6/22/2020	8/14/2020	Cancelled , Cancelled	CC
OLC	EDU605	Online ONL	10/19/2020	12/11/2020	Bruner , Zacharri	CC
OLC	EDU605	Online ONL	3/8/2021	4/30/2021	Cancelled , Cancelled	CC

OLC	EDU610	Online ONL	4/27/2020	6/19/2020	Concannon , James	CC
EDS542	EDU610	Sikeston SE	6/22/2020	8/14/2020	Cancelled , Cancelled	CC
EDS545	EDU610	Springfield SW	6/22/2020	8/14/2020	Cancelled , Cancelled	CC
EDS546	EDU610	Sedalia C	6/22/2020	8/14/2020	Cancelled , Cancelled	CC
OLC	EDU610	Online ONL	6/22/2020	8/14/2020	Hanrahan , Timothy	CC
VEDS002	EDU610	Virtual ONL	8/24/2020	10/16/2020	Czerwonka , Fred	CC
VEDS001	EDU610	Virtual ONL	8/24/2020	10/16/2020	Luttrell , Link	CC
OLC	EDU610	Online ONL	10/19/2020	12/11/2020	Hanrahan , Timothy	CC
VEDS003	EDU610	Virtual ONL	1/11/2021	3/5/2021	Concannon , James	CC

OLC	EDU635	Online ONL	1/6/2020	2/28/2020	Hanrahan , Timothy	CC
OLC	EDU635	Online ONL	3/2/2020	4/24/2020	Cancelled , Cancelled	CC
OLC	EDU635	Online ONL	4/27/2020	6/19/2020	Levy , Jeff	CC
OLC	EDU635	Online ONL	6/22/2020	8/14/2020	Cancelled , Cancelled	CC
OLC	EDU635	Online ONL	8/24/2020	10/16/2020	Cancelled , Cancelled	CC
OLC	EDU635	Online ONL	5/3/2021	6/25/2021	Jones , Brandon	CC

OLC	EDU645	Online ONL	3/2/2020	4/24/2020	Amick , Cynthia	CC
OLC	EDU645	Online ONL	6/22/2020	8/14/2020	Rossmiller , Susan	CC
OLC	EDU645	Online ONL	10/19/2020	12/11/2020	Pragman , J.	CC

OLC	EDU655	Online ONL	4/27/2020	6/19/2020	Hanrahan , Timothy	CC
OLC	EDU655	Online ONL	8/24/2020	10/16/2020	Anderson , Kyle	CC

### Faculty Load Attachment

*If you want to attach the load document you can do that here.*

## Program Objectives

### Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.
WWU2021.2	Inclusion: Provide and maintain a welcoming campus community to all stakeholders. Represent the university by exhibiting values and behaviors that address self-respect and respect for others and enable success and participation in the larger society.
WWU2021.3	Creativity: Foster open-mindedness, a rigorous exchange of ideas, and experimentation by providing a supportive and engaging campus environment.
WWU2021.4	Intellectual Inquiry: Cultivate a desire for continued learning and curiosity both within and beyond formal education.

### Additional Standards/Outcomes

Identifier	Description
EDS CL.1	Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policymaking and reform.
EDS CL.2	Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.
EDS CL.3	Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.
EDS CL.4	Student will identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.
EDS CL.5	Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.
EDS CL.6	Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.

### Alignment with Institutional Objectives

*Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.*

The Education Specialist in Curriculum Leadership program provides the experienced educator a high-quality curriculum leadership program designed to develop the professional skills essential to leading quality curriculum development and instructional leadership in the K-12 school environment. The EDS in Curriculum Leadership program embraces the institutional goals of field competence, ethics self-liberation and lifelong learning.

## Curriculum Map

A - Assessed  
 R - Reinforced  
 I - Introduced  
 M - Master

### Education Specialist-Curriculum Leadership

	EDU 603	EDU 605	EDU 610	EDU 635	EDU 645	EDU 655	EDU 673	EDU 680	EDU 690	EDU 696
<b>EDS CL.1</b> Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policymaking and reform.	A, M	R	M	I	R	R	R			R
<b>EDS CL.2</b> Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.	R	R		I	R	A, M	R		M	R
<b>EDS CL.3</b> Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.	R	R		I	A, M	R	M	R	R	R
<b>EDS CL.4</b> Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.	R	A, M	R	I	R	A, M	R		R	R
<b>EDS CL.5</b> Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.	R	A, M	R	A, M, I	R	R	R	R	R	R
<b>EDS CL.6</b> Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.	A, M	R	R	I	R	R	M	R	R	R

### Changes to Curriculum

*Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the changes should have on student learning?*

The EDS in Curriculum Leadership curriculum map for the 21-22 academic year is consistent with prior years.

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Education Specialist-Curriculum Leadership

**Standard/Outcome**  
 EDS CL.1 Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policymaking and reform.

**Assessment Measures**

EDU 603				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Assessment Matrix: 90% of the students will receive a minimum of 80% on the report. Been met yet? Met	Data Located Here	Via__Untitled_Rubric_Report_04_30_2021_093132.pdf Via__Untitled_Rubric_Report_04_29_2021_141839.pdf CL.pdf	

**Standard/Outcome**  
 EDS CL.2 Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.

**Assessment Measures**

EDU 655				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Project Based Learning Assignment (KDB): 90% of the students will receive a minimum of 80% on the paper. Been met yet? Met			

## Standard/Outcome

EDS CL.3 Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.

## Assessment Measures

EDU 645				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion School Change Assignment: 90% of the students will receive a minimum of 80% on the paper. Been met yet? Met			

## Standard/Outcome

EDS CL.4 Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.

## Assessment Measures

EDU 605				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Curriculum Development and Analysis: 90% of the students will receive a minimum of 80% on the paper. Been met yet? Met			

EDU 655				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Cross-Curricular Unit of Instruction: 90% of students will receive a minimum of 80% on the paper. Been met yet? Met			

**Standard/Outcome**  
 EDS CL.5 Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.

**Assessment Measures**

EDU 605				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion Research Paper Weight-Bearing Walls: 90% of the students will receive a minimum of 80% on the paper. Been met yet? Met			

EDU 635				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Presentation	Has the criterion Current Topic Research Presentation: 90% of the students will receive a minimum of 80% on the presentation. Been met yet? Met			

**Standard/Outcome**  
 EDS CL.6 Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.

**Assessment Measures**

EDU 603				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion Year-Long Curriculum Map: 90% of the students will receive a minimum of 80% on the paper. Been met yet? Met			

## Improvement Narrative List

### Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

## Assessment List

### Analysis of the Assessment Process

*Describe your assessment process; clearly articulate how the program is using coursework and or assessment day activities for program wide assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.*

The curriculum and assessment process for the EDS in Curriculum Leadership is consistent with recent years. The assessment exercises are intended to mirror authentic practices of curricular leadership.

We are currently using a new program rubric that better aligns with the program objectives. Two courses were not analyzed this year, EDU 605 and EDU 655 due to lack of data. The assignments have not been modified; however, the scoring rubric was modified.

## Program Activities

### Student Accomplishments

*Highlight special examples of student successes in the field (research, conference presentation, award in the profession). This is for any accomplishment that a student achieved outside of coursework or the normal expectations of student success.*

Many WWU EDS Curriculum Leadership graduates serve in school leadership roles throughout the state.

**One weakness of graduate programs that do not lead to Missouri certification is graduate tracking. The School of Education lacks resources to track student accomplishments.**

### Faculty Accomplishments

*Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature*

WWU faculty in the EDS Curriculum Leadership program are current and recently retired practicing professionals with successful experience in school leadership roles.

Sarah Wisdom earned the Outstanding WWU Graduate Professor for 2021-2022.

### Alumni Accomplishments

*Highlight special examples of any successes of any alumni (acceptance to or graduation from a graduate/professional program, new job in the field) including your most recent graduates*

**One weakness of graduate programs that do not lead to Missouri certification is graduate tracking. The School of Education lacks resources to track student accomplishments.**

**Professional Development Opportunities**

*- Highlight professional development opportunities over the course of the academic year that were beneficial to program faculty and or instrumental to student learning. This could be local or external professional development.*

Annual PD is required of all faculty and adjunct instructors. Comprehensive PD was provided via Zoom on June 22 and June 24, 2021. Adjunct instructors were required to participate in one session with the School of Education Chair and one session with the MED C&I program manager. A minimum of two additional PD sessions were required. Adjunct instructors self-selected the remaining PD opportunities focused on a variety of topics including teaching adult learners, engagement, virtual and online strategies, equity in education, and topic focused panel discussions. 115 Instructors (FT and Adjunct) participated in annual PD.

**Professional Development**

*Upload any documentation supporting the professional development offered.*

## Appendix

	<b>3.000 Exceeds</b>	<b>2.000 Meets</b>	<b>1.000 Falls Below Expectations</b>	<b>N/A</b>
<b>Mission Statement Clearly Articulated</b> weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:	The mission statement for the report provides the program objectives and the PR statement of the program from the website. The actual mission of the program is what is desired here.			
<b>Reflection on Student Demographics, Retention, and Degree Completion Data</b> weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:	the report mentions the numbers and notes the lack of growth, but offers no suggestions or reasons for the decline in enrollment or the lack of students in the program.			
<b>Marketing Materials</b> weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:				
<b>Alignment to University Objectives</b> weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:				

<p>Curriculum Map alignment and changes weight: 1.000</p>	<p>✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for the decision..</p>	<p>✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.</p>	<p>✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.</p>	<p>✓ N/A</p>
<p>Comment:</p>				
<p>Assessment Map weight: 1.000</p>	<p>✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.</p>	<p>✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.</p>	<p>✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.</p>	<p>✓ N/A</p>
<p>Comment:</p>				
<p>Data Driven Decision-making is explained weight: 1.000</p>	<p>✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.</p>	<p>✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.</p>	<p>✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.</p>	<p>✓ N/A</p>
<p>Comment:</p>				
<p>Documentation provided on assessment findings weight: 1.000</p>	<p>✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.</p>	<p>✓ The program uploads all rubric and support information to support the claims in assessment findings.</p>	<p>✓ The program did not upload the data to support assessment claims in the assessment findings.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>all data from assessment is uploaded and available. There is no summary findings or explanation of data provided though.</p>			
<p>Analysis of Assessment weight: 1.000</p>	<p>✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.</p>	<p>✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.</p>	<p>✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>it is assumed that there were no changes to assessment made for the program and that the program is working on consistence in assessment to evaluate success of students with more than one or two rounds of data.</p>			
<p>Improvement narratives are selected with intentionality weight: 1.000</p>	<p>✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options</p>	<p>✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.</p>	<p>✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>all objectives were met so no improvement narratives were needed.</p>			
<p>Faculty, alumni, and Student accomplishments weight: 1.000</p>	<p>✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.</p>	<p>✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.</p>	<p>✓ The program provided little to no data on students, alumni, faculty accomplishments.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>This is a struggle for many programs with the university as we do not have consistent/quality alumni reporting/surveys that are administered</p>			

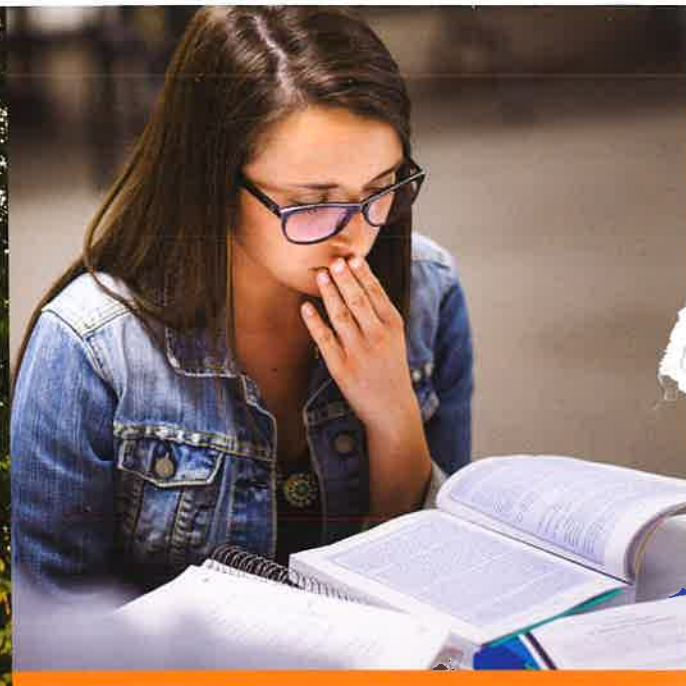


WILLIAM  
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The evening and online  
graduate programs  
at William Woods University.

A close-up photograph of a man with short brown hair and a light beard, smiling broadly. He is wearing a blue polo shirt. The background is a plain, light-colored wall.

*Get your career moving without  
putting your life on hold.*



*Of all the challenges  
you face in your  
journey to leadership,  
the toughest can be  
the challenge of  
balancing life, family,  
and work with the  
advanced education you  
need to get ahead.*

# Smart choices.

We salute you for making the smart and courageous choice to seek an advanced degree. In that spirit, we share a few other smart choices that have proven useful to our graduate students over time.

## 1. BRING WORK TO CLASS – AND CLASS TO WORK

Watch for any opportunity to apply classroom learning at work and to bring real world workplace challenges into the classroom. Think in terms of two places — one learning laboratory.

## 2. KNOW YOUR PRIORITIES

It helps to know in advance whether you're here to enhance your current career, or to look for a bigger change after graduation. This will help you focus your limited time and energy. Do you stay home and polish a client presentation or attend a networking event?

## 3. SEEK HELP EARLY

Most likely, you're returning to school after spending some time in the workplace. So expect some rust — whether it's in handling the reading load or in writing well. Ask advisors, faculty, classmates, and staff for ideas and resources early to avoid falling behind.

## 4. BE READY TO COLLABORATE

So much of this experience involves relating to others — whether faculty mentors, small group collaborators, or your current supervisor. Be open to feedback, lean on others, and let others draw from your strengths. This is your new tribe. Work at belonging and becoming an essential part of the group.

## 5. ENJOY THE RIDE

Yes, this may well be the hardest thing you will ever do, but avoid the idea that academic rigor must break you to make you. It's important to celebrate each small step, and to recall your motivations. You obviously enjoy learning, so indulge. Not only will this pay real dividends, but you're setting an example for others — siblings, children, friends — to follow.



# 94%

OF OUR MBA GRADUATES  
ARE WORKING OR PURSUING  
AN ADVANCED DEGREE

# Get your career moving without putting your life on hold.

## GRADUATE PROGRAMS

### Doctorate in Educational Leadership (EdD) (Evening)

You will study curricular and instructional issues and develop leadership and organizational skills that you can apply within your own educational setting. This degree will provide you with advanced professional training and develop your abilities in the scholarly study of the issues that challenge education.

### Education Specialist in Administration (EdS) (Evening)

This advanced degree not only opens doors at the leadership level in school buildings, but it also creates opportunities to expand your marketability to school district-level leadership positions. Successful completion of the program, along with a qualifying score on the DESE assessments, enables you to apply for a superintendent's certificate within the state of Missouri.

### Education Specialist in Curriculum and Instruction (EdS) (Evening)

This program is designed for teachers, instructional coaches, curriculum directors, and principals with an interest in staying current in instructional and curricular issues in K-12 schools. As a graduate, you will be trained as a leader in the areas of curriculum construction, instructional development, and assessment.

### Master of Education (MEd) in Administration (Evening)

As a teacher or administrator with leadership as a career goal, you will get the skills you need to meet these challenges through the combination of coursework, preparation for certification, and hands-on field experience. This degree includes all coursework required by DESE for building-level certification.

### Master of Education (MEd) in Athletics/Activities Administration (Evening) (Online)

This program is one of a handful in the nation that trains you in facilities management, recruiting, publicity, law, and much more — at all levels, middle school through high school and collegiate.

### Master of Education (MEd) in Curriculum and Instruction (Evening) (Online)

In this program, you'll learn about education trends, assessment procedures, and how to use advanced learning theories and educative design to adjust curriculum in response to current research. This program will prepare you for National Board Certification and also may prepare you to become a master teacher or a curriculum and instruction director within your district.

### Special Education Director Certification (Evening)

If you are enrolled in our Education Specialist or Master in Administration degree program, you can prepare for this challenging and rewarding career by earning Missouri certification as a Special Education Director (K-12). This certification comprises two 3-credit courses and a 3-credit field experience, in addition to the requirements of the Master's or Education Specialist in Administration degree.

### Master of Education (MEd) in Equestrian Education (Online)

This degree will help you gain the field pedagogy skills you need to make the transition from equestrian professional to equestrian educator. A graduate degree prepares you for a position as a post-secondary teacher in this industry.

### Master of Education (MEd) in STEM (Online)

Courses provide an in-depth understanding of the origin of STEM and its guiding principles, STEM literacy, and the integration of the content into and across the K-12 curriculum. They teach the integration of technology (including coding), engineering (including robotics), and project-based learning with real world applications into curricula.

### Master of Education (MEd) in Teaching and Technology (Online)

If you work in a school district, this degree will enhance your instructional skills with the potential to advance you to a position as an instructional technology coordinator or instructional technology coach. As a business trainer or multimedia specialist, you will find these skills invaluable in meeting sales training, professional development, and other corporate learning goals. The learning you gain will enable you to research and evaluate new tools, design materials, and programs that incorporate them, and assess their effectiveness.

### Master of Business Administration (MBA) (Evening: Fulton and Columbia locations only) (Online)

The skills you develop in our online MBA program — leadership, financial competency, organizational theory, information systems and more — will show your organization that you are ready to take your place among its leaders. Chief among these skills is decision-making, which will help you find new ways to lead and create solutions in a world of constrained resources, environmental challenges, and competitive global markets.

### Master of Health Administration (MHA) (Online)

The MHA program will prepare you with the leadership and administration skills, as well as hands-on training, to manage a number of realms of the healthcare industry.

### MBA/MHA (Online)

Requires completion of 60 total credit hours, 36 credit hours in the Master of Business Administration program and 24 credit hours in the Master of Health Administration program. Upon completion of the 60 required credit hours, two diplomas will be issued, one for the MBA and one for the MHA.



*"For me, as a working professional, the scheduling really helped with time budgeting. Meeting with the cohort outside of class allowed me to balance my personal and professional life."*

*~ Benjamin Gakinya, MBA '12, entrepreneur*

The evening and online programs at William Woods University are fully accredited and nationally recognized. They combine academic excellence with affordability and a flexible, accelerated course schedule that fits your busy life. And, because this is William Woods University, you'll also find a genuine and personal commitment to help you reach your goals.

## **Join us. It's time for your career to flourish.**

- > Convenient and affordable 8-week courses
- > Student-centered and service-oriented
- > Online courses provide start-and-stop flexibility
- > Evening education courses are administered on-site or at a location near you, with over 70 program locations in Missouri
- > Evening course facilitators are practicing professionals with advanced degrees

Working on my graduate degrees at William Woods University has been a great experience. Meeting one night a week and being able to work with other educators in the area is awesome! The connections that have been made are helpful in my career and life.

**~Mark Harvey, principal, Westran High School**



## WILLIAM WOODS UNIVERSITY

William Woods University  
One University Avenue  
Fulton, Missouri 65251

### THE WILLIAM WOODS ADVANTAGE

- > Courses are taught online, on campus, and at convenient locations around the state
- > Our tradition of academic excellence dates back to 1870
- > Flexible schedules
- > Cohort scheduling encourages networking and collaboration with like-minded peers
- > Recognized as one of the top online programs for quality and affordability
- > William Woods is fully accredited
- > Our tuition promise: No tuition increases as long as you stay continuously enrolled



"Love conquers all"

[www.williamwoods.edu](http://www.williamwoods.edu)

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**Untitled Report**

**Generated by: James Concannon 05/26/2022**

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EdS CL Program Rubric

Query Name: EDS CL Rubric

Parameters Applied: All

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Query Name: 603

Parameters Applied: Organization information:  
Courses: Curriculum Auditing & Mapping

---

Query Name: 605

Parameters Applied: Organization information:  
Courses: Issues in Curriculum Leadership

---

Query Name: 635

Parameters Applied: Organization information:  
Courses: Curriculum Leadership

---

Query Name: 645

Parameters Applied: Organization information:  
Courses: Application of Learning Frameworks

---

Query Name: 655

Parameters Applied: Organization information:  
Courses: Instruction and Assessment Design

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EdS CL Program Rubric

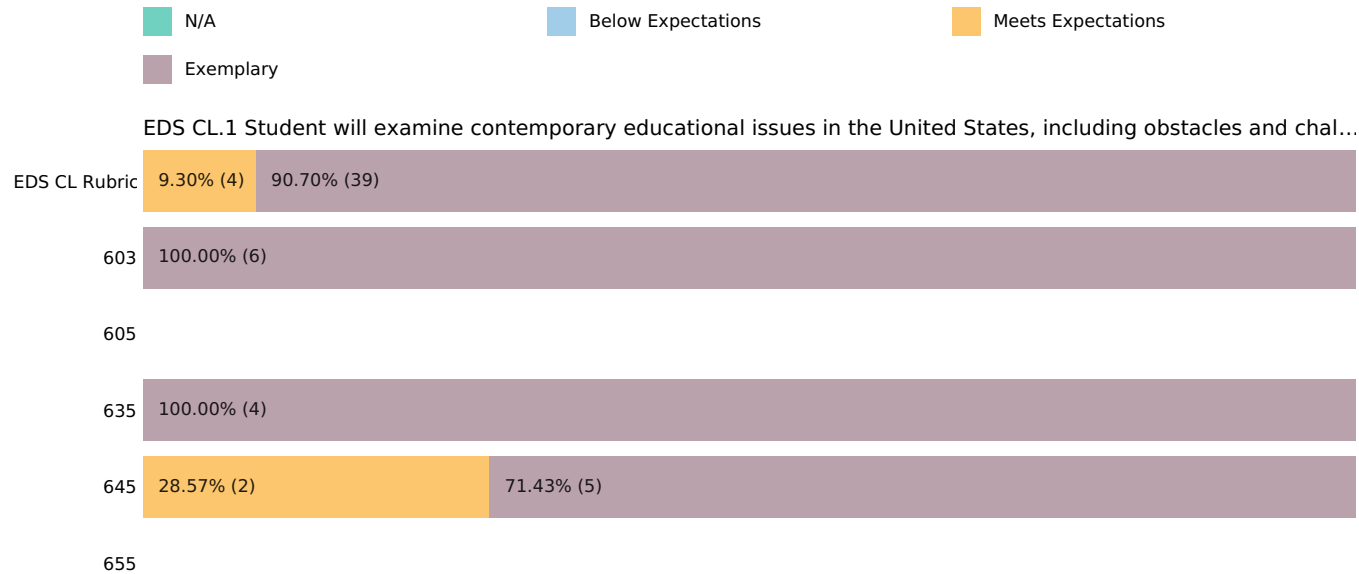
Group by: Element

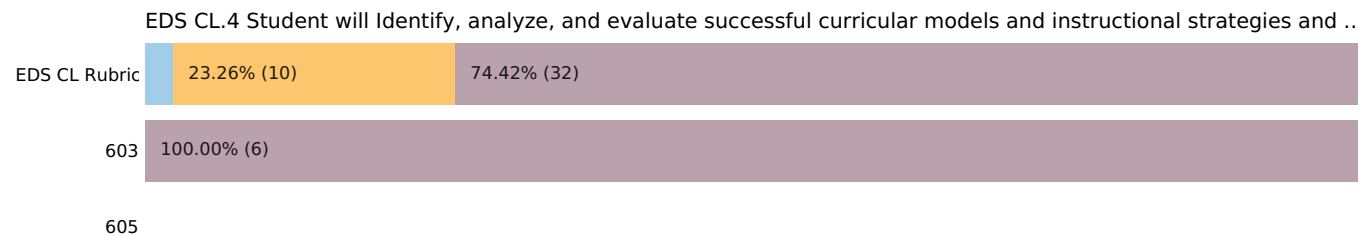
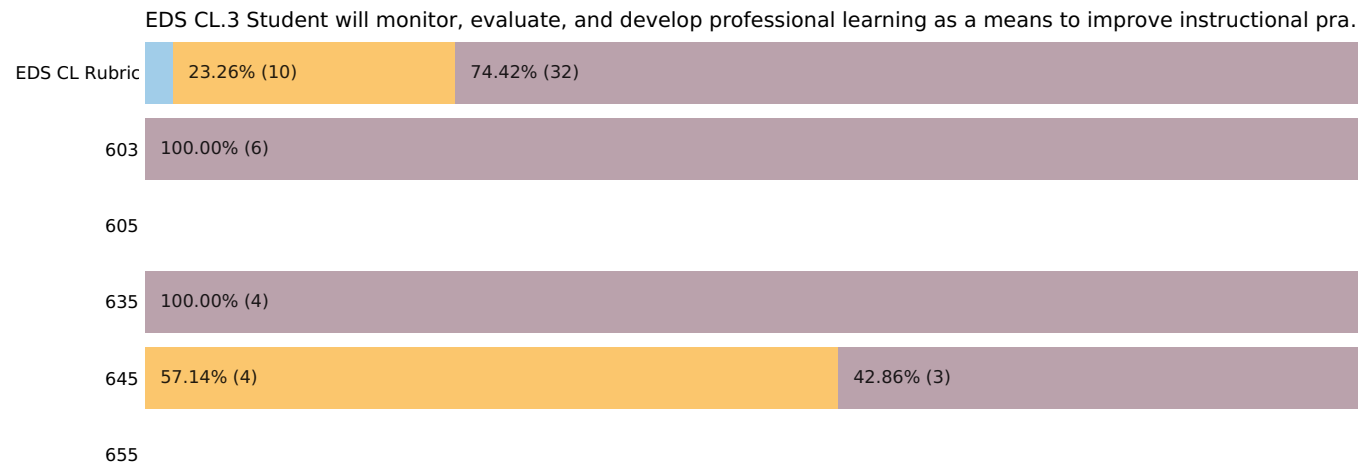
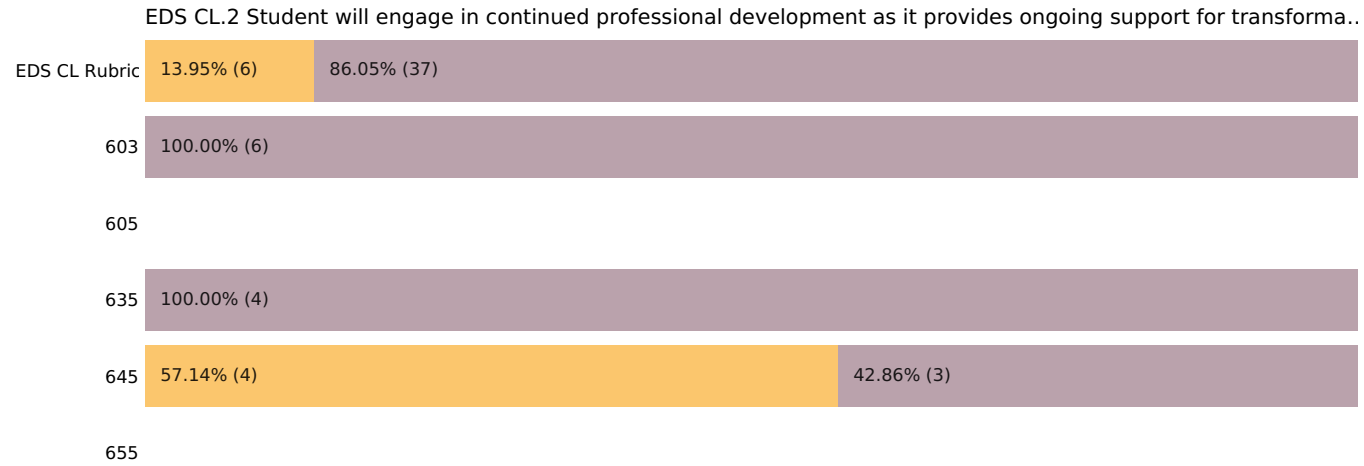
Element: EDS CL.1 Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform. / EDS CL.2 Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities. / EDS CL.3 Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs. / EDS CL.4 Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success. / EDS CL.5 Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings. / EDS CL.6 Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.

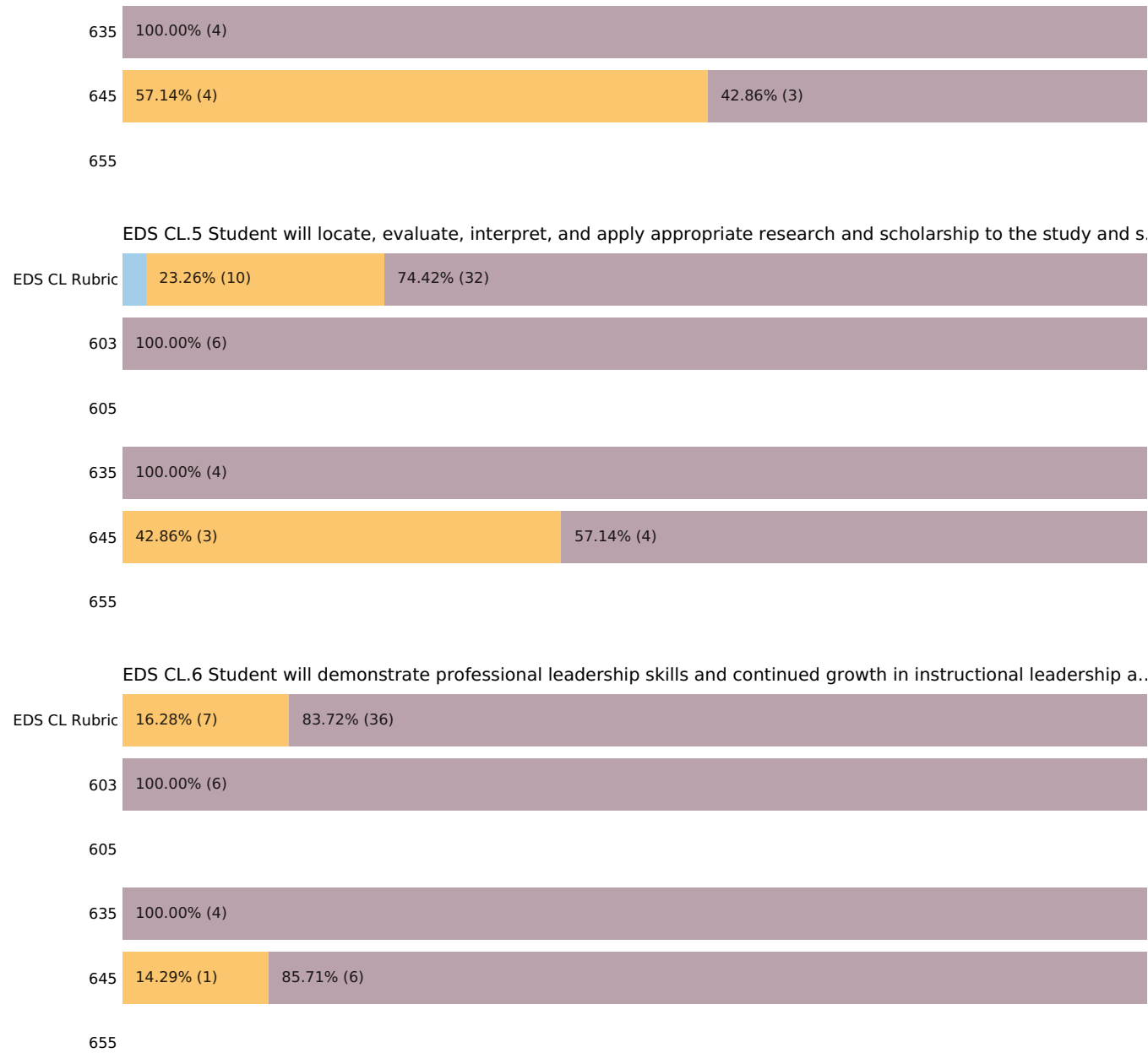
Performance Level: N/A / Below Expectations / Meets Expectations / Exemplary

Standard: -

Rubric Results by Element







Element	Query	N/A	Below Expectations	Meets Expectations	Exemplary	Mean	Stdev
EDS CL.1 Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.	EDS CL Rubric	0.00% (0)	0.00% (0)	9.30% (4)	90.70% (39)	0	0
	603	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (6)	0	0
	605	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	635	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (4)	0	0
	645	0.00% (0)	0.00% (0)	28.57% (2)	71.43% (5)	0	0
	655	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

EDS CL.2 Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.	EDS CL Rubric	0.00% (0)	0.00% (0)	13.95% (6)	86.05% (37)	0	0
	603	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (6)	0	0
	605	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	635	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (4)	0	0
	645	0.00% (0)	0.00% (0)	57.14% (4)	42.86% (3)	0	0
	655	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

EDS CL.3 Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.	EDS CL Rubric	0.00% (0)	2.33% (1)	23.26% (10)	74.42% (32)	0	0
	603	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (6)	0	0
	605	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	635	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (4)	0	0
	645	0.00% (0)	0.00% (0)	57.14% (4)	42.86% (3)	0	0
	655	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
EDS CL.4 Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.	EDS CL Rubric	0.00% (0)	2.33% (1)	23.26% (10)	74.42% (32)	0	0
	603	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (6)	0	0
	605	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	635	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (4)	0	0
	645	0.00% (0)	0.00% (0)	57.14% (4)	42.86% (3)	0	0
	655	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

	655	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
EDS CL.5 Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.	EDS CL Rubric	0.00% (0)	2.33% (1)	23.26% (10)	74.42% (32)	0	0
	603	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (6)	0	0
	605	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	635	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (4)	0	0
	645	0.00% (0)	0.00% (0)	42.86% (3)	57.14% (4)	0	0
	655	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
EDS CL.6 Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.	EDS CL Rubric	0.00% (0)	0.00% (0)	16.28% (7)	83.72% (36)	0	0
	603	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (6)	0	0
	605	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	635	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (4)	0	0

	645	0.00% (0)	0.00% (0)	14.29% (1)	85.71% (6)	0	0
	655	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

**Total Rubric Score**

Rubric assessments with one or more elements marked with N/A are not included in the total rubric score calculations.

Query	Number of Assessments	Mean	Stdev
EDS CL Rubric	43	0	0
603	6	0	0
605	0	0	NaN
635	4	0	0
645	7	0	0
655	0	0	NaN

**Untitled Report**

**Generated by: James Concannon 04/29/2021**

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Education Rubric (2019)

Query Name: EdS Curriculum Leadership 2021

Parameters Applied: Submitter Demographics:  
Major: education specialist - curriculum leadership  
Organizationinformation:  
Date range: 07/01/2020-04/29/2021

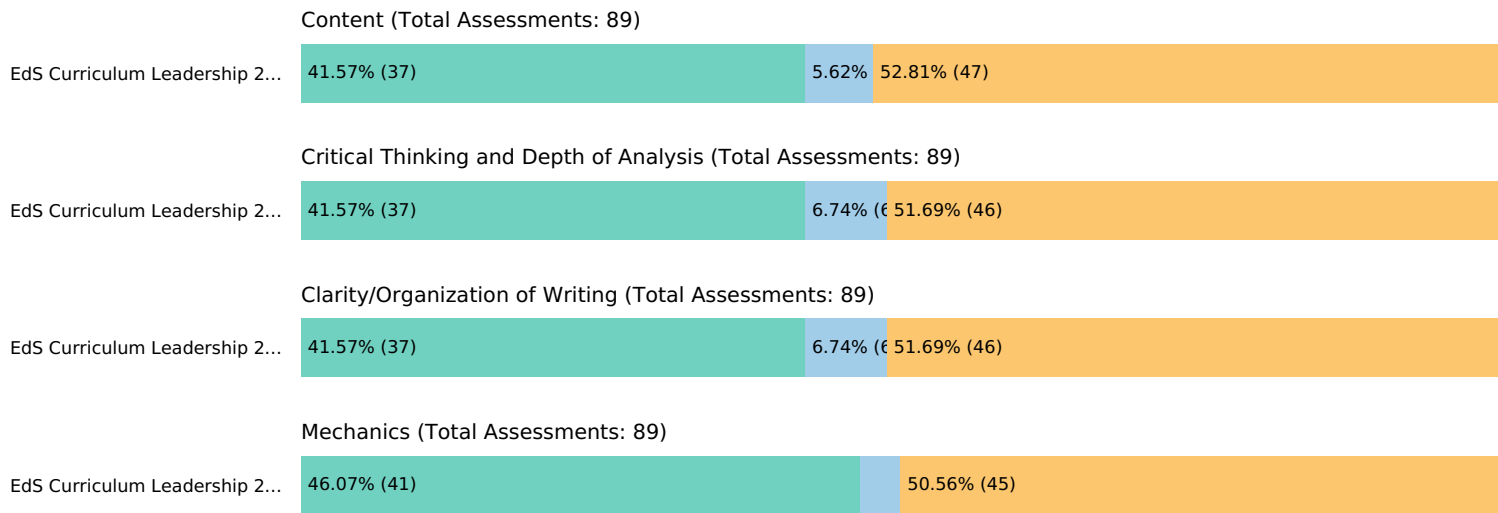
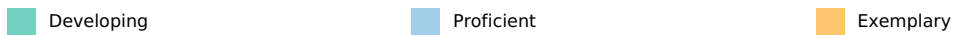
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Untitled Report

Generated by: James Concannon 04/29/2021

Education Rubric (2019)

Group by: Element  
 Element: Content / Critical Thinking and Depth of Analysis / Clarity/Organization of Writing / Mechanics  
 Performance Level: Developing / Proficient / Exemplary  
 Standard: -



Element	Filter	Developing	Proficient	Exemplary	Mean	Stdev
Content	EdS Curriculum Leadership 2021	41.57% (37)	5.62% (5)	52.81% (47)	0.00	0
Critical Thinking and Depth of Analysis	EdS Curriculum Leadership 2021	41.57% (37)	6.74% (6)	51.69% (46)	0.00	0

Untitled Report

Generated by: James Concannon 04/29/2021

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Clarity/Organization of Writing	EdS Curriculum Leadership 2021	41.57% (37)	6.74% (6)	51.69% (46)	0.00	0
Mechanics	EdS Curriculum Leadership 2021	46.07% (41)	3.37% (3)	50.56% (45)	0.00	0

**Untitled Report**

**Generated by: James Concannon 04/30/2021**

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Education Rubric (2019) / Written 2017

Query Name: EdS Curriculum Leadership 603

Parameters Applied:

Submitter Demographics:

Academic program: education specialist - curricu

Organizationinformation:

Date range: 05/31/2020-04/30/2021 / Activities: Online EDU603 Assessment Matrix, Online EDU603 Assessment Matrix, Online EDU603 Year-Long Curriculum Map, Online EDU603 Assessment Matrix, Online EDU603 Year-Long Curriculum Map, Online EDU603 Year-Long Curriculum Map, Online EDU603 Assessment Matrix, Online EDU603 Assessment Matrix, Online EDU603 Year-Long Curriculum Map, Online EDU603 Year-Long Curriculum Map, Online EDU603 Assessment Matrix

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Query Name: EdS Curriculum Leadership 605

Parameters Applied:

Submitter Demographics:

Academic program: education specialist - curricu

Organizationinformation:

Date range: 05/31/2020-04/30/2021 / Activities: Online EDU605 Curriculum Analysis and Development , Online EDU605 Research Paper, Online EDU605 Curriculum Analysis and Development , Online EDU605 Research Paper

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Query Name: EdS Curriculum Leadership 635

Parameters Applied:

Submitter Demographics:

Academic program: education specialist - curricu

Organizationinformation:

Date range: 05/31/2020-04/30/2021 / Groups: edu 635 - curriculum leadership - 01 olc - 2 fall 2021, edu 635 - curriculum leadership - 01 olc - 4a (grad- accel) 1920, edu 635 - curriculum leadership - 02 olc - 4a (grad- accel) 1920, edu 635 - curriculum leadership - 02 olc - 3a (grad- accel) 1920, edu 635 - curriculum leadership - 01 olc - 3a (grad- accel) 1920, edu 635 - curriculum leadership - 02 olc - 2a (grad- accel) 1920

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Query Name: EdS Curriculum Leadership 645

**Untitled Report**

**Generated by: James Concannon 04/30/2021**

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Parameters Applied:

Submitter Demographics:

Academic program: education specialist - curricu

Organization information:

Date range: 05/31/2020-04/30/2021 / Groups: edu 645 - application of learning frameworks - 01 olc - 4a (grad- accel) 1920, edu 645 - application of learning frameworks - 01 olc - 2 fall 2021, edu 645 - application of learning frameworks - 01 olc - 3 spring 2021, edu 645 - application of learning frameworks - 01 olc - 4 summer 2021, edu 645 - application of learning frameworks - 01 olc - 3a (grad- accel) 1920

---

Query Name:

EdS Curriculum Leadership 655

Parameters Applied:

Submitter Demographics:

Academic program: education specialist - curricu

Organization information:

Date range: 05/31/2020-04/30/2021 / Groups: edu 655 - instruction and assessment design - 01 olc - 3 spring 2021, edu 655 - instruction and assessment design - 01 olc - 2 fall 2021, edu 655 - instruction and assessment design - 01 olc - 4a (grad- accel) 1920, edu 655 - instruction and assessment design - 01 olc - 3a (grad- accel) 1920

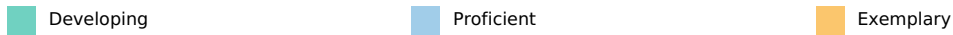
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Untitled Report

Generated by: James Concannon 04/30/2021

Education Rubric (2019)

Group by: Element  
Element: Content / Critical Thinking and Depth of Analysis / Clarity/Organization of Writing / Mechanics  
Performance Level: Developing / Proficient / Exemplary  
Standard: -



Content (Total Assessments: 97)



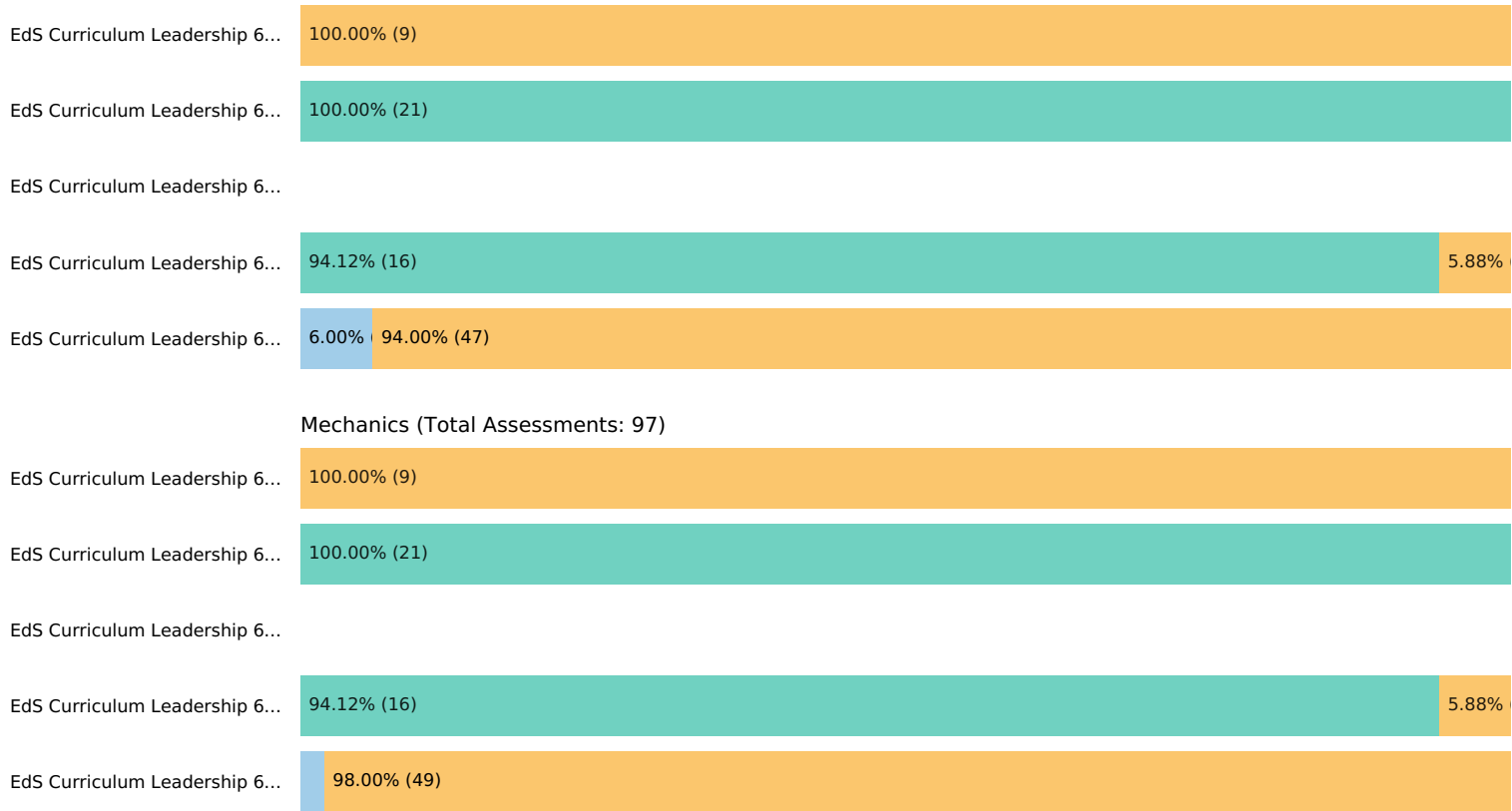
Critical Thinking and Depth of Analysis (Total Assessments: 97)



Clarity/Organization of Writing (Total Assessments: 97)

**Untitled Report**

**Generated by: James Concannon 04/30/2021**



Element	Filter	Developing	Proficient	Exemplary	Mean	Stdev
Content	EdS Curriculum Leadership 603	0.00% (0)	0.00% (0)	100.00% (9)	0.00	0
	EdS Curriculum Leadership 605	100.00% (21)	0.00% (0)	0.00% (0)	0.00	0
	EdS Curriculum Leadership 635	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

	EdS Curriculum Leadership 645	94.12% (16)	5.88% (1)	0.00% (0)	0.00	0
	EdS Curriculum Leadership 655	0.00% (0)	6.00% (3)	94.00% (47)	0.00	0
Critical Thinking and Depth of Analysis	EdS Curriculum Leadership 603	0.00% (0)	0.00% (0)	100.00% (9)	0.00	0
	EdS Curriculum Leadership 605	100.00% (21)	0.00% (0)	0.00% (0)	0.00	0
	EdS Curriculum Leadership 635	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	EdS Curriculum Leadership 645	94.12% (16)	5.88% (1)	0.00% (0)	0.00	0
	EdS Curriculum Leadership 655	0.00% (0)	8.00% (4)	92.00% (46)	0.00	0
Clarity/Organization of Writing	EdS Curriculum Leadership 603	0.00% (0)	0.00% (0)	100.00% (9)	0.00	0
	EdS Curriculum Leadership 605	100.00% (21)	0.00% (0)	0.00% (0)	0.00	0
	EdS Curriculum Leadership 635	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	EdS Curriculum Leadership 645	94.12% (16)	0.00% (0)	5.88% (1)	0.00	0
	EdS Curriculum Leadership 655	0.00% (0)	6.00% (3)	94.00% (47)	0.00	0
Mechanics	EdS Curriculum Leadership 603	0.00% (0)	0.00% (0)	100.00% (9)	0.00	0
	EdS Curriculum Leadership 605	100.00% (21)	0.00% (0)	0.00% (0)	0.00	0

---




EdS Curriculum Leadership 635	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
EdS Curriculum Leadership 645	94.12% (16)	0.00% (0)	5.88% (1)	0.00	0
EdS Curriculum Leadership 655	0.00% (0)	2.00% (1)	98.00% (49)	0.00	0

Untitled Report

Generated by: James Concannon 04/30/2021

Written 2017

Group by: Element  
Element: Fulfills Syllabus Requirements / Critical Thinking & Analysis / Organization of Writing / Mechanics  
Performance Level: Developing / Proficient / Exemplary  
Standard: -

 Developing  Proficient  Exemplary

Fulfills Syllabus Requirements (Total Assessments: 0)

EdS Curriculum Leadership 6...

EdS Curriculum Leadership 6...

EdS Curriculum Leadership 6...

EdS Curriculum Leadership 6...

EdS Curriculum Leadership 6...

Critical Thinking & Analysis (Total Assessments: 0)

EdS Curriculum Leadership 6...

EdS Curriculum Leadership 6...

EdS Curriculum Leadership 6...

EdS Curriculum Leadership 6...

EdS Curriculum Leadership 6...

Organization of Writing (Total Assessments: 0)

**Untitled Report**

**Generated by: James Concannon 04/30/2021**

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EdS Curriculum Leadership 6...

EdS Curriculum Leadership 6...

EdS Curriculum Leadership 6...

EdS Curriculum Leadership 6...

EdS Curriculum Leadership 6...

Mechanics (Total Assessments: 0)

EdS Curriculum Leadership 6...

EdS Curriculum Leadership 6...

EdS Curriculum Leadership 6...

EdS Curriculum Leadership 6...

EdS Curriculum Leadership 6...

<b>Element</b>	<b>Filter</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Mean</b>	<b>Stdev</b>
Fulfills Syllabus Requirements	EdS Curriculum Leadership 603	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	EdS Curriculum Leadership 605	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	EdS Curriculum Leadership 635	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

	EdS Curriculum Leadership 645	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	EdS Curriculum Leadership 655	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Critical Thinking & Analysis	EdS Curriculum Leadership 603	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	EdS Curriculum Leadership 605	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	EdS Curriculum Leadership 635	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	EdS Curriculum Leadership 645	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	EdS Curriculum Leadership 655	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Organization of Writing	EdS Curriculum Leadership 603	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	EdS Curriculum Leadership 605	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	EdS Curriculum Leadership 635	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	EdS Curriculum Leadership 645	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	EdS Curriculum Leadership 655	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Mechanics	EdS Curriculum Leadership 603	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	EdS Curriculum Leadership 605	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

EdS Curriculum Leadership 635	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
EdS Curriculum Leadership 645	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
EdS Curriculum Leadership 655	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN