



---

WILLIAM WOODS  
UNIVERSITY

---

---

**MED Curriculum & Instruction Annual Assessment 2021-2022**

# Table of Contents

MED Curriculum & Instruction Annual Assessment 2021-2022 ..... 1

Graduate Annual Assessment 2021-2022..... 3

    Master of Education: Curriculum and Instruction ..... 3

        Program Profile ..... 3

        Program Objectives..... 9

        Curriculum Map ..... 10

        Assessment Findings ..... 11

        Program Activities ..... 17

        Appendix: Assessment Rubric ..... 18

        Appendix: Supplemental Documentation ..... 20

# Graduate Annual Assessment 2021-2022

## Master of Education: Curriculum and Instruction

### Program Profile

#### Program Mission

This program is designed to provide teachers an alternative to the administration program by developing curricular skills that can be used in the classroom on a daily basis.

#### Program Objectives

Objective 1: Teachers are committed to students and their learning.

Objective 2: Teachers know the subjects they teach and how to teach those subjects to students.

Objective 3: Teachers are responsible for managing and monitoring student learning.

Objective 4: Teachers think systemically about their practice and learn from experience.

Objective 5: Teachers are members of learning communities.

#### Program Demographics

	Total Enrollment	Total Graduated
2020-2021	28	31
2021-2022	42	36

#### 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?*

With a high number of students graduating and specific issues that Admissions and Recruiting has faced over the past academic year, we hope that there will be increased enrollment in 21-22.

Optimal enrollment is 200 students.

**Program Delivery**

Cohort  
 Online (selected)  
 Hybrid  
 Cohort and Online

**External Accreditation**

*Does the program hold external accreditation?*

Yes (selected)  
 No

**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.*

HLC

**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?*

Market materials specific to this program consist of a "program sheet".

**Marketing Attachments**

0291\_001\_\_2\_.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.*

The faculty teaching in this program is either adjuncts or full-time professors who are not designated for this program receiving overload pay. In addition to the active adjunct faculty listed below, Dr. James Concannon, Dr. Tim Hanrahan, and Dr. Kyle Anderson (KC area RPC) also teach courses in the MED C&I program.

97% Part Time 3% Full Time

Storm, Dustin, [dustin.storm@williamwoods.edu](mailto:dustin.storm@williamwoods.edu), GRAD EDU, Saint Louis University, Ed.D, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597

Isaacson, Joshua, [joshua.isaacson@williamwoods.edu](mailto:joshua.isaacson@williamwoods.edu), GRAD EDU, University of Missouri, Ed.D., EDU500 EDU520 EDU525 EDU535 EDU536 EDU545 EDU546 EDU570 EDU585 EDU590 EDU596 EDU597

Kurre, Eric, [eric.kurre@williamwoods.edu](mailto:eric.kurre@williamwoods.edu), GRAD EDU/TLH, William Woods University, Ed.D., EDU500 EDU525 EDU530 EDU535 EDU536 EDU545 EDU546 EDU580 EDU585 EDU590 EDU526 EDU508 EDU527 EDU503 EDU523

Martin, Courtney, [courtney.martin@williamwoods.edu](mailto:courtney.martin@williamwoods.edu), GRAD EDU/TLH, Lindenwood University, Ed.D., EDU500 EDU520 EDU525 EDU535 EDU536 EDU545 EDU546 EDU585 EDU590 EDU570

Abeln, Robert, [robert.abeln@williamwoods.edu](mailto:robert.abeln@williamwoods.edu), GRAD EDU/TLH, University of Missouri Columbia, EdD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU580 EDU585 EDU590 EDU596 EDU597 EDU544

Barger, Paul, [Paul.Barger@williamwoods.edu](mailto:Paul.Barger@williamwoods.edu), GRAD EDU, University of Missouri-Columbia, EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597 EDU526 EDU521 EDU508 EDU527 EDU509 EDU524

Beaulieu, Heather, [heathermb71@yahoo.com](mailto:heathermb71@yahoo.com), GRAD EDU, Baker University, EDD, EDU500 EDU525 EDU530 EDU540 EDU570 EDU590

Berger, Chris, [chris.berger@williamwoods.edu](mailto:chris.berger@williamwoods.edu), GRAD EDU, Saint Louis University, EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597 EDU526 EDU521 EDU508

Christian, Theresa, [theresa.christian@williamwoods.edu](mailto:theresa.christian@williamwoods.edu), GRAD EDU, University of Missouri - Columbia, EdD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU545 EDU546 EDU550 EDU585 EDU590 EDU596 EDU597

Copple, Bryan, [Bryan.Copple@williamwoods.edu](mailto:Bryan.Copple@williamwoods.edu), GRAD EDU, St. Louis University, EdD, EDU500 EDU510 EDU525 EDU530 EDU535 EDU536 EDU550 EDU585 EDU590 EDU596 EDU526 EDU521 EDU508

Czerwonka, Fred, [fred.czerwonka@williamwoods.edu](mailto:fred.czerwonka@williamwoods.edu), GRAD EDU, St. Louis University, EdD, EDU500 EDU520 EDU525 EDU535 EDU536 EDU545 EDU546 EDU570 EDU585 EDU590 EDU596 EDU597

Davis, Jim, [jim.davis@williamwoods.edu](mailto:jim.davis@williamwoods.edu), GRAD EDU/TLH, University of Missouri Columbia, EdD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU580 EDU585 EDU590 EDU596 EDU597 EDU521

DIAL, Mike, [mike.dial@williamwoods.edu](mailto:mike.dial@williamwoods.edu), GRAD EDU, William Woods University, EDD, EDU500 EDU520 EDU525 EDU530 EDU540 EDU546 EDU550 EDU585 EDU590 EDU597 EDU557 EDU537

Dill, Julie, [julie.dill@williamwoods.edu](mailto:julie.dill@williamwoods.edu), GRAD EDU, William Woods University, EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597

Edgar, Gabe, [Thomas.Edgar@williamwoods.edu](mailto:Thomas.Edgar@williamwoods.edu), GRAD EDU, William Woods University, EdD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597

Findley, Eric, [eric.findley@williamwoods.edu](mailto:eric.findley@williamwoods.edu), GRAD EDU, Missouri Baptist University, EdD, EDU500 EDU520 EDU525 EDU530 EDU535 EDU536 EDU545 EDU546 EDU550 EDU590 EDU526 EDU508 EDU527 EDU570

Fisher, Deanne, [deanne.fisher@williamwoods.edu](mailto:deanne.fisher@williamwoods.edu), GRAD EDU, St. Louis University, EdD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU590 EDU557

Fitch, Mark, [mark.fitch@williamwoods.edu](mailto:mark.fitch@williamwoods.edu), GRAD EDU, Lindenwood University, EdD, EDU500 EDU520 EDU525 EDU535 EDU536 EDU545 EDU546 EDU585 EDU590 EDU597 EDU570

Fraleley ,Todd, [eric.fraleley@williamwoods.edu](mailto:eric.fraleley@williamwoods.edu), GRAD EDU, William Woods University, EdD, EDU500 EDU520 EDU525 EDU535 EDU536 EDU545 EDU546 EDU585 EDU590 EDU597 EDU570

Fulton, Monica, [monica.fulton@williamwoods.edu](mailto:monica.fulton@williamwoods.edu), GRAD EDU, Missouri Baptist University, EDD, EDU500 EDU520 EDU525 EDU530 EDU540 EDU546 EDU550 EDU585 EDU590 EDU597 EDU557 EDU537

Gallagher, Becky , [Becky.Gallagher@williamwoods.edu](mailto:Becky.Gallagher@williamwoods.edu), GRAD EDU, Saint Louis University, EDD, EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597 EDU556 EDU557

Gilbreth, Stephen, [stephen.gilbreth@williamwoods.edu](mailto:stephen.gilbreth@williamwoods.edu), GRAD EDU, Saint Louis University, EDD,

Guitard, Gretchen, [gretchen.guitard@williamwoods.edu](mailto:gretchen.guitard@williamwoods.edu), GRAD EDU, University of Missouri,EDD,EDU500 EDU520 EDU525 EDU535 EDU536 EDU545 EDU546 EDU550 EDU590 EDU596 EDU597 EDU556 EDU557 EDU570

Harrison, Christy, [christy.harrison@williamwoods.edu](mailto:christy.harrison@williamwoods.edu), GRAD EDU, William Woods University, EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU580 EDU585 EDU590 EDU596 EDU597 EDU556 EDU557

Hodge-Logan, Sheila , [sheila.logan@williamwoods.edu](mailto:sheila.logan@williamwoods.edu), GRAD EDU/TLH,EDD, EDU500 EDU520 EDU525 EDU530 EDU540 EDU550 EDU585 EDU590 EDU597 EDU557 EDU331 EDU537 EDU250 EDU211 EDU291 EDU201 EDU231 EDU292 EDU341 EDU393 EDU317 EDU318 EDU392 EDU551 EDU552 EDU553 EDU554 EDU281 EDU301 EDU311 EDU314

Hoehn ,Dan, [dan.hoehn@williamwoods.edu](mailto:dan.hoehn@williamwoods.edu), GRAD EDU, Missouri Baptist University,EdD,EDU500 EDU510 EDU520 EDU525 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU585 EDU590 EDU597 EDU526 EDU521 EDU508 EDU527 EDU509 EDU524 EDU528 EDU503 EDU523

Holland, Joel, [Joel.Holland@williamwoods.edu](mailto:Joel.Holland@williamwoods.edu), GRAD EDU, Saint Louis University, EdD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597 EDU526 EDU521 EDU508 EDU527 EDU509 EDU524 EDU528 EDU503 EDU523

Hollingshead, David, [david.hollingshead@williamwoods.edu](mailto:david.hollingshead@williamwoods.edu), GRAD EDU/TLH, St. Louis University ,EdD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU580 EDU585 EDU590 EDU596 EDU597 EDU543 EDU563 EDU558 EDU561 EDU571 EDU589 EDU581 EDU544 EDU559

Jennewein, Jeff, [jeff.jennewein@williamwoods.edu](mailto:jeff.jennewein@williamwoods.edu), GRAD EDU, Missouri Baptist University, EDD, EDU500 EDU520 EDU525 EDU530 EDU540 EDU546 EDU550 EDU585 EDU590 EDU597 EDU557 EDU537

Jones, Brandon, [brandon.jones@williamwoods.edu](mailto:brandon.jones@williamwoods.edu), GRAD EDU, William Woods University, EDD, EDU500 EDU520 EDU525 EDU535 EDU536 EDU545 EDU546 EDU570 EDU585 EDU590 EDU596 EDU597

Karr, Meghan, [meghan.karr@williamwoods.edu](mailto:meghan.karr@williamwoods.edu), GRAD EDU, William Woods University,EDD,EDU500 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU550 EDU585 EDU590 EDU597 EDU557

Kloss, Rae Anne, [raeanne.alpers@williamwoods.edu](mailto:raeanne.alpers@williamwoods.edu), GRAD EDU, St. Louis University, EdD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU580 EDU585 EDU590 EDU597 EDU570

Kuhlmann, Doug, [douglas.kuhlmann@williamwoods.edu](mailto:douglas.kuhlmann@williamwoods.edu), GRAD EDU/TLH, Concordia University,EDD,EDU500 EDU526 EDU521 EDU508 EDU527 EDU524 EDU528 EDU503 EDU523

Lakin, Brenda, [brenda.lakin@williamwoods.edu](mailto:brenda.lakin@williamwoods.edu), GRAD EDU/TLH, Lindenwood University,EdD,EDU500 EDU525 EDU530 EDU535 EDU536 EDU590 EDU557

Lang, Chad, [chad.lang@williamwoods.edu](mailto:chad.lang@williamwoods.edu), GRAD EDU, University of Missouri Columbia,EDD,EDU500 EDU520 EDU525 EDU530 EDU540 EDU546 EDU550 EDU585 EDU590 EDU597 EDU526 EDU521 EDU527 EDU524 EDU522 EDU528 EDU523 EDU557 EDU537

Levy, Jeff, [jeff.levy@williamwoods.edu](mailto:jeff.levy@williamwoods.edu), GRAD EDU, Oral Roberts University,EDD,EDU500 EDU510 EDU520 EDU530 EDU535 EDU536 EDU540 EDU570 EDU585 EDU590 EDU597 EDU598 EDU557 EDU570

bobbie.lewis@williamwoods.edu, GRAD EDU ,Missouri Baptist University,EDD,EDU500 EDU520 EDU525 EDU530 EDU585 EDU590 EDU556

Luttrell, Link, [link.luttrell@williamwoods.edu](mailto:link.luttrell@williamwoods.edu), GRAD EDU, Saint Louis University, EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597 EDU556 EDU557

Luttrell, Carrie, [carrie.luttrell@williamwoods.edu](mailto:carrie.luttrell@williamwoods.edu), GRAD EDU, Saint Louis University, EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597 EDU556 EDU557

McClure, Jennifer, [mcclurej@platteco.k12.mo.us](mailto:mcclurej@platteco.k12.mo.us) ,GRAD EDU, Northcentral University,EDD,EDU500 EDU525 EDU570 EDU580 EDU597 EDU570

McMillian, Ashley, [ashley.mcmillian@williamwoods.edu](mailto:ashley.mcmillian@williamwoods.edu), GRAD EDU, William Woods University,EDD,EDU500 EDU520 EDU525 EDU535 EDU536 EDU545 EDU546 EDU585 EDU590 EDU597 EDU570

Means, Merri Beth, [merri.means@williamwoods.edu](mailto:merri.means@williamwoods.edu), GRAD EDU, William Woods University,EDD,EDU500 EDU510 EDU520 EDU525 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU585 EDU590 EDU596 EDU597 EDU570

Mulvey, Beth, [bmulvey@gvr5.net](mailto:bmulvey@gvr5.net),GRAD EDU, Saint Louis University, EDD, EDU525 EDU570

Neal, Ryan, [Ryan.Neal@williamwoods.edu](mailto:Ryan.Neal@williamwoods.edu), GRAD EDU, William Woods University, EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597 EDU526 EDU508 EDU509 EDU524 EDU528 EDU503 EDU523

Noah, Craig, [craig.noah@williamwoods.edu](mailto:craig.noah@williamwoods.edu), GRAD EDU, St. Louis University 2007, EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597

Patrick, Scott, [Scott.Patrick@williamwoods.edu](mailto:Scott.Patrick@williamwoods.edu), GRAD EDU/TLH, University of Missouri, EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597

Piper, Mark, [mark.piper@williamwoods.edu](mailto:mark.piper@williamwoods.edu), GRAD EDU, Lindenwood University, EDD, EDU500 EDU520 EDU525 EDU535 EDU536 EDU585 EDU590 EDU597 EDU557 EDU570

Pragman, J. Michael, [Michael.Pragman@williamwoods.edu](mailto:Michael.Pragman@williamwoods.edu), GRAD EDU, University of Kansas, EdD, EDU500 EDU510 EDU520 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597 EDU556 EDU557

Rockwell, Rena, [rena.rockwell@williamwoods.edu](mailto:rena.rockwell@williamwoods.edu), GRAD EDU/TLH, William Woods University, EdD, EDU500 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU580 EDU591

Rossmiller, Susan, [susan.rossmiller@williamwoods.edu](mailto:susan.rossmiller@williamwoods.edu), GRAD EDU/TLH, St. Louis University, EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597 EDU556 EDU557 EDU537 EDU553 EDU554

Saluri, Kelly, [kelly.saluri@williamwoods.edu](mailto:kelly.saluri@williamwoods.edu), GRAD EDU/TLH, Baker University,EDD,EDU500 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU585 EDU590 EDU597 EDU557 EDU537

Sanders, Karalin, [karalin.sanders@williamwoods.edu](mailto:karalin.sanders@williamwoods.edu), GRAD EDU/TLH, Lindenwood University ,EDD,EDU520 EDU530 EDU590 EDU543 EDU563 EDU558 EDU561 EDU571 EDU581 EDU559

Schowe, Jill, [schowejm@gmail.com](mailto:schowejm@gmail.com), GRAD EDU, Maryville University, EDD, EDU510 EDU520 EDU530 EDU540 EDU550 EDU560 EDU590

Schwarzer, Shanna, [shanna.schwarzer@jcschools.us](mailto:shanna.schwarzer@jcschools.us), GRAD EDU, William Woods University,EDD,EDU500 EDU520 EDU525 EDU570 EDU580 EDU570

Scott, Nancy, [nancy.scott@williamwoods.edu](mailto:nancy.scott@williamwoods.edu), GRAD EDU, St. Louis University,EDD,EDU500 EDU520 EDU525 EDU535 EDU536 EDU545 EDU546 EDU585 EDU590 EDU597

Seiler, Stan, [stan.seiler@williamwoods.edu](mailto:stan.seiler@williamwoods.edu), GRAD EDU, St. Louis University,EdD,EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU560 EDU585 EDU590 EDU596 EDU597 EDU556 EDU557

Shelby, Kelly, [kelly.shelby@williamwoods.edu](mailto:kelly.shelby@williamwoods.edu), GRAD EDU, St. Louis University, EDD, EDU500 EDU520 EDU525 EDU530 EDU535 EDU536 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597 EDU526 EDU521 EDU508 EDU527 EDU509 EDU524 EDU528 EDU523

Smith, Matt, [matt.smith@williamwoods.edu](mailto:matt.smith@williamwoods.edu), GRAD EDU, William Woods University, EDD, EDU500 EDU520 EDU525 EDU570 EDU590 EDU526 EDU521 EDU527 EDU524 EDU528 EDU503 EDU523 EDU570

Smith, Todd, [todd.smith@williamwoods.edu](mailto:todd.smith@williamwoods.edu), GRAD EDU/TLH, Missouri Baptist University, EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU550 EDU580 EDU590 EDU596 EDU597 EDU526 EDU508 EDU527 EDU528 EDU523 EDU556 EDU557 EDU570

Sooter, Isaac, [isaac.sooter@williamwoods.edu](mailto:isaac.sooter@williamwoods.edu), GRAD EDU, Lindenwood University, EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU585 EDU590 EDU596 EDU597 EDU570 EDU565 EDU566 EDU567

Spurgin, Armand, [Armand.Spurgin@williamwoods.edu](mailto:Armand.Spurgin@williamwoods.edu), GRAD EDU, St. Louis University, EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597 EDU526 EDU527 EDU524

Stivers, Judy, [Judy.Stivers@williamwoods.edu](mailto:Judy.Stivers@williamwoods.edu), GRAD EDU/TLH, Saint Louis University, EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597 EDU553 EDU554

### **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
MED .1	Student will demonstrate the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community.
MED .2	Student will demonstrate the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans.
MED .3	Student will demonstrate the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
MED .4	Student will demonstrate the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
MED .5	Student will demonstrate the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.
MED .6	Student will demonstrate best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.
NBPTS.1	Teachers are committed to students and their learning.
NBPTS.2	Teachers know the subjects they teach and how to teach those subjects to students.
NBPTS.3	Teachers are responsible for managing and monitoring student learning.
NBPTS.4	Teachers think systematically about their practice and learn from experience.
NBPTS.5	Teachers are members of learning communities

### 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 Master of Education (MED) in Curriculum and Instruction program provides the experienced educator a high- quality curriculum and instruction focused program designed to development professional skills essential to creating rigorous curriculum and effective instructional models to support the academic preparation of students in the K-12 school environment. The MED in Curriculum and Instruction program embraces the institutional goals of field competence, ethics self-liberation and lifelong learning.

## Curriculum Map

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

### Master of Education Curriculum and Instruction NBPTS Standards

	EDU 500	EDU 510	EDU 520	EDU 530	EDU 540	EDU 550	EDU 556	EDU 580	EDU 581
<b>NBPTS.1</b> Teachers are committed to students and their learning.	I	R		R	A, M	R	R	R	R
<b>NBPTS.2</b> Teachers know the subjects they teach and how to teach those subjects to students.	I	R	R	R	R	A, M	R	R	R
<b>NBPTS.3</b> Teachers are responsible for managing and monitoring student learning.	I	R	R	R	R	A, M	R	R	R
<b>NBPTS.4</b> Teachers think systematically about their practice and learn from experience.	I		R	A, M	R	R		R	R
<b>NBPTS.5</b> Teachers are members of learning communities	I	R	M	R	R	R	R	R	M

	EDU 585	EDU 586	EDU 590	EDU 597
<b>NBPTS.1</b> Teachers are committed to students and their learning.		A, M		R
<b>NBPTS.2</b> Teachers know the subjects they teach and how to teach those subjects to students.		A, M		R
<b>NBPTS.3</b> Teachers are responsible for managing and monitoring student learning.		A, M		R
<b>NBPTS.4</b> Teachers think systematically about their practice and learn from experience.		A, M		M
<b>NBPTS.5</b> Teachers are members of learning communities	R	A, M	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?*

There were some changes to the curriculum map given that EDU 590 was no longer tied to via assignments, because EDU 586 was assessing all five program objectives, and the commonality of coursework making it arduous for single program assessment collection.

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Master of Education Curriculum and Instruction NBPTS Standards

Standard/Outcome				
NBPTS.1 Teachers are committed to students and their learning.				
Assessment Measures				
EDU 540				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 80% Exceeds Expectations been met yet? Met	DATA HERE All 6 students assessed in EDU540 on NBPTS 1 (Teachers are committed to students and their learning.) met the criterion of 80% Exceeds Expectations. 100% of students scored Exemplary.	C_and_I_Cummulative_Rubric_Report.pdf Untitled_Rubric_Report_05_06_2022_110240.pdf	
EDU 586				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 80% Exceeds Expectations been met yet? Not met	MORE CAND I DATA HERE: Data collected; scored by a single scorer; failed to score to the rubric; Those that were scored only met the expectations; 100% of students met the expectations. Need to reevaluate expectations and discuss with scorer.	Untitled_Rubric_Report_05_09_2022_183024.pdf	

## Standard/Outcome

NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.

## Assessment Measures

EDU 550				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - End of Course	Has the criterion 80% Exceeds Expectations been met yet? Not met	80% did met or exceeded expectations, but not all 80% exceeded expectations; should re-establish expectation maybe?		

EDU 586				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - End of Course	Has the criterion 80% Exceeds Expectations been met yet? Not met	Data collected; scored by a single scorer; failed to score to the rubric		

## Standard/Outcome

NBPTS.3 Teachers are responsible for managing and monitoring student learning.

## Assessment Measures

EDU 550				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - End of Course	Has the criterion 80% Exceeds Expectations been met yet? Not met	80% did met or exceeded expectations, but not all 80% exceeded expectations		

EDU 586				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - End of Course	Has the criterion 80% Exceeds Expectations been met yet? Not met	Data collected; scored by a single scorer; failed to score to the rubric		

## Standard/Outcome

NBPTS.4 Teachers think systematically about their practice and learn from experience.

## Assessment Measures

EDU 530				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 80% Exceeds Expectations been met yet? Not met	UIT had this linked to the wrong rubric - second year in a row.		

EDU 586				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 80% Exceeds Expectations been met yet? Not met	Data collected; scored by a single scorer; failed to score to the rubric		

## Standard/Outcome

NBPTS.5 Teachers are members of learning communities

## Assessment Measures

EDU 586				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 80% Exceeds Expectations been met yet? Not met	Data collected; scored by a single scorer; failed to score to the rubric		

**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 final assessment for the program is now in EDU 586, which is the master's thesis. The master's thesis is now.

## COMPONENTS OF THE ACTION RESEARCH PAPER

### Chapter One: Introduction (section 1/Chapter 1)

Background of the study  
 Statement of the Problem  
 Purpose of the Study  
 Research Question  
 Limitations  
 Summary

### Chapter Two: Literature Review (section 2/Chapter 2)

Literature Review (min 20 periodical/journal sources)

- Introduction
- Historical Background
- Theory Relevant to Research Questions/Hypotheses
- Current Empirical Literature Relevant to Research Questions/Hypotheses

### Chapter Three: Research Design/Methodology (section 3/Chapter 3).

Introduction of the research, the general overview of the research  
 Population or sample description

Rationale for the sampling methods used (example: Convenience sampling)

Variables  
 The role of the researcher  
 Instruments or Interview Question Protocol

(Example, surveys or test scores)

Procedures for collecting data.

Did/will you get principal permission?

Are you notifying parents of the data collection?

Are you explaining to students your action research?

And justification for analyzing data?

Are you giving students the opportunity not to participate?

Is this voluntary?

Is the data collection within the normal scope of instruction?

How long will it take to collect data?

What will the participants need to do for you to collect data?

How many data collection sessions will there be?

Will participants' names be collected, why or why not?

Anonymity?

After the data is collected, will the data set or transcripts be.

Blinded to protect student anonymity?

How long will the data be kept/stored after collection?

After data analysis, who will be informed of the results?

How will the data be handled after data collection?

How will you keep data/information confidential?

What biases, if any, can you identify prior to data analysis.

If qualitative (qual): describe transcription process.

If quantitative (quant): identify data analysis program to be.

To be used (excel, SPSS).

If quantitative: identify level of significance ( $p = 0.05$ ) for

Determining statistically significant differences.

Statistical tests used for analysis (quant)/Transcription Analysis (qual)

If quantitative:

What type of data will you collect? Nominal, Categorical?

What descriptive statistics will you calculate?

Mean, median, mode, st dev, variance, range.

What graphs will you create?

Bar graph, histogram, line graph, pie chart

What group comparisons or pre- post comparisons will be made?

What inferential statistics will you utilize?

Correlation, chi-squared, independent t-test,

dependent t-test, regression, ANOVA

If qualitative:

Describe coding procedure.

Describe how themes will emerge from the data?

Describe cross case comparison procedure.

How will themes be supported by transcript narrative?

Summary

Chapter Four: Results

Introduction

Results (Organized to answer the research questions)

- Includes graphs and statistical tables.

Summary

Chapter Five: Summary, Discussion, Conclusions

•

Summary of the Study

Discussion of the Findings (Interpretation of Results)

Implications for Practice

Recommendations for Further Research

•

References

Appendix

## 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 graduates serve in school leadership roles around the state.

**William Woods is the largest certifier of School Leaders in Missouri, 606** of our graduates are now principals and assistant principals, **157** of our graduates are now school district administrators, and **90** of our graduates are now school superintendents.

### 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 adjunct instructors are current and recently retired successful school leaders.

### 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*

### 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: Assessment Rubric

	3.000 <b>Exceeds</b>	2.000 <b>Meets</b>	1.000 <b>Falls Below Expectations</b>	<b>N/A</b>
Mission Statement Clearly Articulated 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 program provided the objectives but not a mission statement.			
Reflection on Student Demographics, Retention, and Degree Completion Data 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 program provided the data on enrollment, but no plan on recruitment or retention of students. The program needs to articulate how they plan to keep any new students - and any ideas if possible on how to recruit new students to the program.			
Marketing Materials 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:	The marketing sheet is attached, but the program cannot talk about the marketing strategy if they are unaware of the strategy. The sheet is provided that outlines the program. Program faculty are not involved in the active marketing strategies, only the information being marketed.			
Alignment to University Objectives 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: <i>how decisions are made is not discussed in the program review. the program noted in the areas not met why they were not met, and mentioned training as a follow up to the assessment.</i></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>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: <i>the program discussed each objective assessment, but could better discuss how the assessment happens. It is spread out through the adjunct faculty, so they have a harder task of coordinating and standardizing results.</i></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: <i>the program did not use Improvement Narratives as an external box, but they did mention additional training and conversations about assessment needed for the program data collection to be stronger.</i></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: <i>this is hard data to collect for many programs, but especially for online programs.</i></p>				

## Appendix: Supplemental Documentation

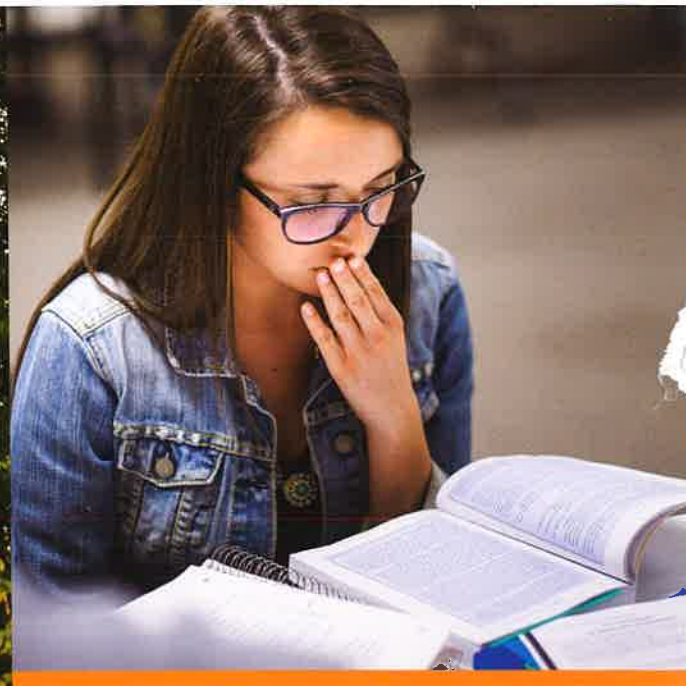


WILLIAM  
WOODS  
UNIVERSITY

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 and holding a silver pen in his right hand. 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)

800.995.3199



**Untitled Report**

**Generated by: James Concannon 05/06/2022**

---

MEd C&I Rubric

Query Name: MEd C and I

Parameters Applied: Student Demographics:  
Major: education curriculum and instruction  
Organization information:  
Date range: 07/01/2021-05/06/2022

---

**Untitled Report**

**Generated by: James Concannon 05/06/2022**

---

**MEd C&I Rubric**

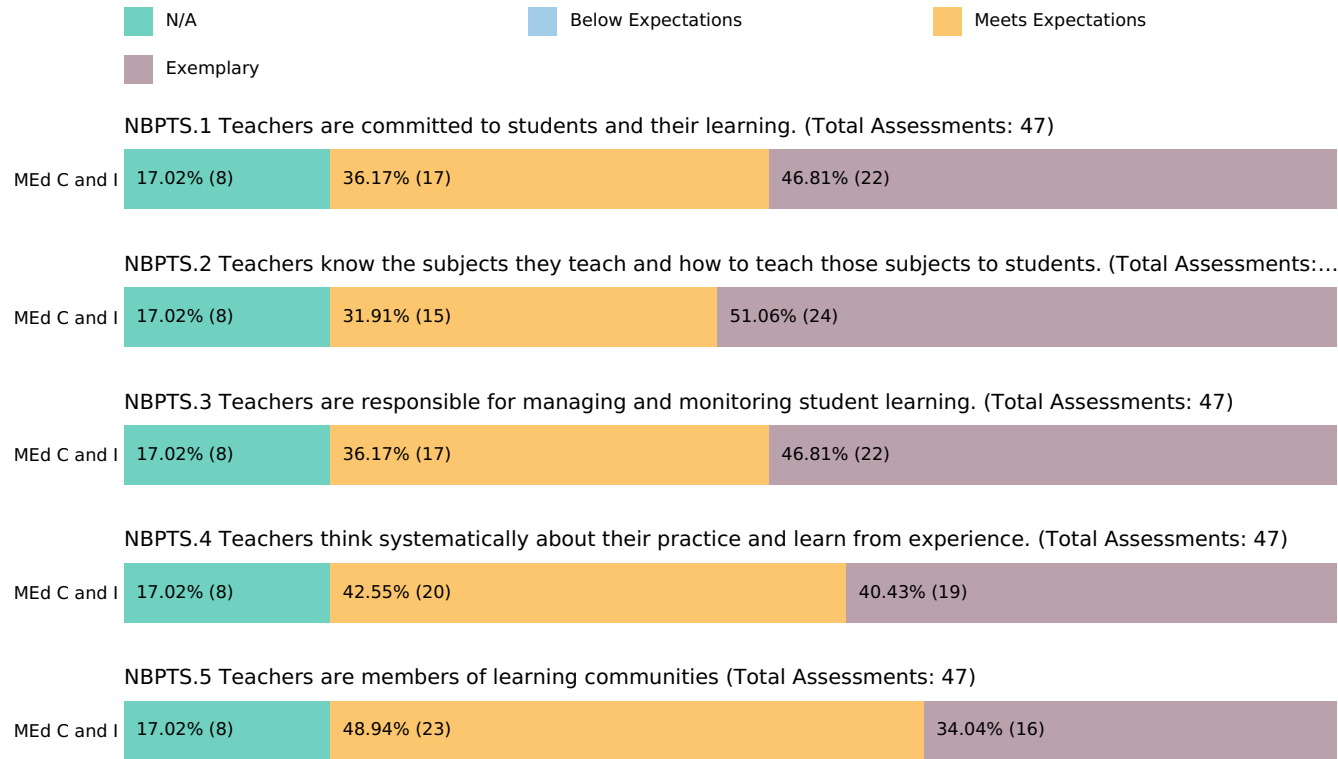
Group by: Element

Element: NBPTS.1 Teachers are committed to students and their learning. / NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students. / NBPTS.3 Teachers are responsible for managing and monitoring student learning. / NBPTS.4 Teachers think systematically about their practice and learn from experience. / NBPTS.5 Teachers are members of learning communities

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
NBPTS.1 Teachers are committed to students and their learning.	MEd C and I	17.02% (8)	0.00% (0)	36.17% (17)	46.81% (22)	0	0

**Untitled Report**

Generated by: James Concannon 05/06/2022

NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.	MEd C and I	17.02% (8)	0.00% (0)	31.91% (15)	51.06% (24)	0	0
NBPTS.3 Teachers are responsible for managing and monitoring student learning.	MEd C and I	17.02% (8)	0.00% (0)	36.17% (17)	46.81% (22)	0	0
NBPTS.4 Teachers think systematically about their practice and learn from experience.	MEd C and I	17.02% (8)	0.00% (0)	42.55% (20)	40.43% (19)	0	0
NBPTS.5 Teachers are members of learning communities	MEd C and I	17.02% (8)	0.00% (0)	48.94% (23)	34.04% (16)	0	0

**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
MEd C and I	39	0	0

**Untitled Report**

**Generated by: James Concannon 05/06/2022**

---

MEd C&I Rubric

Query Name: MEd C and I

Parameters Applied: Student Demographics:  
Major: education curriculum and instruction  
Organization information:  
Date range: 07/01/2021-05/06/2022

---

Query Name: MEd C and I 540

Parameters Applied: Student Demographics:  
Major: education curriculum and instruction  
Organization information:  
Date range: 07/01/2021-05/06/2022 / Groups: edu 540 - literacy instruction - 01 olc - 3 spring 2122, edu 540 - literacy instruction - 01 olc - 2 fall 2122, edu 540 - literacy instruction - 01 olc - 4 summer 2021, edu 540 - literacy instruction - 01 olc - 3 spring 2021, edu 540 - literacy instruction - 01 olc - 2 fall 2021

---

Query Name: MEd C and I 550

Parameters Applied: Student Demographics:  
Major: education curriculum and instruction  
Organization information:  
Date range: 07/01/2021-05/06/2022 / Groups: edu 550 - curriculum construction - 01 olc - 4 summer 2122, edu 550 - curriculum construction - 01 olc - 3 spring 2122, edu 550 - curriculum construction - 01 olc - 2 fall 2122, edu 550 - curriculum construction - 01 olc - 4 summer 2021

---

Query Name: MEd C and I 530 NO DATA COLLECTED

Parameters Applied: Student Demographics:  
Major: education curriculum and instruction  
Organization information:  
Date range: 07/01/2021-05/06/2022 / Groups: edu 530 - improvement of instruction - 01 olc - 4 summer 2122, edu 530 - improvement of instruction - 01 olc - 3 spring 2122, edu 530 - improvement of instruction - 01 olc - 2 fall 2122, edu 530 - improvement of instruction - 01 olc - 4 summer 2021

**Untitled Report**

**Generated by: James Concannon 05/06/2022**

---

---

Query Name:

MEd C and I 586

Parameters Applied:

Student Demographics:

Major: education curriculum and instruction

Organization information:

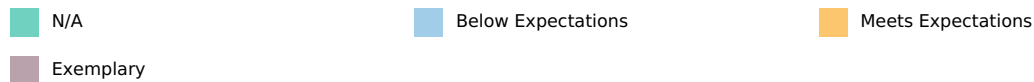
Date range: 07/01/2021-05/06/2022 / Groups: edu 586 - action research capstone - 01 olc - 4 summer 2122, edu 586 - action research capstone - 01 olc - 3 spring 2122, edu 586 - action research capstone - 01 olc - 2 fall 2122, edu 586 - action research capstone - 01 olc - 4 summer 2021

---

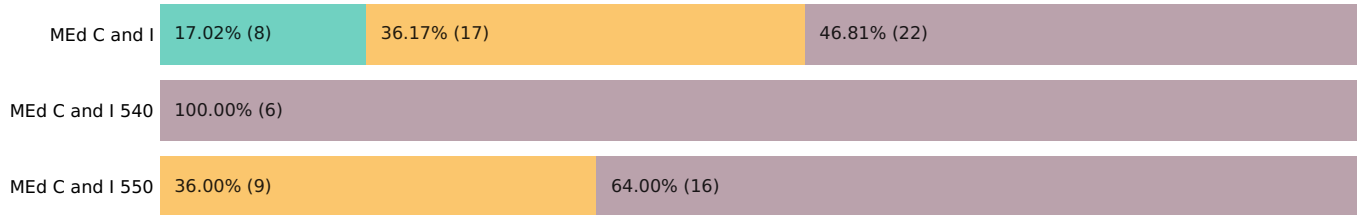
MEd C&I Rubric

Group by: Element  
Element: NBPTS.1 Teachers are committed to students and their learning./ NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students. / NBPTS.3 Teachers are responsible for managing and monitoring student learning. / NBPTS.4 Teachers think systematically about their practice and learn from experience. / NBPTS.5 Teachers are members of learning communities  
Performance Level: N/A / Below Expectations / Meets Expectations / Exemplary  
Standard: -

Rubric Results by Element



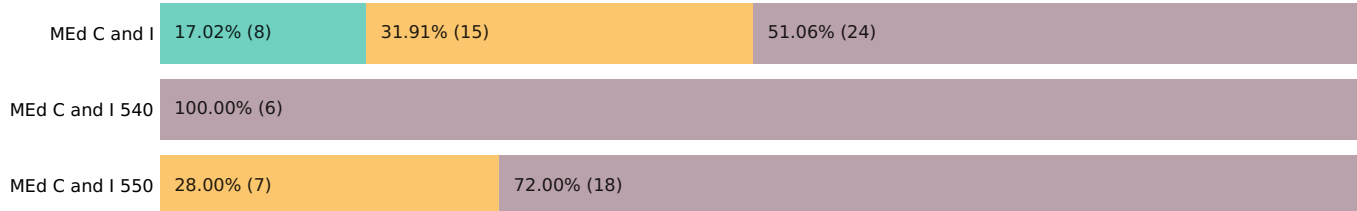
NBPTS.1 Teachers are committed to students and their learning. (Total Assessments: 94)



MEd C and I 530 NO DATA CO..



NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students. (Total Assessments:...



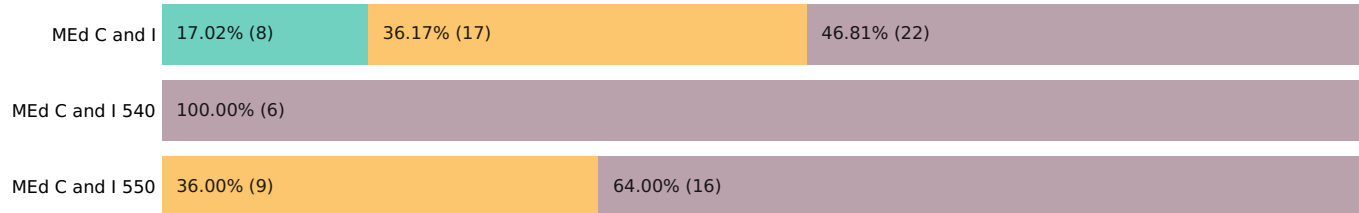
Untitled Report

Generated by: James Concannon 05/06/2022

MEd C and I 530 NO DATA CO..



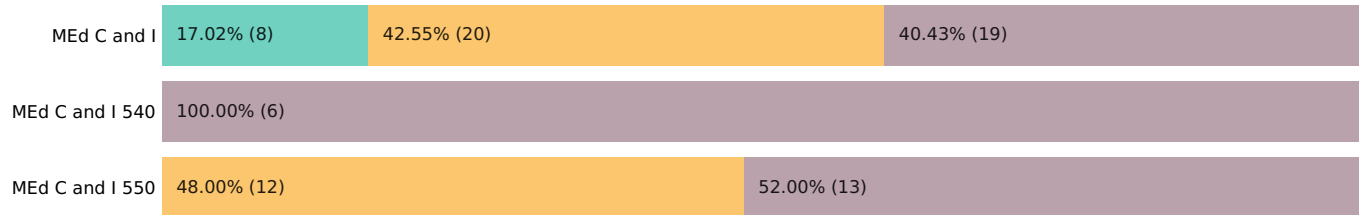
NBPTS.3 Teachers are responsible for managing and monitoring student learning. (Total Assessments: 94)



MEd C and I 530 NO DATA CO..



NBPTS.4 Teachers think systematically about their practice and learn from experience. (Total Assessments: 94)



MEd C and I 530 NO DATA CO..



NBPTS.5 Teachers are members of learning communities (Total Assessments: 94)



Untitled Report

Generated by: James Concannon 05/06/2022



MEd C and I 530 NO DATA CO..



Element	Query	N/A	Below Expectations	Meets Expectations	Exemplary	Mean	Stdev
NBPTS.1 Teachers are committed to students and their learning.	MEd C and I	17.02% (8)	0.00% (0)	36.17% (17)	46.81% (22)	0	0
	MEd C and I 540	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (6)	0	0
	MEd C and I 550	0.00% (0)	0.00% (0)	36.00% (9)	64.00% (16)	0	0
	MEd C and I 530 NO DATA COLLECTED	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	MEd C and I 586	50.00% (8)	0.00% (0)	50.00% (8)	0.00% (0)	0	0
NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.	MEd C and I	17.02% (8)	0.00% (0)	31.91% (15)	51.06% (24)	0	0
	MEd C and I 540	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (6)	0	0
	MEd C and I 550	0.00% (0)	0.00% (0)	28.00% (7)	72.00% (18)	0	0
	MEd C and I 530 NO DATA COLLECTED	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

	MEd C and I 586	50.00% (8)	0.00% (0)	50.00% (8)	0.00% (0)	0	0
NBPTS.3 Teachers are responsible for managing and monitoring student learning.	MEd C and I	17.02% (8)	0.00% (0)	36.17% (17)	46.81% (22)	0	0
	MEd C and I 540	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (6)	0	0
	MEd C and I 550	0.00% (0)	0.00% (0)	36.00% (9)	64.00% (16)	0	0
	MEd C and I 530 NO DATA COLLECTED	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	MEd C and I 586	50.00% (8)	0.00% (0)	50.00% (8)	0.00% (0)	0	0
NBPTS.4 Teachers think systematically about their practice and learn from experience.	MEd C and I	17.02% (8)	0.00% (0)	42.55% (20)	40.43% (19)	0	0
	MEd C and I 540	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (6)	0	0
	MEd C and I 550	0.00% (0)	0.00% (0)	48.00% (12)	52.00% (13)	0	0
	MEd C and I 530 NO DATA COLLECTED	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	MEd C and I 586	50.00% (8)	0.00% (0)	50.00% (8)	0.00% (0)	0	0
NBPTS.5 Teachers are members of learning communities	MEd C and I	17.02% (8)	0.00% (0)	48.94% (23)	34.04% (16)	0	0
	MEd C and I 540	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (6)	0	0

MEd C and I 550	0.00% (0)	0.00% (0)	60.00% (15)	40.00% (10)	0	0
MEd C and I 530 NO DATA COLLECTED	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
MEd C and I 586	50.00% (8)	0.00% (0)	50.00% (8)	0.00% (0)	0	0

**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
MEd C and I	39	0	0
MEd C and I 540	6	0	0
MEd C and I 550	25	0	0
MEd C and I 530 NO DATA COLLECTED	0	0	NaN
MEd C and I 586	8	0	0

**Untitled Report**

**Generated by: James Concannon 05/10/2022**

---

MEd C&I Rubric

Query Name: MED C and I

Parameters Applied: Student Demographics:  
Major: education curriculum and instruction

---

**Untitled Report**

**Generated by: James Concannon 05/10/2022**

---

**MEd C&I Rubric**

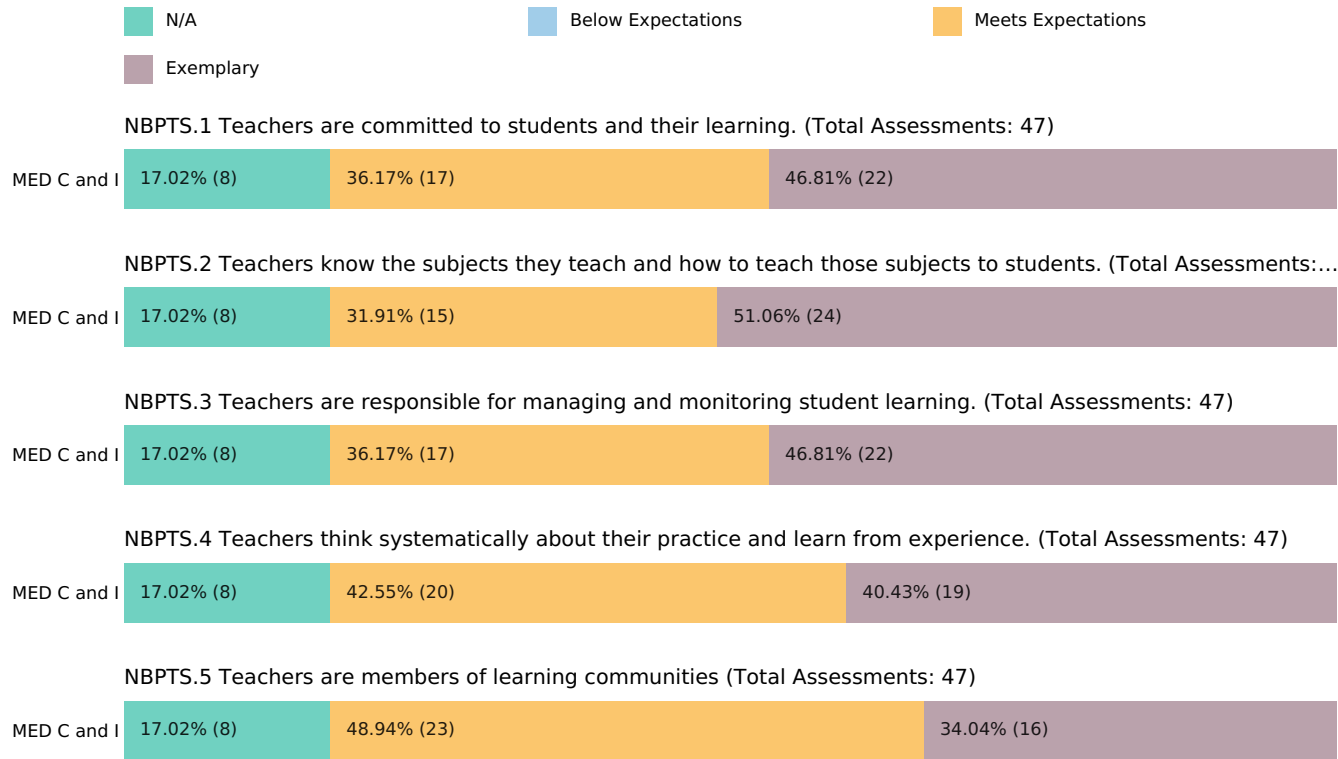
Group by: Element

Element: NBPTS.1 Teachers are committed to students and their learning. / NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students. / NBPTS.3 Teachers are responsible for managing and monitoring student learning. / NBPTS.4 Teachers think systematically about their practice and learn from experience. / NBPTS.5 Teachers are members of learning communities

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
NBPTS.1 Teachers are committed to students and their learning.	MED C and I	17.02% (8)	0.00% (0)	36.17% (17)	46.81% (22)	0	0

Untitled Report

Generated by: James Concannon 05/10/2022

NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.	MED C and I	17.02% (8)	0.00% (0)	31.91% (15)	51.06% (24)	0	0
NBPTS.3 Teachers are responsible for managing and monitoring student learning.	MED C and I	17.02% (8)	0.00% (0)	36.17% (17)	46.81% (22)	0	0
NBPTS.4 Teachers think systematically about their practice and learn from experience.	MED C and I	17.02% (8)	0.00% (0)	42.55% (20)	40.43% (19)	0	0
NBPTS.5 Teachers are members of learning communities	MED C and I	17.02% (8)	0.00% (0)	48.94% (23)	34.04% (16)	0	0

**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
MED C and I	39	0	0