UNLV

UNIVERSITY OF NEVADA, LAS VEGAS

Program Review Self-Study

Program Reviewed: Curriculum & Instruction

Degrees: M.Ed., M.S., Ed.S.

Program Chair or Director: Dr. Travis Olson

Dean: Dr. Kim Metcalf

Date of Report:

I.   Program Description

   A. College/Department/Program
      1. College or School: Education
      2. Unit: Teaching & Learning Web address: http://tl.unlv.edu
      3. Program(s) being reviewed: M.Ed., M.S., Ed.S.
          a. Degrees and their abbreviations: Masters in Education (M.Ed.), Masters in Science (M.S.), Education Specialist (Ed.S.)

   B. Primary individual completing this worksheet
      1. Name: Travis Olson
      2. Title: Associate Professor
      3. Date of self-study: Spring 2018
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      5. Mail Stop: 3005
      6. E-mail: travis.olson@unlv.edu
      7. Fax Number:

   C. Other faculty involved in writing this report: Emily Lin, Chair of Department of Teaching & Learning

   D. Please insert the most recent catalog description(s) of the program(s). Due to display complications, this description must be typed into this form and **not** pasted from the Catalog.

Ed.S.: The Ed.S. degree program is designed for individuals who possess the ability and desire to pursue advanced graduate work beyond the masters level.

M.Ed.: The Department holds as its central mission the preparation and development of educators at all levels. The department ensures that its professional education programs are based on essential knowledge, established and current research findings, and sound professional practice. The program offers a wide variety of sub-plans to accommodate educators of all levels and content areas. The Graduate Licensure Program (GLP) subplans are designed to assist the student in earning a Master's degree while also completing some of the requirements necessary to become licensed teacher. Subplans are also available for students who have been admitted into the Teach For America (TFA) program. Students can also earn a Master's degree in some content areas through a partnership with the Regional Professional Development Program (RPDP).

M.S.: The Department holds as its central mission the preparation and development of educators at all levels. The department ensures that its professional education programs are based on essential knowledge, established and current research findings, and sound professional practice.

   1. Is the description correct? If not, what needs to be changed?

No. Since 2015, the Graduate Licensure Program has not been engaged in active recruitment. All programs fit within Alternate Route to Licensure.

II. Centrality to Mission

A. Department/Program Mission
What is the program's mission statement (or the department's if the program does not have one)?

The Department of Teaching & Learning holds as its central mission educational research and the preparation of educators at all levels. The department ensures that its professional education programs are based on essential knowledge, established and current research findings, and sound professional practice.

B. Department/Program Mission Alignment
Briefly describe how this program is aligned to the mission of the University as described in the most recent mission statement, UNLV Mission https://www.unlv.edu/toptier/vision, and how it supports achievement of the institution's mission:

Our programs are aligned with the most recent UNLV mission statement through engaging our community and fostering well-being through our education, research, and scholarship. Students in our program are deeply connected to the Las Vegas community through their teaching or leadership within the Clark County School District. Additionally, our research and scholarship is grounded in the community through partnerships with the school district and charter schools.

C. Core Themes
Briefly describe how this program supports UNLV's Core Themes (the core themes can be found at https://www.unlv.edu/provost/nwccu/core-themes:

Our programs support UNLV's Core Themes in a variety of ways. In particular, through our programs we foster a climate of innovation with regard to teaching practice, community engagement, and research to enrich the cultural vitality of our community.

In particular, we are addressing UNLV's Core Theme 1, objective 1, "Increase student retention and graduation rates thereby supporting students in improving their lives and enhancing the available workforce in the state." We are working toward this objective by continually actively examining our programs and developing new programs and certificates. Specifically, our faculty have worked to develop certificates that aim to keep alternative route to licensure teachers enrolled in our programs through completion. Additionally, we have developed new programs such as the Leadership for Teachers and Professionals subplan, which specifically provides teachers with backgrounds to take on leadership roles in our community. Lastly, we are continually actively advising students into degree programs suited for their current interests, such as advising students in our Ph.D. program that they may be better suited to complete our Ed.S. program. By engaging in proactive advising, we are ensuring that students leave our department with degrees that suit their current ambitions so that they can continue to make a positive impact on our community.

Additionally, our programs are oriented toward the objective of Core Theme 4, "Demonstrate a commitment to social responsibility through programs that serve local community needs." In particular, all of our master's degree

programs are designed to serve the needs of local community by providing continuing education to teachers in Southern Nevada. As a faculty, we are continually engaged in conversations within our department, and with our local stakeholders about the ways in which we can make modifications to our courses, programs, and grant work to best serve the needs of our community.

D. Excellence
List and briefly describe five highlights or areas of excellence of the program:

Our program serves as a combined initial licensure and master's degree track for individuals in the Las Vegas area who are interested in becoming a teacher with over 95% placement rate.

Our program provides a collaboration between UNLV and Teach For America (TFA) to provide initial licensure for individuals in the TFA program.

Our program provides a collaboration between UNLV and the Nevada Regional Professional Development Program (RPDP) to provide teachers with flexible and affordable coursework toward a master's degree.

Our program provides a plan specifically designed for teachers and professionals wishing to take on more leadership roles within our community.

Our program provides rich community integrated coursework through the multicultural education plan.

III. External Demand for Program

A. Stakeholders
1. Who are the main local and regional stakeholders of your educational programs, i.e., employers and entities benefiting from these programs, hiring the graduates, or admitting them to graduate and/or professional programs?

The main local and regional stakeholders of our programs are the Clark County School District (CCSD), and local State of Nevada public charter schools. In general, students in our master's degree programs and Ed.S. program are current teachers, curricular specialist, or administrators in CCSD, the fifth largest school district in the United States. The majority of our students are either currently employed by CCSD or will seek employment with CCSD. However, we prepare our graduates to be successful and employable anywhere in the nation.

2. What are specific stakeholder needs for graduates?

We prepare our graduates with specific skills necessary to teach in urban settings. Furthermore, our partnerships with Teach for America (TFA) and our Alternative Route to Licensure (ARL) programs specifically address equity issues regarding education in Clark County. CCSD is a "minority majority" district with large numbers of Spanish-speaking, African American, Asian American, and immigrant students. CCSD has an ongoing need for elementary, mathematics, English, science teachers, and our programs work to provide a pipeline of teachers to address these shortages.

B. Needs for Graduates and Future Plans
1. What are the anticipated needs for program graduates over the next 3-5 years? Please cite sources of information.

Over the next 5 years it is anticipated that the demand for teachers will increase. The shortages are anticipated to be in both elementary and secondary, as well as with teachers who hold advanced degrees. Furthermore, it is anticipated that, as with over the last several years, there will continue to be shortages in key content areas such as mathematics and science.

2. What changes to the program will those require?

In order to address the need for teachers to have a background in integrated STEM content, it is anticipated that the department will develop programs to provide advanced degrees, certificates and micro-credentialing opportunities for current teachers to become proficient in delivering STEM content in deeply connected ways. Additionally, as Clark County continues to become more diverse, it is anticipated that we will continue to grow our multicultural education content area, as well as integrate equity education more deeply across all content areas. Additionally, there is a significant need for literacy within CCSD. Such literacy often spans a variety of content areas such as ELA, STEM, and multicultural education.

C. **Success of Graduates**
1. What steps does the department take to facilitate the success of graduates (e.g., internships, career fairs, employment talks, etc.)?

The department has robust relationships with schools around the district and communicates with administration at schools to follow progress of our graduates. The department also provides robust internship/practicum experiences for TFA and ARL students. These experiences include field observations and mentorship from experienced master teachers and University site facilitators.

2. Discuss the placements of recent graduates:

Approximately 95% of graduates from our master's programs are either teachers or administrators actively working in schools or school districts locally or nationally.

3. If the department or program does not have placement information on graduates, what is the plan to implement gathering that information?
   The Department is currently working with the Nevada Department of Education to create a longitudinal data system that will be able to track graduates and their employment placements.

3. Do placements match stakeholder needs as identified above in A of this section?

Yes, the goals of our master's degree programs align well with CCSD and the Nevada Department of Education to ensure highly effective teachers are in place throughout Clark County and the public school systems in Nevada. The Department meets routinely with partners such as CCSD, RPDP, TFA administrators and leaders to discuss program modification aligned to workforce needs.

4. If not, please explain.

5. Does the program assess whether the graduates are meeting employer's needs?

We assess the degree to which graduates are meeting needs during the Title reporting process. The Department surveys principals where graduates work and solicit feedback from said administrators during the first year of teaching. Additionally, graduates are surveyed on their own preparation during their first year of teaching. The Department also meets routinely with partners such as CCSD, RPDP, TFA administrators and leaders to discuss program modification aligned to workforce needs.

6. If not, what will the program do to place this NSHE-required assessment in place and by what date?

Not applicable

7. Additional Comments

No additional comments.

IV.   Program Resources

A. Faculty Time
1. Faculty and GA Resources

	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Number of Full Time Faculty	21	21	24	24
Number of State-Supported GA lines	28	28	27	27
Number of PTIs	11	14	9	7
Number of FIRS & Visiting	4	4	4	4

	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Percent of Classes Taught by Full Time Faculty	50%	42%	56%	53%
Percent of Classes Taught by Number of State-Supported GA lines	15%	18%	14%	13%
Percent of Classes Taught by Number of PTIs	19%	22%	12%	13%
Percent of Classes Taught by Number of FIRS & Visiting	17%	18%	19%	23%

	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Student Credit Hours Taught by Full Time Faculty	2828	2173	2810	2622
Student Credit Hours Taught by Number of State-Supported GA lines	1557	1698	2163	1647
Student Credit Hours Taught by Number of PTIs	1412	1538	1485	1648
Student Credit Hours Taught by Number of FIRS & Visiting	1200	949	1002	981

2. For other non-major courses – e.g., upper division for the college or university, estimate the unit's resources allocated to them:

Not applicable.

B. Budget
1. Please fill in the table with three years of financial expenditures to be used to respond to questions 2 and 3 below.

Budget category	FY 14–15	FY 15–16	FY 16–17
State Operating (2101)	$ 50,905.43	$ 41,626.06	$ 49,195.95
Student Fees	$ 139,290.43	$ 127,449.62	$ 172,684.81

Indirect Cost Recovery	$ 24,326.38	$ 15,742.70	$ 15,728.03
Self-supporting	$ 95,760.61	$ 165,193.32	$ 124,901.73
Total Allocations	$	$	$
Number of Graduate Assistantships (including GAs on grants)	1	1	1

2. Are these resources sufficient to meet the degree program's instructional and scholarship needs?

We do not have enough GAs to meet our instructional needs, because we still have to hire adjuncts on occasion. We do not have enough GAs to help with conducting studies that relate to the master's programs because our GAs are spending their assignments teaching (80% are teaching assignments) rather than conducting the studies that we would like to see happening.

3. If not, approximately what line items and amounts would be needed?

C. General Education
1. If your program or unit offers General Education courses, please estimate what proportion of the unit's resources are allocated to this area:

Not applicable.

2. Does the combined load from A and B above affect your unit's ability to offer courses for its major? If so, please describe:

No

D. Other Funding and Resources
1. Is funding from other sources sufficient to assist the program in achieving its outcomes? Other sources to be considered include: differential tuition, grants and contracts, endowment income, and one-time gifts for student scholarships, other one-time gifts.

No. Funding from other sources is neither consistent nor sufficient for achieving our outcomes on their own. However, the other sources that do exist assist us in enrolling students in our programs. Specifically, our TFA program provides differential reduced tuition to students. Also, our collaboration with the Nevada Regional Professional Development Program (RPDP) provides students in those subplans with reduced tuition for courses taken through RPDP for UNLV credit. These programs are critically important for us to provide affordable opportunities for our population of students in Clark County.

2. If not, which funding streams could most reasonably be increased to help the program attain its outcomes?

Most reasonably, funding streams such as indirect funds to the department from grant funded projects would allow for additional support. Additionally, donor revenue to support graduate assistantships may assist our programs in attaining program outcomes. Also, state funding for support for doctoral GA instructional resources is needed to increase to address needs for instructors in masters courses.

3. Has any new donor revenue been generated since the last program review?

No

4. Has the unit engaged in fundraising activities to support the program over the last 5 years?

No

5. What has been the result of these fundraising activities?

No

6. Review the space data for your department and comment on its amount and quality. These data will need to be accessed by an individual with Archibus® access.

According to a review of space, there is a continued shortage of space for existing faculty, visiting faculty, and doctoral students. For example, our department hired two new faculty members, but there is an available office (due to turnover) for only one. This shortage exists with our current size, before any plans to develop programs, faculty, and staff further. Similarly, the available space is insufficient room to house all 31 graduate assistants for the department. Even allowing for double and triple occupancy, there is insufficient space for students to work on campus. PTI faculty have never been offered a location to work or advise students.

In terms of instruction, recent space reallocation decisions forced two important content areas into inadequate locations. Math Methods is currently in a room in which 25% of the space is unusable due to a structural wall. Science Methods was forced to eliminate significant portions of their curriculum. The new Science Methods room lacks a sink and is carpeted without which numerous experiments are neither permitted nor safe.

The most significant issue related to space is the simple fact that it is inadequate for current needs. Unfortunately, we have been tasked to continue to grow programs but cannot continue to do so under the current conditions.

7. Is the quality and quantity of available consumable materials and supplies (e.g., office supplies or lab supplies) adequate and if not, explain why not:

We do not have adequate space for our science faculty to conduct laboratory experiments, so the discussion of quality and quantity of lab supplies for those subplans is entirely moot until adequate space is provided for our faculty.

We generally have been able to provide materials and office supplies for faculty in the past. However, faculty have been encouraged to leverage digital formats when possible and limit printing needs. The department is finding it more difficult to meet needs due to the number of faculty and students who require supplies. The department is not in the habit of providing other resources, like books, for faculty or students. In some cases, it would be appropriate to have funds allocated for doctoral students or part time instructors involved in teaching course.

8. Is the quality and quantity of available technology resources, such as computers adequate and if not, explain why not:

As part of the University's Office of Information Technology programs, faculty computers are replaced on a revolving basis. The technology has been adequate for research and teaching needs. However, any additional needs or requests are addressed by the department. Specific software requests (e.g., statistical tools or qualitative software) are considered on a case-by-case basis and funded whenever possible. It would be an advantage to be able to support faculty research, while replacing aging technology on a regular basis for everyone in the department (including Graduate Assistants).

9. Is the quality and quantity of available equipment (other than computing) adequate and if not, explain why not:

Due to an emphasis on digital materials and virtual storage, our department copier and fax are in stable and working condition.

10. Is the quality and quantity of available library and information resources adequate and if not, explain why not:

Yes, faculty and students can access the high-quality journal resources needed for research and work both on and off campus.

11. Staffing
    a. Are available department staff resources sufficient to attain the program's outcomes?

No, the current staffing is not adequate for current needs. Further, current staffing and workload conditions limits potential growth of programs.

    b. If not, what additional staff resources are needed and how would they be funded?

According to data recently compiled through UNLV Analytics, the Department of Teaching and Learning serves 904 of all 1,570 graduate students in the College of Education (54%). This figure includes ARL students, who require advisement during their final 10 credit hours and doctoral students (approximately 47.5% of all doctoral students in the College of Education). Previously, the department was staffed by two full-time Administrative Assistants and one professional Administrative Coordinator. However, the Administrative Coordinator position was removed from the department and not replaced. As a result, the remaining staff is overworked. Said another way, the department serves more students than the remaining three departments combined, but does so with identical staffing. Initial advising for the Alternate Route to Licensure (ARL) and Teach for America (TFA) plans is situated in the Dean's office and the Education Student Services Center (ESSC). However, once the students are "license ready," their advising needs shift to department staff. These additional responsibilities (advising, routing, paperwork, appeals, etc.) have been shared among one Administrative Coordinator and the coordinator of graduate/masters' programs. Additionally, the department has hired a one-year program advisor for ARL.

The necessary staffing resources are:
    One additional and permanent Administrative Coordinator who is assigned duties to graduate and doctoral programs.
    Provide the means for appropriate reassigned time for coordinators that is commensurate with workload.

These would be funded by returning the line that was removed from the department.

12. Additional Comments

V.   Size of Program

1. Below are headcount, course enrollment, and degrees conferred data from Decision Support.

Academic Level Key	
Undergraduate (UGRD):	Graduate (GRAD):
10 – Freshman	GR - Graduate
20 – Sophomore	PHD – PhD
30 – Junior	
40 – Senior	
50 – Post Bacc Undergrad	

Headcount
Curriculum &
Instruction

MED
(ICSMED)

Academic Level - Beginning of Term	Fall 2012 Prelim	Spring 2013 Prelim	Fall 2013 Prelim	Spring 2014 Prelim	Fall 2014 Prelim	Spring 2015 Prelim	Fall 2015 Prelim	Spring 2016 Prelim	Fall 2016 Prelim	Spring 2017 Prelim
GR	348	318	363	366	419	406	433	430	405	425

Curriculum & Instruction MS (ICSMS)

Academic Level - Beginning of Term	Fall 2012 Prelim	Spring 2013 Prelim	Fall 2013 Prelim	Spring 2014 Prelim	Fall 2014 Prelim	Spring 2015 Prelim	Fall 2015 Prelim	Spring 2016 Prelim	Fall 2016 Prelim	Spring 2017 Prelim
GR	9	5	3	2	0	2	4	1	2	2

Curriculum & Instruction EDS (ICSEDS)

Academic Level - Beginning of Term	Fall 2012 Prelim	Spring 2013 Prelim	Fall 2013 Prelim	Spring 2014 Prelim	Fall 2014 Prelim	Spring 2015 Prelim	Fall 2015 Prelim	Spring 2016 Prelim	Fall 2016 Prelim	Spring 2017 Prelim
GR	0	0	1	1	0	0	1	0	2	5
PHD	0	0	0	0	0	0	0	0	1	0

Course enrollments

Department Name of Course	Subject	Course Number Level	Spring 2014 Prelim	Fall 2014 Prelim	Spring 2015 Prelim	Fall 2015 Prelim	Spring 2016 Prelim	Fall 2016 Prelim	Spring 2017 Prelim
Teaching & Learning	CIE	500-Level	156	18	174	65	149	58	171
		600-Level	32	66	42	74	36	72	38
	CIG	500-Level							
		600-Level	153	212	228	155	196	145	255
		700-Level	91	110	74	96	86	123	65
	CIL	500-Level	8	69	24	82	40	87	54
		600-Level	73	199	74	145	72	151	55
		700-Level	5		5		8	5	4
	CILR	600-Level						148	164
	CIS	500-Level	15	17	14	35	39	38	22

		600-Level	102	268	95	250	154	179	117
	CIT	600-Level	78	96	79	79	96	89	95
		700-Level	17	10	7	12		14	31
	CITR	600-Level	3	1			8		
	EDW	500-Level	11	10	10	9	10	15	12
		600-Level	5	2	3	2	6	3	3
		700-Level	32	31	26	34	37	43	25
	RPDP	500-Level	350	157	568	159	233	223	308

Note: Includes lecture courses only.

Source: UNLV Analytics - Official Preliminary Enrollment

Office of Decision Support, January 2018

Degrees Conferred

Department	Teaching and Learning
Academic Career	GRAD
Academic Plan Description	Curriculum & Instruction MED (ICSMED)
Degree	MED
Degree Description	Master of Education

Academic Year - July to June	Degree Count
2005-06	231
2006-07	205
2007-08	329
2008-09	219
2009-10	199
2010-11	172
2011-12	175
2012-13	157
2013-14	139
2014-15	181
2015-16	154
2016-17	153

Academic Plan Description	Curriculum & Instruction MS (ICSMS)

Degree   MS

Degree Description   Master of Science

Academic Year - July to June	Degree Count
2005-06	1
2006-07	1
2007-08	1
2008-09	0
2009-10	2
2010-11	2
2011-12	0
2012-13	0
2013-14	1
2014-15	0
2015-16	2
2016-17	0

Department   Teaching and Learning

Academic Career   GRAD

Academic Plan Description Curriculum & Instruction EDS (ICSEDS)

Degree   EDS

Degree Description   Specialist in Education

Academic Year - July to June	Degree Count
2005-06	0
2006-07	1
2007-08	1
2008-09	1
2009-10	0
2010-11	0
2011-12	0
2012-13	0
2013-14	3
2014-15	1
2015-16	1
2016-17	2

Source: UNLV Analytics - Degrees Conferred

Office of Decision Support, December 2017

2. Discuss the headcounts from the last five years, i.e., are the trends in line with projections in your unit's strategic plan?

Headcounts for the last five years have seen an increase of approximately 23% in master's level enrollments. This figure includes all master's level students (e.g., ARL, TFA, and traditional MEd students). There continue to be teacher shortages in key content areas served by TFA and ARL subplans within our master's program. These figures have increased. In terms of more traditional master's programs, the numbers have decreased dramatically since the budget crisis of the late 2000s.

3. If not, why not?

4. Does your program's enrollment trend differ from national trends?

Our enrollment trend appears to be higher than national trends.

5. If yes, please discuss the reasons:

For the traditional MEd in Curriculum and Instruction, one main reason our trend may be slightly lower is due to the fact that CCSD eliminated pay increases for teachers who attain master's degrees. This decision by the district who is our major stakeholder has directly affected our enrollments in traditional master's programs.
For programs that terminate in teacher licensure (i.e., TFA and ARL), trends are higher than the national average because of teacher shortages within CCSD.

6. Additional Comments

VI. Retention, Progression, Completion

A. Major Course Offerings
1. Are enough courses offered to meet enrollment demands?

Yes

2. How many major courses have been added or eliminated in the last 5 years?
   __25__ Added _0___ Eliminated

3. Why were the actions taken?

Courses were added for the purposes of developing programs (e.g., Leadership for Teachers and Professionals subplan), as well as to continue to provide robust offerings within current subplans (e.g., Multicultural Education subplan). Additional courses were added to meet workforce demands.

4. After reviewing the program, what additional actions should be taken to improve retention, progression, and completion?

Allow for lower enrolled courses to be provided for students. With limits set from the upper administrative level on what courses are allowed to run, faculty are pushed to provide independent study coursework in lieu of formal courses being provided. This depletes faculty resources, while simultaneously ensuring that courses will never meet enrollment levels because students are continuously taking independent study coursework. Additionally, faculty will need to engage in a review of currently offered courses to ensure that they are necessary for subplans for which they fulfill requirements.

5. Are there any courses that students routinely have difficulty getting enrolled in, that slow progression and/or graduation? If so, please identify them:

No, because our faculty are willing to provide independent study experiences to avoid any bottlenecks that may slow progression.

6. If last question was answered yes, what steps can be taken to reduce "bottle-necks" in these courses. Please indicate *both* financially-based and non-financially-based solutions.

7. Can any changes in sequencing of courses be made to facilitate graduations?

No. However, it should be noted that our department faculty routinely examine our sequencing to ensure positive student progression toward completion.

Curriculum

1. Is the program's curriculum aligned with current developments in the field?

Yes

2. If not, what needs to be done to make it current?

B. Graduation Rates
   Program graduation numbers and rates are summarized below

New Masters Students Graduating in Less than Six Years (Curriculum & Instruction MED - ICSMED)
Fall 2007 - Fall 2015
Cohort

Cohort		Graduated in...							
Term	Number	2 Years	%	3 Years	%	4 Years	%	5 Years	%
Fall 2007	176	104	59.1%	130	73.9%	137	77.8%	140	79.5%
Fall 2008	196	114	58.2%	148	75.5%	156	79.6%	162	82.7%
Fall 2009	149	79	53.0%	103	69.1%	113	75.8%	114	76.5%
Fall 2010	100	54	54.0%	69	69.0%	73	73.0%	75	75.0%
Fall 2011	142	77	54.2%	104	73.2%	111	78.2%	116	81.7%
Fall 2012	135	83	61.5%	104	77.0%	108	80.0%	110	81.5%
Fall 2013	148	110	74.3%	126	85.1%	128	86.5%	*717 / 898*	*79.8%*
Fall 2014	173	107	61.8%	119	68.8%	*826 / 1046*	*79.0%*		
Fall 2015	168	86	51.2%	*903 / 1219*	*74.1%*				
Combined Cohort		*814 / 1387*	*58.7%*						

Note: Shows new masters students who graduated in Curriculum & Instruction.

New Masters Students Graduating in Less than Six Years (Curriculum & Instruction MS - ICSMS)
Fall 2007 - Fall 2015
Cohort

Cohort		Graduated in...							
Term	Number	2 Years	%	3 Years	%	4 Years	%	5 Years	%
Fall 2007	11	2	18.2%	6	54.5%	6	54.5%	6	54.5%
Fall 2008	5	2	40.0%	3	60.0%	4	80.0%	4	80.0%
Fall 2009	9	0	0.0%	3	33.3%	4	44.4%	4	44.4%
Fall 2010	3	1	33.3%	1	33.3%	1	33.3%	1	33.3%
Fall 2011	2	0	0.0%	0	0.0%	1	50.0%	1	50.0%
Fall 2012	1	1	100.0%	1	100.0%	1	100.0%	1	100.0%
Fall 2013	0	-	-	-	-	-	-	17 / 31	54.8%
Fall 2014	0	-	-	-	-	17 / 31	54.8%		
Fall 2015	2	1	50.0%	14 / 31	45.2%				
Combined Cohort		7 / 33	21.2%						

Note: Shows new masters students who graduated in Curriculum & Instruction.

Source: UNLV Analytics - RPC Benchmarks Dashboard; StudentTracking; UNLV Data Warehouse

Office of Decision Support, January 2018

New Students Graduating in Less than Six Years (Curriculum & Instruction EDS - ICSEDS)

Fall 2007 - Fall 2015 Cohort

Cohort		Graduated in...							
Term	Number	2 Years	%	3 Years	%	4 Years	%	5 Years	%
Fall 2007	0	-	-	-	-	-	-	-	-
Fall 2008	0	-	-	-	-	-	-	-	-
Fall 2009	0	-	-	-	-	-	-	-	-
Fall 2010	0	-	-	-	-	-	-	-	-
Fall 2011	0	-	-	-	-	-	-	-	-
Fall 2012	0	-	-	-	-	-	-	-	-
Fall 2013	0	-	-	-	-	-	-	-	-
Fall 2014	0	-	-	-	-	-	-		
Fall 2015	1	1	100.0%	-	-				

Combined Cohort	1 / 1	100.0%

Note: Shows new masters students who graduated in Curriculum & Instruction.

Using the data in the tables above, please answer these questions:

1. Are trends in 6-year cohort graduation close to the University's goals (UNLV's undergrad goal is 50%)?

Yes. Our M.Ed. graduation rate for 5 years is nearly 80%. Our graduation rate for M.S. is over 50%.

2. If not, what is being done to reach the goal?

3. Discuss how and why the graduation rate is changing.

4. Additional Comments

VII. Relationship to Other Programs

1. What relationship does your program have to other programs (such as transfers, collaborations, partnerships) in the NSHE system?

None

2. What the relationship does this program have to other programs at UNLV (e.g., collaborations, partnerships, affiliated faculty, General Education requirements, etc.)?

Courses in our social justice certificate program are cross listed with the department of Interdisciplinary, Gender, and Ethnic Studies. Our department also provides coursework for the Chief Diversity Officer Program. Furthermore, subplans for various content areas require that students take additional coursework in other colleges (e.g., mathematics and science courses in the College of Sciences). Furthermore, programs in other colleges have our departmental courses listed as part of their required coursework (e.g., a subplan in the masters in mathematics requires coursework from our department in mathematics education).

3. Additional Comments

VIII. Impact

1. What impact has this program had or will have in the following areas:

a. University

The impact of our programs to the university is significant. Students enroll in our program to become better teachers through engaging in research and best practices in education. Students also enroll in our program for initial teacher licensure at a graduate level. Through these avenues, our department serves the largest number of graduate students for a master's program at UNLV.

b. Community

Our programs provide CCSD with initially licensed teachers, as well as provide experienced teachers in CCSD with graduate coursework that prepares them to bring relevant research and practices back to their classrooms and schools.

Additionally, these programs have fostered positive relationships with other members of the education community in Clark County. Specifically, our programs have provided opportunities for collaborations with Teach for America, CCSD, and the Regional Professional Development Programs.

   c.   Field

Our programs have had a significant impact on the various fields of study within the Department of Teaching and Learning. In particular, many faculty have mentored masters students in developing research projects, and publishing and presenting findings of those projects. Specifically, the CTPE faculty routinely facilitate masters students in developing grant proposals and securing funding.

   2.   What are the benefits to the institution of offering this program?

The benefits to the institution of offering these programs are many. By offering these programs, UNLV is seen by community stakeholders as being deeply involved in the development and support of educators throughout Clark County, Nevada, nationally, and internationally. We advance the mission and core themes of UNLV by offering this program in multiple ways and by contributing to goals of advancing student achievement, promoting research and scholarship goals, and fostering community partnership.

   3.   Are there examples of the integration of teaching, research, & service that you would like to highlight (e.g., faculty mentoring leading to student presentations at conferences, service learning classes, community service activities involving students, or other student activities and/or achievements that you think are noteworthy)?

There are numerous examples of integrating teaching, research, and service. Particularly, the multicultural education faculty are currently involved in a funded project entitled *Abriendo Caminos/Opening Pathways for Students of Color into the Teaching Profession: Giving Back to the Community through Teaching*. This project has focused on developing and researching influences on the pipeline for students of color entering the teaching profession.

Additionally, Teaching and Learning faculty have developed and run a Saturday STEM School for local children. This program is a series of inquiry experiences designed to provide interesting and exciting opportunities in STEM for the elementary and the middle school students in the CCSD. This program provides grades 1-8 students with the opportunity to experience major ideas in STEM through a 5-week course in both fall and spring semesters. So far, Saturday STEM School impacted more than 500 students.

Dr. Hasan Deniz is both coordinator and the instructor of Saturday STEM School. Dr. Micah Stohlmann taught courses in this program since its inception. This program brings together teaching, service, and research aspects together. This program provides a service to the community by providing quality STEM education to the students in the county free of charge. Our doctoral students along with their faculty advisors teach and conduct educational research in this program without relying on CCSD IRB approval.

In addition, the Rebel Academy, a summer immersion program for teachers seeking initial licensure, has served as a fertile research project for our faculty. In particular, this has allowed faculty and students in our programs to collaborate on research on Alternative Route to Licensure programs and on teacher development in general.

Lastly, for the Career, Technical, and Postsecondary Education subplan, many students sign up to be judges for the DECA state conference every year. DECA is one of career and technical student organizations recognized by the State Department of Education. Career and technical student organizations are an integral component for career and technical education programs at the secondary and post-secondary levels. At the DECA conferences, DECA members (students) demonstrate their college and career knowledge and skills by competing with each other or as a team. DECA members are also eligible to run for offices at the local, state, national, and international levels, which prepare their leadership and employability skills. Furthermore, a master student authored on a paper which is accepted by the Workforce Education

Forum (a peer-reviewed journal with quality manuscripts since 1971). Also, a masters student received a grant in the amount of $15,000 to support her teaching at a local high school.

4. Additional Comments

IX. Productivity

1. Please provide an indication of faculty productivity appropriate for your unit (lists of publications by type, grants by type, performances by type, installations by type, etc.):

Faculty in the Department of Teaching and Learning are highly productive through publications, presentations, grant funding, and leadership positions in professional organizations. From 2014 to 2017, faculty have reported that they have 1556 publications, presentations, research reports, manuscripts accepted, manuscripts submitted, and awarded grants. A list of grant activity is presented in Appendix A. Specifically, faculty in Teaching and Learning have received grants from the local, state, and federal levels for research and professional development of teachers in Nevada. Additionally, faculty serve in a variety of leadership positions. These positions occur at the department, college, university, local community, state, national, and international levels. A list of leadership activity is presented in Appendix B.

2. Additional Comments

X. Quality

A. Admission and graduation requirements

1. Please insert program admission requirements from the current UNLV catalog. Due to display complications, this description must be typed into this form and **not** pasted from the Catalog.

In addition to meeting the admission requirements of the Graduate College, applicants must also meet the requirements established by the Department of Teaching and Learning. They are:

1. An overall undergraduate grade point average (GPA) of 3.00 is required for admission. Students with a GPA of less than 3.00 but greater or equal to 2.75 may be admitted to the graduate program upon review of the admissions committee.
2. A completed on-line application for admission submitted to the Graduate College.
3. The online application must include a one- to two-page statement of professional goals. The names with contact information of two professional references and intended emphasis are should be included in the statement.
4. Two sets of official transcripts from all previously attended colleges and universities. One set of transcripts must be sent directly to the Graduate College; the other set must be sent directly to the T&L main office.
5. For Graduate Licensure Program (GLP), must submit Praxis Core passing scores and the supplemental application directly to the T&L Department.

2. Are there any updates that need to be made to the catalog and if so, what are they?

5. For Alternative Route to Licensure (ARL), must submit Praxis Core passing scores and the supplemental application directly to the T&L Department.

3. How many full-time advisors are available at the college level?

8 advisors in the COE Education Student Services Center. 29 faculty advisors in the Department of Teaching & Learning.

B. Outcomes and Assessment
1. Student Learning Outcomes and Program Assessment Plans and Reports by program concentration are listed at http://provost.unlv.edu/Assessment/plans.html. Please attach the most recent assessment report as Appendix 3.

4. Describe specific program changes made based on the program's evaluation of its assessment reports:

As evidence in the attached program evaluation, our faculty are constantly examining our programs, and making modifications when necessary. Specifically, most recently, our faculty noted that they have engaged in integrating recent mission and vision changes from the Department into subplan expectations for the culminating experience. Specifically, the faculty noted that, "Through our assessment discussions this year, we have decided to revisit our programs and assessments to include the incorporation of the new Department of Teaching and Learning Mission, Vision and Goals Statements and the alignment of those guiding principles with our assignments with rubrics and our assessments during the 2016-2017 calendar year as well as throughout 2018."

5. Has the program revised its curriculum such as changing prerequisites, adding or eliminating required or elective courses, or co-curricular experiences for the degree(s) in the last 5 years?

Yes

    a. If yes, what changes were made and why?

Prerequisites were revised for courses impacting the ARL subplans. These changes were made to allow students in those programs to more easily enroll in coursework required for the plans of study. Additionally, the previous M.Ed. graduate licensure program was revised to become the current Alternative Route to Licensure program. This revision was specifically to align our program with the requirements for ARL providers that were set by the Nevada Department of Education. The leadership for teachers and other professional program was created as well as the literacy and cultural studies, international education and multicultural education programs were revised to meet changes and needs in the local school district. We also created a number of certificate programs to meet workforce needs such as the online teaching and training, graduate conditional licensure certificate for elementary teaching, graduate conditional licensure certificate for secondary teaching, graduate certificate in career and technical education, certificates to meet the Nevada endorsement to teaching reaching K-12 and Reading Specialist endorsement K-12, advanced certificate in global teaching, advanced certificate in global teaching research, and graduate certificate in Chief Diversity Officer in Higher Education.

6. Has the program revised course content or instructional approaches (pedagogy, technology) in the last 5 years?

    a. If yes, what changes were made and why?

Revised programs have instituted new instructional and technological approaches in courses to advance student learning based on current research and practice trends in the field.

7. Describe any other changes made in the last 5 years (for example, advising) based on assessment reports:

For the last two years, CSIEME faculty have instituted weekly Drop-In Hours for students—these occur every Monday from 3:30-6 p.m., students do not need an appointment, and it is first come, first serve. This is in addition to regular office hours.

For the last and current year, CSIEME faculty have instituted an orientation program for new Master's and Doctoral students (three times a semester for Master's students, timed with their admission dates, and summer for Doctoral students), as well as year round "benchmark" sessions (coursework and comps/quals; proposal and IRB; data collection and thesis/dissertation; job searching and interviewing)

8. List and describe two specific improvements in student learning outcomes and why they represent forward movement.

CIG 662: Individually each student will write a narrative paper (5-7 pages) describing her/his standpoint/positionality relative to six key course concepts (borderlands, trans-hemispheric, diaspora, outsider-within, minoritization, and neoliberalism); specifically students will discuss how she/he believes her/his standpoint/positionality relative to these concepts inform her/his approach to theory and research in multicultural education (additional assignment details available upon request).

CIG 697: Individually each student will write a single comprehensive essay in which she/he discusses:
I) How she/he came to the concentration personally;
II) What she/he has learned in the concentration academically; and,
III) How she/he will apply this academic knowledge professionally, relative to the controversies around teacher education accreditation standards (specifically, the NCATE Diversity Standard and the absence of such a standard from CAEP), Common Core State Standards, as well as critical multicultural educational issues in Nevada and/or nationally (http://csieme.us/documents/CIG_697_Multicultural-2018.pdf).

These two improvements represent forward movement because they indicate our faculty are constantly working to improve programs with respect to engaging students in thoughtful reflection on what was learned throughout their coursework.

9. Additional Comments

XI. Conclusions, Self-Assessment

A. Faculty Review of self-study
1. On what date did the program and/or department faculty review this self-study?

April 2018

2. What were the results of the faculty review?

Faculty provided input, and in some cases provided specific additions to reflect important changes and perspectives from their respective content areas.

3. What are the top 3 priorities and/or needs for the future development of the program?

To provide students with potential avenues to move from masters programs to doctoral programs.

To continue to refine our culminating experience documents to reflect changes and developments in the myriad academic fields in our department.

To continue to recruit and advertise for our programs.

4. What are the strengths of the program?

We have well defined program of studies that provide students with focused and timely academic study and experiences. Additionally, we provide avenues for persons with college degrees to attain teaching certificates.

    5. What are the challenges facing the program?

Recruiting students into both our teacher certification programs, as well as traditional masters programs.

    6. What recent additions, corrections, or other changes have been made to the program that reflect changes or developments in the field?

B. Other comments
1. Is there anything else you would like to discuss about the program?

The NSHE also requires that any action steps identified based on the review of the program and the status of the action steps be ready for consideration at the December board meeting the year the program review is completed. You will be contacted about this after the external review has been completed.

NEXT STEPS:
A. Email the self-study to:
- Chair of the Faculty Senate Program Review Committee found here: http://facultysenate.unlv.edu/committees/program-review or the Chair of the Graduate College Program Review Committee found here: https://www.unlv.edu/graduatecollege/program-review-committee.
- Dr. Rainier Spencer, Vice Provost for Academic Programs, rainier.spencer@unlv.edu, 702-895-5833.
- Nora Carroll, eleonora.carroll@unlv.edu, 702-895-1888

Congratulations on completing the self-study!

Appendix A: Faculty External Funding Inventory

Department of Teaching and Learning
Report Period: January 1, 2017 - December 31, 2017

Faculty Name	Program Title	Submission Year	Sponsor	Scope	Status	Type	Proposed $ ($ Awarded)
Bickmore, Steven	UNLV COE and Clark County School District Zoom School Relationship		Clark County School District		Awarded	Contract	
Boone, Randall	Special Education Research Programs		Institue of Education Sciences	National	Unfunded	Grant, Research	$1,175,458.00
Canady, Fawn			Conference on College Composition and Communication		Unfunded	Grant, Research	$9,959.00
Clark, Christine	Changing Narrative About Teaching & Transforming Teaching Praxis in Underserved Communities: Recruiting, Preparing & Sustaining Equity-Conscious Educators for Excellence		U.S. Department of Education		Submitted		
Clark, Christine	Enhancing Essential Understanding in Preparing Educators to Effectively Serve Tribal Communities in Southern Nevada (Tribal Esteem)		U.S. Department of Education		Unfunded		
Clark, Christine	U.S. Department of Education (USDOE), Office of Innovation and Improvement (OII), Supporting Effective Educator Development (SEED) Program		U.S. Department of Education		Unfunded	Grant	$3,987,861.00
Clark, Christine	Abriendo Caminos/Opening Pathways for Students of Color into the Teaching Profession: Giving Back to the		Nevada Department of Education		Submitted		

	Community through Teaching						
Clark, Christine		2016	State Farm Companies Foundation		Unfunded	Grant, Research	
Clark, Christine	Great Teaching and Leading Fund		Nevada Department of Teaching		Awarded	Grant	($335,000.00)
Clark, Christine	Abriendo Caminos/Opening Pathways for Students of Color into the Teaching Profession: Giving Back to the Community Through Teaching		Nevada Department of Education		Awarded	Grant	
Clark, Christine	Great Teaching and Leading Fund	2016	Nevada Department of Education	Statewide	Awarded	Grant	($335,000.00)
Clark, Christine	Abriendo Caminos/Opening Pathways for Students of Color into the Teaching Profession: Giving Back to the Community through Teaching		Nevada Department of Education		Awarded	Grant	
Cole, Merryn	Project PRISM		Clark County School District		Awarded	Contract	
Cole, Merryn			Clark County School District (Mathematics and Science Partnership Program, Department of Education)				($17,497.00)
Davila, Denise	DK-12	2016	National Science Foundation	International	Submitted	Grant, Research	$431,982.00
Davila, Denise	Great Teaching and Leading Fund	2017	Nevada Department of Education	National	Submitted	Grant, Research	$82,552.00
Davila, Denise	NSF Education	2015	National Science Foundation	National	Awarded	Grant, Research	$299,986.00
Davila, Denise	Enhancing Essential Understanding in Preparing Educators to Effectively Serve Tribal Communities in Southern Nevada (Tribal Esteem)		U.S. Department of Education		Unfunded		

Davila, Denise	Preparing Urban 4th and 5th Grade Teachers to Teach Mathematical Modeling Through the Integration of Children's Literature		National Science Foundation		Submitted		
Davila, Denise	Camp and Communities for Novice Teachers and Teacher Leaders		Nevada Department of Education		Submitted		
Davila, Denise	Family Engagement, Service Learning and Preparation of K-8 Teachers		Nevada Department of Education		Submitted		
Davila, Denise	Post Doctoral Fellowhip Program	2017	Spencer Foundation	International	Submitted	Fellowship	$70,000.00
Davila, Denise	Building Bonds: Linking STE(A)M Experts with Linguistic Diverse Families Through Narrative		Institute of Museum and Library Services		Unfunded		
Davila, Denise	2017 NWP Advanced Institute to Scale Up the College-Ready Writers Program		National Writing Project Corp.		Awarded	Grant	
Davila, Denise	Great Teaching and Leading Fund	2017	Nevada Department of Education	Statewide	Submitted	Grant, Research	$125,249.00
Davila, Denise		2015	American Educational Research Association	National	Awarded	Grant, Research	$5,000.00 ($5,000.00)
Davila, Denise	Striving Readers	2017	U.S. Department of Education	National	Submitted	Grant, Teaching	$12,323,538.00
Davila, Denise		2016	Arne Nixon Center. Library at California State University, Fresno	International	Awarded	Fellowship	$2,000.00 ($2,000.00)
Davila, Denise	Effect of Physical Therapist Services on Patients in the Acute Hospital		American Educational Research Association		Awarded	Grant	
Deniz, Hasan	NSF Education	2015	National Science Foundation	National	Awarded	Grant, Research	$299,986.00

Deniz, Hasan	UNLV Robert Noyce Scholarship Program		National Science Foundation		Submitted		($1,176,993.00)
Deniz, Hasan	UNLV Robert Noyce Scholars Program		National Science Foundation		Unfunded		
Deniz, Hasan	Dimensions: Collaborative Network: Phylogeographic and Functional Genomics of Past Extinction Resistance and Future Extinction Risk for a Diverse Fauna in the Western Desert Region		National Science Foundation		Unfunded		
Deniz, Hasan	Integrating and Evaluating the impact of learning Computer Science, the common core, and NGSS, with K-8 students in Nevada	2013	NSF	National	Unfunded	Grant, Research	$449,048.00
Deniz, Hasan	Increasing Computer Science Enrollment by Using Unmanned Aerial Systems (UAS) as a Fun Tool		National Science Foundation		Unfunded		
Deniz, Hasan	Developing Integrated Elementary Science, Engineering and Language Arts Modules Aligned with Next Generation Science Standards		National Science Foundation		Submitted		($299,991.00)
Deniz, Hasan	Developing Integrated Elementary Science, Engineering and Language Arts Modules Aligned with Next Generation Science Standards		National Science Foundation		Awarded	Grant	($299,991.00)
Deniz, Hasan	Moving All Nevada Teachers Through		Nev. Dept. of Educ.		Awarded	Subcontract	

	Awareness of the NVACSS (MANTA)						
Deniz, Hasan	Math Science Partnership		Nevada Department of Education	Statewide	Awarded	Grant, Research	$865,000.00 ($315,000.00)
Deniz, Hasan	Integrating Computer Science into the Next Generation Sciences (NGSS) and Common Core State Standards (CCSS)		National Science Foundation		Unfunded		
Deniz, Hasan	Moving All Nevada Teachers Through Awareness of the NVACSS (MANTA)		Nev. Dept. of Educ.		Submitted		
Gordon, Howard	Career Exploration Behaviors Predicting Students' Academic and Career Trajectories		American Educational Research Association		Submitted		
Jackson, Iesha	Great Teaching and Leading Fund		Nevada State Department of Education	Statewide	Unfunded	Grant, Research	$743,658.00 ($0.00)
Jackson, Iesha		2017	Spencer Foundation	Local	Submitted	Grant, Research	$49,727.00
Ladd, Sophie	Family Engagement, Service Learning and Preparation of K-8 Teachers		Nevada Department of Education		Submitted		
Liu, Yan	Great Teaching and Leading Fund		Nevada State Department of Education	Statewide	Unfunded	Grant, Research	$743,658.00 ($0.00)
Liu, Yan	Pathways Training; Research to Enhance Educational Equity (RE3)		U.S. Department of Education		Unfunded		
Liu, Yan	Research to Enhance Educational Equity		U.S. Department of Education		Submitted		($780,184.00)
Liu, Yan	National Science Foundation, DRK-12	2016	National Science Foundation, DRK-12	National	Unfunded	Grant, Research	($1,388,317.00)
Liu, Yan	Early Childhood Science for Diverse Learners		National Science Foundation		Submitted		
Liu, Yan	NSF Research Experience for Teachers	2015	National Science Foundation	National	Submitted	Grant, Service	$598,733.00

Liu, Yan	Understanding China Through Music		U.S. Department of Education		Awarded	Grant	
Liu, Yan	Understanding China Through Music		U.S. Department of Education		Submitted		($78,000.00)
Marrun, Norma	Changing Narrative About Teaching & Transforming Teaching Praxis in Underserved Communities: Recruiting, Preparing & Sustaining Equity-Conscious Educators for Excellence		U.S. Department of Education		Submitted		
Marrun, Norma	BPE - Leveraging a Culturally-Responsive Community of Practice as a Pathway to the Engineering Professoriate		National Science Foundation		Submitted		
Marrun, Norma	U.S. Department of Education (USDOE), Office of Innovation and Improvement (OII), Supporting Effective Educator Development (SEED) Program		U.S. Department of Education		Unfunded	Grant	$3,987,861.00
Marrun, Norma	Abriendo Caminos/Opening Pathways for Students of Color into the Teaching Profession: Giving Back to the Community through Teaching		Nevada Department of Education		Submitted		
Marrun, Norma		2016	State Farm Companies Foundation		Unfunded	Grant, Research	
Marrun, Norma	Great Teaching and Leading Fund		Nevada Department of Teaching		Awarded	Grant	($335,000.00)
Marrun, Norma	Abriendo Caminos/Opening Pathways for Students of Color into the Teaching Profession: Giving		Nevada Department of Education		Awarded	Grant	

	Back to the Community Through Teaching						
Marrun, Norma	Great Teaching and Leading Fund	2016	Nevada Department of Education	Statewide	Awarded	Grant	($335,000.00)
McCarthy, Jane	Great Teaching and Leading Fund		Nevada State Department of Education	Statewide	Unfunded	Grant, Research	$743,658.00 ($0.00)
McCreery, Michael	Special Education Research Programs		Institue of Education Sciences	National	Unfunded	Grant, Research	$1,175,458.00
McCreery, Michael	Using Minecraft for Stealth Assessment: Direct Measurement of Childhood Aggression		Florida State University		Submitted		
Olson, Travis	Improving Critical Thinking and Analytical Skills for Undergraduate Students in Earth and Environmental Science Using Modern Analytical Techniques		National Science Foundation		Submitted		($376,512.00)
Olson, Travis	GP-EXTRA: Application for Geochemistry in Earth and Environmental Science and Mineral Exploration Using Modern Analytical Techniques in Geological Data Collection and Data Processing		National Science Foundation		Submitted		($300,089.00)
Olson, Travis	NeCoTIP: Transitions in Mathematics for Middle School (TIMMS) - Cohort II		Nevada System of Higher Education		Awarded	Subcontract	
Olson, Travis	Mathematics and Science Partnership Program	2015	Washoe School District	Regional	In-Progress	Grant	$279,024.00 ($254,749.00)
Olson, Travis	NeCoTIP: Project TIMMS (Transitions in Mathematics for Middle School)		Nevada System of Higher Education		Submitted		($282,632.00)

Olson, Travis	NeCoTIP: Project TIMMS (Transitions in Mathematics for Middle School)		Nevada System of Higher Education		Awarded	Subcontract	
Olson, Travis	Collaborative Research: Investigating Middle Grades Mathematics Teachers' Curricular Reasoning		National Science Foundation		Awarded	Grant	($266,710.00)
Olson, Travis	Collaborative Research: Investigating Middle Grades Mathematics Teachers' Curricular Reasoning and the Connection to Mathematical Knowledge for Teaching		National Science Foundation		Submitted		
Olson, Travis	Collaborative Research: Enhancing the Ability of Teachers to Take Action on Formative Assessment Feedback (Project TAFA)		University of Hawaii		Unfunded		
Olson, Travis	Nevada Mathematics Project - Phase III		University of Nevada, Reno		Awarded	Subcontract	
Olson, Travis	Nevada Mathematics Project - Phase III		University of Nevada, Reno		Submitted		
Olson, Travis	Nevada Mathematics and Science Partnership Program	2015	US Department of Education	Statewide	Submitted	Grant, Research	$415,781.00
Olson, Travis	The Solar Energy-Water-Environment Nexus in Nevada, National Science Foundation - EPSCoR Track 1 Research Infrastructure Improvement (RII)		NSF	National	In-Progress	Grant	($20,000,000.00)
Quinn, Linda	Great Teaching and Leading Fund		Nevada State Department of Education	Statewide	Unfunded	Grant, Research	$743,658.00 ($0.00)

Quinn, Linda	A Collaborative Pyramid Supporting Professional Development, Teacher Leadership and Teacher Retention - Phase II		Nevada Department of Education		Submitted			
Quinn, Linda	A Collaborative Pyramid Supporting Professional Development, Teacher Leadership and Teacher Retention: Phase II		Nevada Department of Education		Awarded	Grant		
Quinn, Linda	A Collaborative Pyramid Supporting Professional Development, Teacher Leadership and Teacher Retention		Nevada Department of Education		Awarded	Grant		
Quinn, Linda		2016		Local	Awarded	Subcontract		
Quinn, Linda	A Collaborative Pyramid Supporting Professional Development, Teacher Leadership and Teacher Retention		Nevada Department of Education		Submitted			
Schrader, Peter	Pathways Training; Research to Enhance Educational Equity (RE3)		U.S. Department of Education		Unfunded			
Schrader, Peter	ITEST	2016	NSF	Regional	Unfunded	Grant, Research	$1,199,399.00	
Schrader, Peter	CodeBotix		National Science Foundation		Submitted			
Schrader, Peter	Complex Systems Science of Learning - Collaborative Network		Georgia Southern University-FPT		Submitted			
Schrader, Peter	CodeBotix		National Science Foundation		Unfunded		($1,195,452.00)	
Schrader, Peter	LSTA 5 Year Evaluation		Nevada State Library and Archives		Awarded	Contract		
Schrader, Peter	The Solar Energy-Water-Environment Nexus in Nevada, National Science Foundation - EPSCoR Track 1		NSF	National	In-Progress	Grant	($20,000,000.00)	

	Research Infrastructure Improvement (RII)						
Schrader, Peter	GEAR UP		US Department of Education	Statewide	In-Progress	Grant	($21,000,000.00)
Scott, Chyllis	Institute of Education Sciences. Program Announcement: Research Training Program in Special Education: Early Career Development and Mentoring CFDA 84.324B	2014	Institute of Education Sciences	Local	Unfunded	Grant, Research	$394,349.00
Scott, Chyllis	Developing Critical Readers and Thinkers: Effective Content Area Literacy Instruction in the Slump Grade Levels		U.S. Department of Education		Unfunded		
Scott, Chyllis	Remixing Rhetoric Through Multimodal Composition - Fawn Canady		Conference on College Composition and Communication		Submitted		
Scott, Chyllis			Conference on College Composition and Communication		Unfunded	Grant, Research	$9,959.00
Shih, Jeffrey	DK-12	2016	National Science Foundation	International	Submitted	Grant, Research	$431,982.00
Shih, Jeffrey	Preparing Urban 4th and 5th Grade Teachers to Teach Mathematical Modeling Through the Integration of Children's Literature		National Science Foundation		Submitted		
Shih, Jeffrey	Coordinating Curricula and User Preferences to Maximize the Participation of Women and Students of Color in Engineering		National Science Foundation		Submitted		($300,000.00)
Shih, Jeffrey	Mathematics and Science Partnership Program	2015	Washoe School District	Regional	In-Progress	Grant	$279,024.00 ($254,749.00)

Shih, Jeffrey	Mathematics and Science Partnership Program	2015	Clark County School District		In-Progress	Grant	($282,386.00)
Shih, Jeffrey	The Inclusive and Informal STEM Elementary		Clark County School District-FPT		Submitted		
Shih, Jeffrey	Collaborative Research: Enhancing the Ability of Teachers to Take Action on Formative Assessment Feedback (Project TAFA)		University of Hawaii		Unfunded		
Shih, Jeffrey	Part II: Intuitive Thinking in K-3 Mathematics		Clark County School District		Awarded	Subcontract	
Shih, Jeffrey	Discovery Research K-12 Program (NSF DRK-12)	2013	National Science Foundation		Unfunded	Grant, Research	$3,000,000.00
Shih, Jeffrey	Part II: Intuitive Thinking in K-3 Mathematics		Clark County School District		Submitted		
Shih, Jeffrey	Part II: Intuitive Thinking in K-3 Mathematics		Washoe County		Submitted		
Shih, Jeffrey	The Solar Energy-Water-Environment Nexus in Nevada, National Science Foundation - EPSCoR Track 1 Research Infrastructure Improvement (RII)		NSF	National	In-Progress	Grant	($20,000,000.00)
Smith, Allison	Changing Narrative About Teaching & Transforming Teaching Praxis in Underserved Communities: Recruiting, Preparing & Sustaining Equity-Conscious Educators for Excellence		U.S. Department of Education		Submitted		
Smith, Allison	U.S. Department of Education (USDOE), Office of Innovation and Improvement (OII), Supporting Effective Educator		U.S. Department of Education		Unfunded	Grant	$3,987,861.00

	Development (SEED) Program						
Smith, Allison		2016	State Farm Companies Foundation		Unfunded	Grant, Research	
Smith, Allison	Great Teaching and Leading Fund		Nevada Department of Teaching		Awarded	Grant	($335,000.00)
Smith, Allison	Great Teaching and Leading Fund	2016	Nevada Department of Education	Statewide	Awarded	Grant	($335,000.00)
Smith, Allison	Abriendo Caminos/Opening Pathways for Students of Color into the Teaching Profession: Giving Back to the Community through Teaching		Nevada Department of Education		Awarded	Grant	
Smith, Allison	Global Arts Activities Program for Youth	2015	Evangelical Lutheran Church of America	Local	Awarded	Grant	($12,000.00)
Stohlmann, Micah	DK-12	2016	National Science Foundation	International	Submitted	Grant, Research	$431,982.00
Stohlmann, Micah		2017	Nevada Department of Education	Statewide	Unfunded	Grant, Research	$743,658.00
Stohlmann, Micah	NSF STEM	2016	National Science Foundation	National	Submitted	Grant, Research	$254,119.00
Stohlmann, Micah	CAREER: Project SMILE (STEM, Integration and Mathematical Modeling Integrated for Latina/o Students' Excellence in Mathematics		National Science Foundation		Submitted		
Stohlmann, Micah	Project SMILE (STEM Integration and Mathematical Modeling Integrated for Latina/o Students' Excellence in Mathematics)		National Science Foundation		Unfunded		($564,427.00)
Stohlmann, Micah		2017	National Science Foundation	National	Submitted	Grant, Research	$446,256.00
Stohlmann, Micah	Preparing Urban 4th and 5th Grade Teachers to Teach		National Science Foundation		Submitted		

	Mathematical Modeling Through the Integration of Children's Literature						
Stohlmann, Micah	CAREER: Developing Middle School Teacher's Pedagogical Content Knowledge from the Development and Implementation of STEM Modeling Activities		National Science Foundation		Unfunded		
Stohlmann, Micah		2016	National Science Foundation	National	Unfunded	Grant, Research	$431,982.00
Stohlmann, Micah		2016	National Science Foundation	National	Submitted	Grant, Research	$254,119.00
Stohlmann, Micah	NeCoTIP: Transitions in Mathematics for Middle School (TIMMS) - Cohort II		Nevada System of Higher Education		Awarded	Subcontract	
Stohlmann, Micah		2016	U.S. Department of education		Submitted	Grant, Research	$271,543.00
Stohlmann, Micah	Mathematics and Science Partnership Program	2015	Clark County School District		In-Progress	Grant	($282,386.00)
Stohlmann, Micah	NeCoTIP: Project TIMMS (Transitions in Mathematics for Middle School)		Nevada System of Higher Education		Submitted		($282,632.00)
Stohlmann, Micah	NeCoTIP: Project TIMMS (Transitions in Mathematics for Middle School)		Nevada System of Higher Education		Awarded	Subcontract	
Stohlmann, Micah	Part II: Intuitive Thinking in K-3 Mathematics		Clark County School District		Awarded	Subcontract	
Stohlmann, Micah	Part II: Intuitive Thinking in K-3 Mathematics		Clark County School District		Submitted		
Tettegah, Sharon		2014	National Science Foundation		Submitted	Grant	($5,200,000.00)
Tettegah, Sharon			National Center for Supercomputing Applications		Completed	Grant	($32,000.00)

Tettegah, Sharon		2014	National Science Foundation		Submitted	Grant	($2,500,000.00)
Tettegah, Sharon	XSEDE	2014	National Science Foundation	National	Awarded	Grant, Research	($21,528.63)
Tettegah, Sharon		2013	Extreme Science & Engineering Discovery Environment (XSEDE)		Awarded	Grant	
Tettegah, Sharon	ITEST	2016	NSF	Regional	Unfunded	Grant, Research	$1,199,399.00
Tettegah, Sharon	IUSE 15-585	2016	NSF	National	Submitted	Grant, Research	$299,195.00
Tettegah, Sharon		2014	National Science Foundation		Unfunded	Grant	($1,931,223.00)
Tettegah, Sharon	Coordinating Curricula and User Preferences to Maximize the Participation of Women and Students of Color in Engineering		National Science Foundation		Submitted		
Tettegah, Sharon	Coordinating Curricula and User Preferences to Maximize the Participation of Women and Students of Color in Engineering		National Science Foundation		Submitted		($300,000.00)
Tettegah, Sharon		2013	National Science Foundation		Unfunded	Grant	($1,048,821.00)
Tettegah, Sharon		2014	National Science Foundation		Unfunded	Grant	($1,235,864.00)
Tettegah, Sharon		2013	National Science Foundation		Unfunded	Grant	($1,493,956.00)
Tettegah, Sharon		2012	National Science Foundation		Unfunded	Grant	($207,085.00)
Vallett, David	Cognition and Student Learning CDFA 84.305A	2016	Institute of Education Sciences	National	Submitted	Grant, Research	$3,299,285.00
Vallett, David	Professional Development on the Critical Questions Model of Argument		U.S. Department of Education		Submitted		
Vallett, David	ITEST	2016	NSF	National	Unfunded	Grant, Research	$1,999,650.00

Vallett, David	ITEST	2016	NSF	Regional	Unfunded	Grant, Research	$1,199,399.00
Vallett, David	IUSE 15-585	2016	NSF	National	Submitted	Grant, Research	$299,195.00
Vallett, David	CodeBotix		National Science Foundation		Submitted		
Vallett, David	Coordinating Curricula and User Preferences to Maximize the Participation of Women and Students of Color in Engineering		National Science Foundation		Submitted		
Vallett, David	Argumentation and Learning in Secondary Science (ALSS)		Nevada Department of Education		Submitted		
Vallett, David	CodeBotix		National Science Foundation		Unfunded		($1,195,452.00)
Vallett, David	RET Site: Enhancing Educational Excellence in STEM with Micro-Nanotech		National Science Foundation		Submitted		($599,373.00)
Vallett, David	ITEST	2015	NSF	National	Unfunded	Grant, Research	$274,074.00
Vallett, David	Special Education Research Programs		Institue of Education Sciences	National	Unfunded	Grant, Research	$1,175,458.00
Vallett, David			Clark County Educators Association	Regional	Awarded	Contract	($51,253.00)
Vallett, David			Clark County School District (Mathematics and Science Partnership Program, Department of Education)				($17,497.00)
Vallett, David	Collaborative Research: SprEaD: Graduate		National Science Foundation		Submitted		
Vallett, David			Clark County Educators Association	Regional	Awarded	Contract	($60,000.00)
Vallett, David	Moving All Nevada Teachers Through Awareness of the NVACSS (MANTA)		Nev. Dept. of Educ.		Awarded	Subcontract	

Vallett, David	Successful Project Expansion and Dissemination: Games Requiring Advanced Developmental Understanding and Achievement in Technological Endeavors (SprEaD: GRADUATE)		George Mason University		Submitted		
Vallett, David			Clark County School District/ Clark County Educator's Association	Local	Awarded	Contract	$120,000.00 ($120,000.00)
Vallett, David	Math Science Partnership		Nevada Department of Education	Statewide	Awarded	Grant, Research	$865,000.00 ($315,000.00)
Vallett, David	Moving All Nevada Teachers Through Awareness of the NVACSS (MANTA)		Nev. Dept. of Educ.		Submitted		
Vallett, David	The Solar Energy-Water-Environment Nexus in Nevada, National Science Foundation - EPSCoR Track 1 Research Infrastructure Improvement (RII)		NSF	National	In-Progress	Grant	($20,000,000.00)
Wiens, Peter	Great Teaching and Leading Fund		Nevada State Department of Education	Statewide	Unfunded	Grant, Research	$743,658.00 ($0.00)
Wiens, Peter		2017	Nevada Department of Education	Statewide	Unfunded	Contract	$195,000.00 ($0.00)
Wiens, Peter			Clark County Educators Association	Regional	Awarded	Contract	($51,253.00)
Wiens, Peter			Clark County Educators Association	Regional	Awarded	Contract	($60,000.00)
Xing, Xue	Career Exploration Behaviors Predicting Students' Academic and Career Trajectories		American Educational Research Association		Submitted		
Zhang, Shaoan	Establishment of a Scholarship for Service Program at University of Nevada, Las Vegas		National Science Foundation		Submitted		

Zhang, Shaoan	Great Teaching and Leading Fund		Nevada State Department of Education	Statewide	Unfunded	Grant, Research	$743,658.00 ($0.00)
Zhang, Shaoan	Pathways Training; Research to Enhance Educational Equity (RE3)		U.S. Department of Education		Unfunded		
Zhang, Shaoan	Research to Enhance Educational Equity		U.S. Department of Education		Submitted		($780,184.00)
Zhang, Shaoan	Pathways to the Education Sciences Research Training Program (Pathways Training Program)	2015	Department of Education via the Institute of Education Sciences (Institute)	National	Submitted	Grant, Research	$780,184.00
Zhang, Shaoan	Research to Enhance Educational Equity (RE3)	2015	Institute of Educational Sciences, Pathways Training Program			Grant	$780,184.00
Zhang, Shaoan	RET Site: Research Experience in Cyberinfrastructure-Enabled Computational Science for High School and Community College STEM Teachers		National Science Foundation		Submitted		
Zhang, Shaoan	RET Site: Research Experience in Cyberinfrastructure-Enabled Computational Science for High School and Community College STEM Teachers	2016	NSF	Local	Submitted	Grant, Research	
Zhang, Shaoan	RET Site: Research Experience in Cyberinfrastructure-Enabled Computational Science for High School STEM Teachers		National Science Foundation		Submitted		($599,330.00)
Zhang, Shaoan	RET Site: Research Experience in Cyberinfrastucture-Enabled Computational Science for High School STEM	2015	NSF	National	Submitted	Grant, Research	$599,330.00

	Teachers; You do not have access to modify this field. RET Site: Research Experience in Cyberinfrastucture-Enabled Computational Science for High School STEM Teachers					
Zhang, Shaoan	Expanding University Research-oriented Cyberinfrastructure (CI) to Impact and Recruit Female Minority Students to Multidisciplinary STEM Programs	2016	Toyota	Local	Unfunded	Outreach	$131,105.00

Appendix B: Faculty Leadership Roles in Organizations

Department of Teaching and Learning
Report Period: January 1, 2017 - December 31, 2017

Faculty Name	Role	Organization	Scope	Start Year	Elected or Appointed?	Responsibilities
Bickmore, Steven	Chair	Faculty Chair College of Education	Local	2016	Yes, elected	The faculty chair calls all faculty meetings for the COE, organizes and supports the work of college committees, and meets with the Dean as a voice of the faculty. Requires meeting with the college leadership and with faculty.
Bickmore, Steven	Board Member/Commissioner	Vegas Valley Book Festival	State	2016	Yes, appointed	I am a member of the board who advise on young adult literature, including recommending, contacting, escorting, and facilitating presentations by young adult authors.
Bickmore, Steven	Editor	Dr. Bickmore's YA Wednesday	International	2014	No, neither	This is an academic blog that addresses research, advocacy, pedagogy, and awards in the area of Young Adult Literature. I am the editor and contribute twice a month. I edit and adjudicate the other blog entries from scholars, teachers and librarians in the scholarly committee in Young Adult Literature.
Bickmore, Steven	Editorial Review Board Member	The ALAN Review	National	2014	Yes, appointed	Reviewing articles as requested by the editors.
Bickmore, Steven	Editor	Study and Scrutiny: Research on Young Adult Literature	International	2014	No, neither	We founded this journal to a gap. Previously, there has not been a journal that is specifically devoted to full-length research articles (both empirical and critical) on young adult literature. The other journals have focused on pedagogy, promotion, and advocacy. We have a 20 member board of international scholars.
Bickmore, Steven	Editorial Review Board Member	The Signal Journal	National	2014	Yes, appointed	Work reviewing articles for the journal. Help with recruiting young adult authors for the annual SIG meeting during the International Reading Association.
Bickmore, Steven	Editorial Review Board Member	First Opinions, Second Reactions	International	2014	Yes, appointed	This is a journal that is published three times a year.
Bickmore, Steven	Officer, President/Elect/Past	Assembly on Literature for Adolescents of the	International	2017	Yes, elected	During the first year I have specific responsibilities for awards and some program

		National Council of Teachers of English (ALAN)				features for the organization and its annual two-day workshop. During the second year I organize the 70 to 85 speakers in partnerships with the various publishers of young adult literature, select the theme, select keynote speakers, organize the program, and run the meetings and the workshop.
Boone, Randall	Editorial Review Board Member	Journal of Special Education Technology	International	2011	Yes, appointed	
Boone, Randall	Editorial Review Board Member	Learning Disabilities Quarterly	International	2011	Yes, appointed	
Boone, Randall	Editor, Journal Editor	Intervention in School and Clinic, Hammill Institute on Disabilities	International	2005	Yes, appointed	I am co-editor of the ranked (Thomson Reuters) academic journal, Intervention in School and Clinic. ISC is published 5 times per year and includes approximately 10 articles/manuscripts each issue.
Boone, Randall	Editorial Review Board Member	Journal of Educational Multimedia and Hypermedia	International	1991	Yes, appointed	
Boone, Randall	Chairperson	Department Tenure and Promotion	Local	2017	Yes, elected	I chaired the department Tenure and Promotion committee
Boone, Randall	Co-Chairperson	Promotion and Tenure	Local	2016	Yes, elected	assist in conducting meetings and writing reports
Clark, Christine		National Education Policy Center		2015		National Education Policy Center Nevada Point Person for communications with Senator Reid's education staff regarding the Reauthorization of the Elementary and Secondary Education Act: Time to Move Beyond Test-Focused Policies
Cole, Merryn	Editorial Review Board Member	Journal of Teacher Action Research		2016	Yes, appointed	Review and provide constructive feedback on articles submitted to JTAR.
Cole, Merryn	Editorial Review Board Member	Electronic Journal of Science Education		2015	Yes, appointed	Review articles submitted to EJSE.
Cole, Merryn	Session Chair	Alpha Chi Sigma		2008	Yes, appointed	Co-chair and co-developer of the Alpha Chi Sigma Professional Poster Session at the Biennial Meeting of Alpha Chi Sigma, Professional in Chemistry. Coordinate the call for posters, review of poster submissions, and the set-up/presentation/take-down of posters during the event.
Cole, Merryn	Mentor	1000 Girls, 1000 Futures		2015	Yes, appointed	Mentor an adolescent girl who is interested in pursuing some are

						of STEM Education. Meet regularly with the girl, providing advice on finding, applying to, and entering post-secondary programs in an area of interest. Mentor girl through program coursework.
Davila, Denise	Program Organizer	Literacy Focus Area Meeting Coordinator	Local	2017	No, neither	I coordinate the Literacy Focus Area meetings and Call for Agenda Items. I usually serve as the meeting facilitator.
Davila, Denise	State Ambassador	International Board on Books for Youth	International	2017	Yes, appointed	Represent organization for the state of Nevada. Promote use of international books by Nevada teachers.
Davila, Denise	Director	Southern Nevada Writing Project	Regional	2017	Yes, appointed	Direct SNWP program. Re-invigorate and update the program to support more CCSD teachers. Oversee professional development, summer camps, grant projects, and conferences/events. Represent UNLV at national meetings.
Davila, Denise	Co-Chairperson	Zeiter Literacy Development Center	Regional	2017	Yes, appointed	Significant collaboration with Director, Dr. Ladd, COE personnel, and donors to coordinate all initiatives, conferences, clinics, family engagement programs, and events.
Deniz, Hasan	Chairperson	Graduate Studies Committee	Local	2016	Yes, elected	Coordinators the efforts of graduate programs across three departments in College of Education.
Deniz, Hasan	Co-Chairperson	Doctoral Committee	Local	2015	Yes, appointed	Advising current doctoral students Reviewing doctoral applications and making acceptance decisions Running monthly committee meetings (preparing the agenda and taking minutes) Preparing doctoral colloquiums
Deniz, Hasan	Editorial Review Board Member	Journal of Learning and Teaching in Digital Age	International	2015	Yes, both	Reviewing manuscripts and advising the editor on publication decisions.
Deniz, Hasan	Chair	Science Education Program Coordinator	Local	2013	Yes, appointed	Preparing the schedule of courses Assigning instructors to individual courses
Deniz, Hasan	Editorial Review Board Member	Journal of Science Teacher Education Editorial Board Member	International	2012	Yes, both	Reviewing manuscripts and advising the editor on publication decisions.
Deniz, Hasan	Editorial Review Board Member	International Journal of Environmental and Science Education	International	2008	Yes, both	Reviewing manuscripts and advising the editor on publication decisions.

Deniz, Hasan	Editorial Review Board Member	Electronic Journal of Science Education	International	2007	Yes, both	Reviewing manuscripts and advising the editor on publication decisions.
Deniz, Hasan	Chair	Science Education Assistant Professor Search Committee	Local	2017	Yes, appointed	Writing position description Advertising the position Answering applicants' inquiries about the position Conducting phone and campus interviews
Deniz, Hasan	Chairperson	Science Education Assistant Professor Position Search Committee	Local	2016	Yes, appointed	Writing position description Advertising the position Answering applicants' inquiries about the position Conducting phone and campus interviews
Gordon, Howard	Chairperson	ACTER	National	2017	Yes, appointed	
Gordon, Howard	Program Organizer	AERA, CTE SIG	National	2017	Yes, elected	
Gordon, Howard		AERA	National	2017	No, neither	
Gordon, Howard	Editor	Journal of Research in Technical Careers	National	2016	Yes, appointed	
Gordon, Howard	Officer, Secretary	AERA CTE/SIG	National	2016	Yes, elected	
Gordon, Howard	Task Force Member	eMentorship Project at North Carolina State University	Regional	2015		Provision of STEM-based mentoring and learning experiences for underrepresented students living in rural areas of North Carolina
Gordon, Howard	Discussant	AERA CTE/SIG	National	2015	Yes, appointed	
Gordon, Howard	Officer, President/Elect/Past	Association for Career and Technical Education Research	National	2014	Yes, elected	
Gordon, Howard	Discussant	ACTER	National	2010	Yes, appointed	
Grove, Karen	Chair	COE Scholarship and Honors Committee	Local	2016	Yes, elected	Plan and Chair meetings to address criteria and review applications for student scholarships and faculty honors awards
Grove, Karen	Chair	T & L Sunshine Committee	Local	2006	Yes, elected	morale, support, and spirit for department colleagues
Grove, Karen	Co-Chairperson	COE Awards Ceremony				Recognize recipients and present the College Faculty Awards for the 2016-2017 academic year.
Ladd, Sophie	Parent Representative	Vassiladis Elementary School Organizational Team	Regional	2017	Yes, elected	Primary responsibilities include: providing input on the school performance plan and budget; continued advice to the principal in carrying out the school plan; assist with the selection of the next principal when there is a vacancy.

Ladd, Sophie	Invited columnist	Children's Literature Assembly of the National Council of Teachers of English	National	2016	Yes, appointed	As an invited columnist for the Journal of Children's Literature I am the co-author of a book review column with Dr. Davila. The primary goal is to write and publish a book column twice a year focused on current, diverse children's literature for a broad audience.
Ladd, Sophie	Program Coordinator	Gayle A. Zeiter Children's and Young Adult Literature Conference	Regional	2017		As the Coordinator of the annual Zeiter Conference I secured authors, speakers and facilities for the event. I am working with local, school and university organizations such as SNWP, the TDRL and Lied Libraries , CCSD to reach a broad audience.
Ladd, Sophie	Site-based Professor/Coordinator	CCSD Partnership for Literacy Instruction I (EDRL 442)	State	2016	No, neither	To best create experiences and courses for our undergraduate, ARL students and students in CCSD I sought out school partnerships to offer site-based literacy courses. Each week I will teach EDRL at a local elementary school, demonstrating the connection between theory and practice while working closely with CCSD teachers and students in the classroom setting.
Ladd, Sophie	Program Coordinator	Gayle A. Zeiter Children's and Young Adult Literature Conference	Regional	2016		As the coordinator of the annual Zeiter Conference I secured authors, speakers and facilities for the event. I worked with local, school and university organizations such as SCBWI, SNWP the TDRL, CCSD to reach a broad audience. I was also responsible for administrative tasks such as creating a website for participants to register for the conference, creating the program brochure and organizing book sales with vendors.
Levitt, Gregory	Program Coordinator	NCSS National Council for the Social Studies	National	2017	No, neither	Creating an online Nevada Hub for the NCSS C3Teachers.org national website for Inquiry Based Lessons.
Lin, Emily	Department Chair	Teaching and Learning Leadership	Local	2014	Yes, elected	The Department Chair is the leader/administrator responsible for the climate, policy compliance, and productivity of the department. The Chair serves a dual leadership role that is

						part-administrator (managing, budgeting, scheduling) and part-faculty (teaching, remaining engaged in the department's academic life and direction), yet always involves leading the department forward. Though a critical part of the role, Chairs are not merely a communication conduit from the Dean to the faculty or from the faculty to the Dean. Even in those departments that choose to govern themselves through consensus, the Chair retains responsibility for a wide variety of activities that involve administering the department and leading it forward.
Lin, Emily	Member	Alternative Route to Licensure Pedagogy Requirement Subcommittee for the Commission on Professional Standards in Education	State	2013	Yes, appointed	Served as a major contributor in shaping and changing the regulations and laws governing teacher licensure in the state.
Lin, Emily	Member	UNLV Minority Serving Institution (MSI) Taskforce	Regional	2013	Yes, appointed	The MSI Task Force provides institutional oversight, leadership, and support for establishing UNLV as a leading Title III and Title V - Minority Serving Institution. The task force includes representatives from the following organizations. Office of Diversity Initiatives Office of the Provost Office of the President Division of Student Affairs Academic Success Center Office of Decision Support Honors College Graduate College Multicultural Programs for Engineering, Sciences & Allied Health Sciences/Nursing Faculty Leadership Student Leadership Community & Industry Leadership
Lin, Emily	Director	College of Education International Student Teaching	Local	2013	Yes, appointed	Direct all activities related to international student teaching for the College.

Lin, Emily	Member	Nevada Department of Education Parental Involvement Committee	State	2013	Yes, appointed	UNLV/COE representative in changes to teacher preparation in parental involvement issues and regulations.
Lin, Emily	Mentor	Provost Faculty Mentoring Program Alliance	Local	2013	Yes, appointed	Serve as the mentor for Dr. Robbin Hickman, Department of Physical Therapy.
Lin, Emily	President	Nevada Association of Colleges for Teacher Education (NvACTE)	State	2012	Yes, elected	The Nevada Association of Colleges for Teacher Education (NvACTE) is a statewide organization committed to facilitating the improvement of educator preparation in Nevada. Our membership is comprised of both private and public colleges and universities with educator preparation programs. We are also the state affiliate of the American Association of Colleges for Teacher Education (AACTE), which is located in Washington, D.C. NvACTE is committed to maintaining an effective voice for educator preparation at the state level in issues of policy, legislation, regulations, and other matters related to educator preparation and licensure. We sponsor two statewide conferences annually with the main purpose of informing membership institutions of work about innovative and best practices and educator preparation matters at the state and national level.
Lin, Emily	COE Graduate Representative	Music Education, College of Liberal Arts	Local	2012	Yes, appointed	COE Graduate Representative, UNLV Thesis Committee representative on M.Sc.
Lin, Emily	Co-founder and member	Asian Pacific American Faculty Staff Alliance (APAFSA)	Regional	2011	No, neither	APAFSA's mission is to address the needs of Asians and Pacific Americans on campus, promote professional development and cooperation among members, and to serve the community through social and cultural activities, education, and advocacy.
Lin, Emily	Grant Reviewer	Research Grants Council of Hong Kong	International	2008	Yes, appointed	
Lin, Emily	Research member	FIT-Choice Research Team with Monash University, Austalia	International	2006	No, neither	

Lin, Emily	Book reviewer	Corwin Press Co.	National	2005	No, neither	
Lin, Emily	Book and proposal reviewer	Allyn & Bacon Co.	National	2005	No, neither	
Lin, Emily	Book reviewer	McGraw-Hill Higher Education Co.	National	2004	No, neither	
Lin, Emily	Book Reviewer	Houghton Mifflin Co.	National	2002	No, neither	
Liu, Yan	SIG Program Chair, Interim Chair	American Educational Research Association	National	2015	Yes, elected	I attended the SIG business meeting at AERA, selected reviewers for the proposals submitted to the SIG, reviewed all the submissions, and made final decisions for acceptance or rejection of the proposals.
Liu, Yan	Editorial Review Board Member	Sage Open	National	2015	No, neither	I organize/invite reviewers to review articles and make final acceptance/refusal decisions to the journal editor.
Liu, Yan	Editorial Review Board Member	Frontier Psychology	National	2012	Yes, appointed	Reviewed papers and made decision recommendations to the journal editors.
Liu, Yan	Commencement Faculty Marshal		Local	2017	No, neither	
Marrun, Norma	Co-Coordinator	CSIEME Program Master's (M.S./M.Ed.) and Doctoral (Ph.D./Ed.D.) Program, UNLV (Department) Content Area Co-Coordinator		2017	Yes, appointed	Coordinate/Co-Coordinate CSIEME Content Area Programs, including the Graduate Certificate Programs in CDOHE (with Lough, Nancy (Lead); Clark, Christine), SJS (with Clark, Christine), and Multicultural Education (ME) (with Clark, Christine (Co-Lead), and the Undergraduate Multicultural Education Course (EDU 280: Valuing Cultural Diversity) and Graduate Assistant Teaching Cohort (with Clark, Christine).
McCreery, Michael	Coordinator	Teaching & Learning Research Subject Pool		2017	No, neither	I lead the development of the Teaching & Learning Subject Pool and coordinate all of its activities throughout the semester.
McCreery, Michael	Editorial Review Board Member	Intervention in School and Clinic	International		Yes, appointed	One of only 39 ranked practitioner journals in special education in Web of Science. One of the few practitioner journals with an impact factor: 0.468.
Olson, Travis	Officer, Secretary	Research Council of Mathematics Learning Executive Board	National	2017	Yes, elected	I am responsible for taking minutes of the RCML Board meetings, as well as serve as an elected member of the Executive Board.

Olson, Travis	Chair	Graduate College Curriculum Committee	Local	2016	Yes, appointed	
Olson, Travis	Chair	College of Education Bylaws Committee	Local	2015	Yes, elected	Chair the committee, and monitor the alignment between departmental, college, and university bylaws. Additionally, we are working on developing work load policies within the college bylaws.
Olson, Travis	Chair	Department of Teaching & Learning Masters Studies Committee		2015	Yes, appointed	
Olson, Travis	Program Coordinator	Masters Program		2015	Yes, appointed	
Olson, Travis	Chair	Department of Teaching & Learning By-Laws Committee	Local	2014	Yes, appointed	
Olson, Travis	Board of Directors: Member	Nevada Mathematics Council	National	2012	Yes, appointed	The Nevada Mathematics Council is the statewide affiliate of the National Council of Teacher of Mathematics.
Olson, Travis	Board of Directors: Member	Southern Nevada Mathematics Council	Regional	2011	Yes, appointed	This organization is an affiliate of NCTM, and has been instrumental in organizing regional NCTM conferences in Las Vegas.
Olson, Travis	Board of Directors of a Company	National Council of Supervisors of Mathematics	National	2015	Yes, appointed	I'm on the NCSM board primarily because of my Associate Editorship for the NCSM journal. However, I am intimately involved in the NCSM Digital Initiative through my Board work. This is a role that has continued since my initial involvement on their Digital Visioning Initiative, and is culminating in a digital professional development program for the organization.
Olson, Travis	Editor, Associate Editor	The NCSM Journal of Mathematics Education Leadership	International	2015	Yes, appointed	
Quinn, Linda	Chair	Elementary Teacher Education Committee	Local	2016	Yes, appointed	
Schrader, Peter	Co-Chairperson	Tenure and Promotion - Department	Local	2017	Yes, elected	Responsible for organizing, reviewing, and presenting committee results for promotion and tenure and annual reviews.
Schrader, Peter	Co-Chairperson	Governance: Doctoral Program	Local	2015	Yes, appointed	Coordinate doctoral activities and programs for the department.

Schrader, Peter	Editorial Review Board Member	Journal of Game-Supported Interactive Learning	International	2015	No, neither	Editorial board member of this new journal.
Schrader, Peter	Advisory Committee Member	Gathering Genius	State	2012	Yes, appointed	Advises the state on STEM policies and practices.
Schrader, Peter	Name reader at graduation	University Graduation Name Reader	Local	2010	Yes, appointed	
Schrader, Peter	Session chair/discussant	AERA: Session Chair/Discussant	National	2004	Yes, appointed	Serve as session chair and/or discussant for AERA.
Scott, Chyllis	Officer, Vice President	Literacy Research and Instruction	National	2016	No, neither	Reviewer for the Literacy Research and Instruction Journal.
Scott, Chyllis	Classroom Volunteer	Thomas Elementary School	Local	2016	No, neither	Volunteering in a 2nd grade classroom for the 2016-2017 school year.
Scott, Chyllis	Director	UNLV POWER Writing Studios (Co-Director)	Local	2014	No, neither	P.O.W.E.R "Promoting Outstanding Writing for Excellence in Research" 4-week writing studio offered for graduate students in the College of Education at UNLV each semester. As a co-director of this program, our involvement as a team intersects research, teaching, and service. POWER also provides motivational and instrumental support for academic writing. As a member of the UNLV POWER team (Chyllis Scott, Margarita Huerta, and Chad Scott.) we strive to support the College of Education and other colleges at UNLV.
Scott, Chyllis	Co-Director	P.O.W.E.R "Promoting Outstanding Writing for Excellence in Research	Local	2014	No, neither	P.O.W.E.R "Promoting Outstanding Writing for Excellence in Research" 4-week writing studio offered for graduate students in the College of Education and Workforce Development at UNLV. POWER provides motivational and instrumental support for academic writing. As a member of the UNLV POWER team we strive to support the graduate students and faculty. POWER consultants and instructors include: Drs. Chyllis Scott, Margarita Huerta, and Chad Scott.
Shih, Jeffrey	Director	AMTE STaR Program		2017	Yes, appointed	
Shih, Jeffrey	Advisory Board to grant	NSF ECR grant of Dr. Travis Olson		2017		

Shih, Jeffrey	Associate Chair	Associate Chair	Regional	2016	Yes, appointed	Documentation of curriculum changes, assist with personnel issues, web site update, sports and physical activity program
Shih, Jeffrey	Editor, Senior Editor	Cognition and Instruction	International	2016	Yes, appointed	Executive Editor solicits reviewers, write's a summative review, and also works with authors that have been encouraged to revise manuscripts. One level under the Editor.
Shih, Jeffrey	Director	Center for Mathematics, Science, and Engineering Education		2015	Yes, appointed	Co-director of the Center that assists faculty in the pursuit of external funding in STEM fields
Shih, Jeffrey	Editorial Review Board Member	SAGE Open		2013		
Shih, Jeffrey	Director	Nevada Collaborative Teaching Improvement Program (NeCoTIP)	State	2006	Yes, appointed	I run the entire Title2a, Higher Ed state-wide grant program.
Shih, Jeffrey	Editor, Associate Editor	Investigations in Mathematics Learning special issue on validity		2016	No, neither	
Shih, Jeffrey	Conference Organizer	Validity Evidence for Measurement in Mathematics Education (V-M^2Ed)	International	2016	No, neither	One of four leaders in NSF-funded conference about validity issues in mathematics education
Shih, Jeffrey	Co-Director	AMTE STaR Program	National	2016	Yes, appointed	One of three program leaders in the only mentoring program for new mathematics education faculty in the United States. Originally funded by the National Science Foundation, the Service, Teaching, and Research (STaR) program is now housed in the Association of Mathematics Teacher Educators (AMTE). Beginning in 2016, I am co-Director of the program
Shih, Jeffrey	Editorial Review Board Member	Mathematics Teacher Educator journal	International	2014	Yes, appointed	Participate 3 multiday panel meetings; review policy and procedures for journal; review quantitative manuscripts
Tettegah, Sharon	Officer, Treasurer	American Psychological Association	International	2017	Yes, elected	
Tettegah, Sharon	Evaluator/Judge	Chief Learning Officer Learning Elite	International	2017	Yes, appointed	Chief Learning Officer is a multimedia publication focused on the importance, benefits and advancements of a properly trained workforce. Our award-

						winning content caters specifically to executives in the enterprise learning market.
Tettegah, Sharon	Volunteer/consulatant	Rainbow Dreams Academy	Local	2017	No, neither	
Tettegah, Sharon	Campus Representative	XSEDE Extreme Science and Engineering Discovery Environments	National	2015	Yes, appointed	As an XSEDE champion I serve as: •Source of local, regional and national high-performance computing and cyberinfrastructure information on campus •Source of information regarding XSEDE resources and services that will benefit research and education on campus •Source of start-up accounts on your campus to quickly get researchers and educators using their allocations of time on XSEDE resources, and •Conduit for the campus high-performance computing needs, requirements and challenges, with direct access to XSEDE staff.
Tettegah, Sharon	iFoundry Fellow	IFoundry, University of Illinois at Urbana - Champaign		2012		The Illinois Foundry for Innovation in Engineering Education (iFoundry) is a cross-disciplinary curriculum incubator in the College of Engineering. It was founded in 2008 as a pilot dedicated to transforming the education and student experience of our undergraduates in ways that align with the challenges and opportunities they will confront in the 21st century. iFoundry rests on a set of core principles around changing organizations, advancing concepts, and honoring aspirations, and asserts that effective reform requires: · Deep reflection and attention to the complex system in which engineering education is embedded · Communities that foster collective learning and action among the members and shareholders in that complex system · Honoring and supporting students' aspirations, choices, and engagement in the educational process

Tettegah, Sharon	Editorial Review Board Member	American Educational Research Journal	International	2012	Yes, appointed	Member, Editorial Board, AERJ
Tettegah, Sharon	Editor, Associate Editor	Elsevier, Official Publication of the British Computer Society	International	2011	Yes, appointed	Applications Special Editorial Board (similar to Associate Editor) The interdisciplinary journal of Human-Computer Interaction An official publication of the British Computer Society Interacting with Computers:• acts as an international forum for the discussion of HCI issues • fosters communication between academic researchers and practitioners • encourages the flow of information across the boundaries of its contributing disciplines • stimulates ideas and provokes widespread discussion with a forward-looking perspective Topics covered include: • systems and dialogue design • evaluation techniques • user interface design • HCI tools, techniques and methodologies • empirical evaluations • users and user modelling • new research paradigms • design theory, process and methodology • organizational and societal issues • intelligent systems • training and education applications • emerging technologies • hypertext and hypermedia • computer-supported co-operative work
Tettegah, Sharon	Editor, Associate Editor	International Journal of Gaming and Computer-Mediated Simulations (IJGCMS)	International	2011	Yes, appointed	The International Journal of Gaming and Computer-Mediated Simulations (IJGCMS) is a peer-reviewed, international journal devoted to the theoretical and empirical understanding of electronic games and computer-mediated simulations. The journal is interdisciplinary in nature; it publishes research from fields and disciplines that share the goal of improving the foundational knowledge base of games and simulations. The journal publishes critical theoretical manuscripts as well as qualitative and quantitative research studies, meta-analyses, and methodologically-sound

						case studies. The journal also includes book reviews to keep readers on the forefront of this continuously evolving field. Occasional special issues from the journal provide deeper investigation into areas of interest within either gaming or simulations.
Tettegah, Sharon	Evaluator	CODIE Awards Software Information and Industry Assocation	International	2010	Yes, appointed	The CODiE Awards are annual awards given within the software industry. They are given by the Software and Information Industry Association for excellence in software development. There are awards in more than 75 categories.[1] The CODiE Awards program attempts to showcase the best software products and services and also honors excellence in corporate philanthropy. It is one of the most recognized peer-recognition awards in the software industry. The name "CODiE" is derived from code, which relates to the instructions making up a computer program.
Tettegah, Sharon	Editorial Review Board Member	Symphony Journals, Symphony Journals	International	2010	Yes, appointed	
Tettegah, Sharon	Editor, Associate Editor	Interacting with Computers	International	2009	Yes, appointed	Interacting with Computers is the interdisciplinary journal of Human-Computer Interaction. First published in 1989 to provide access to the results of research in the field, it breaks down barriers by actively fostering communication between academic researchers and practitioners to encourage the flow of information across the boundaries of its contributing disciplines. This highly-rated journal is recognised as a leading international forum for the discussion of HCI issues - a catalyst for novel and inspired thinking, which demands of its readers a forward-looking perspective. Topics covered include: HCI and design theory; new research paradigms; interaction process

						and methodology; user interface, usability and UX design; development tools and techniques; empirical evaluations and assessment strategies; new and emerging technologies; ubiquitous, ambient and mobile interaction; accessibility, user modelling and intelligent systems; organisational and societal issues.
Tettegah, Sharon	Solar System Ambassador	Jet Propulsion Lab, National Aeronautics and Space Administration	National	2008	Yes, appointed	The Solar System Ambassadors Program is a public outreach program designed to work with motivated volunteers across the nation. These volunteers communicate the excitement of JPL's space exploration missions and information about recent discoveries to people in their local communities. There are almost 500 Ambassadors in 50 states, Washington DC and Puerto Rico bringing the excitement of space to the public. Ambassadors are space enthusiasts from various walks of life who are interested in providing greater service and inspiration to the community at large.
Tettegah, Sharon	Editorial Review Board Member	Urban Education	International	2007	Yes, appointed	Editorial Board Member. Get hard-hitting, focused analyses of critical concerns facing inner-city schools in Urban Education (UEX). This ground-breaking publication provides thought-provoking commentary on key issues from gender-balanced and racially diverse perspectives. Articles cover topics such as mental health needs of urban students, student motivation and teacher practice, school-to-work programs and community economic development, restructuring in large urban schools and health and social services.
Tettegah, Sharon	Educational Technology Program Evaluator	AACTE/International Society for	International	2003	Yes, appointed	The Program reviewer position evaluates univeristy technology teacher education program's to

		Technology in Education				determine if the program meets ISTE's and NCATE program technology standards.

Tettegah, Sharon	Editorial Review Board Member	Urban Education	International	2003	Yes, appointed	Focused analyses of critical concerns facing inner-city schools in Urban Education. For almost 40 years, Urban Education has provided thought-provoking commentary on key issues from gender-balanced and racially diverse perspectives. Subjects include:
						
						  * Mental health needs of urban students
						
						  * Student motivation and teacher practice
						
						  * School-to-work programs and community economic development
						
						  * Restructuring in large urban schools
						
						  * Health and social services

Vallett, David	Editorial Review Board Member	Journal of Research in Science Teaching	International	2016	Yes, appointed	
Vallett, David	Editorial Review Board Member	Contemporary Issues in Technology and Teacher Education-Science	International	2015	Yes, appointed	
Xing, Xue	Editor, Associate Editor	Journal of Research in Technical Careers		2016		
Xing, Xue	Judge	Students for the Advancement of Global Entrepreneurship		2017		
Xing, Xue	Session Chair	American Educational Research Association Division E	International	2017		
Zhang, Shaoan	Nevada State Representative	Association of Teacher Educators Delegate Assembly	National	2012	Yes, appointed	
Zhang, Shaoan	Chair	UNLV Faculty Senate Faculty Development Leave Committee	Local	2015	Yes, appointed	Organizing meetings to evaluate applications for the Faculty Development Leave awards.
Zhang, Shaoan	Chairperson	Association of Teacher Educators Award	International	2015	Yes, appointed	

		and Honors Committee				

Appendix C: UNLV Annual Program Report 2016-2017

Annual Academic Assessment Report Cover Sheet
Assessment reports are due the 1st Wednesday after the Fall Term
Email to: assessment@unlv.edu

Program Information:

Program Assessed	M.Ed. & M.S. in Curriculum and Instruction
Department	Teaching & Learning
College	Education
Department Chair	Dr. Emily Lin
Assessment Coordinator	Dr. Travis Olson
Date Submitted	12/23/17
Contact Person for This Report	
Name	Dr. Travis Olson
Phone	5-0471
Email	travis.olson@unlv.edu

Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- What are the student learning outcomes? Please provide a numbered list.
- Which learning outcomes were assessed?
- How were they assessed? (Programs must use at least one direct assessment of student learning.)
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
    - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
    - activities requiring originality, critical analysis and expertise.
    - the development of extensive knowledge in the field under study.

- What was learned from the assessment results?
- How did the program respond to what was learned?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.

What are the student learning outcomes? Please provide a numbered list.

The Student Learning Outcomes (SLOs) adopted by the Teaching and Learning Department program are the Model Standards created by the Interstate New Teacher Assessment and Support Consortium (InTASC) in 2011. A numbered list of these standards follows. In addition, programmatic and curricular decisions are guided by various Specialized

Professional Association (SPA) standards and national unit accreditation standards specific to the content area concentrations within the program.

Student Learning Outcomes

1. **Learner Development:** Candidates understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. **Learning Differences:** Candidates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. **Learning Environment:** Candidates work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

4. **Content Knowledge:** Candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

5. **Application of Content:** Candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. **Assessment:** Candidates understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

7. **Planning for Instruction:** Candidates plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. **Instructional Strategies:** Candidates understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9. **Professional Learning:** Candidates engage in ongoing professional learning and use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. **Leadership & Collaboration:** Candidates seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Assessment of Student Leaning Outcomes: Curriculum Map

Information regarding what was assessed, how it was assessed, and the outcome that was assessed can be found in Appendices A and B. Specifically, the information in Appendix A is the individual reports from content areas within the Department of Teaching & Learning that supervise students within our various subplans. The information in Appendix B is the overall Curriculum Map that each of our subplans follow, and it is in reference to this curriculum map that each content representative prepared their subplan reports. In particular, the Curriculum Map specifically outlines what is to be, and was assessed in our programs, the way in which it is to be, and was assessed in our programs, and the outcome that is to be, and was assessed across our programs, namely, the *development of extensive knowledge in the field under study*.

More specifically, the information in Figure 1 shows a curriculum map of where the student learning outcomes (SLOs) are covered in the core course options for all T&L Master's program subplans. Specialized Professional Association (SPA) SLOs vary by concentration. Figure 2 outlines Master's assessments by content area concentrations (which are specifically related to subplans) and SPA standards addressed. Figure 3 includes the Culminating Experience Evaluation Rubric, which is administered across all master's subplans, and Figure 4 shows the alignment between InTASC Learning Outcomes and the CIG 697 Culminating Experience Evaluation Rubric. All learning outcomes are addressed in each

assessment cycle. All T&L Master's programs and subplans assess the *development of extensive knowledge in the field under study*.

What was learned from the assessment results?

Figures 5, 6, 7, and 8 illustrate the spread of the culminating experience total scores across the 2016-2017 academic year, Fall 2016, Spring 2017, and Summer 2017 respectively. Figure 9 illustrates the distribution of total scores across content studied by students within various M.Ed. subplans for the 2016-2017 academic year.

In Figure 5, the 50% of the scores across the academic year are distributed between 15 and 17. A quarter of the students scored between a 12 and a 15, a quarter scored between a 17 and 18. In Fall 2016 (Figure 6), 50% of the students scored between a 16 and 17. In Spring and Summer 2017 (Figures 7 and 8), scores were distributed similarly to the combined scores for the academic year. Additionally, for the year, three-fourths (75%) of students in our M.Ed. program are completing their culminating experience at or above 15, which would indicate that three-quarters of our students are not only proficient, but are distinguished on many of our rubric metrics.

In Figure 9, the variety of scores across content studied within our subplans subplans and disciplines is evident. Although it is always precarious to compare across disciplines, it is interesting to note that many of our subplans have a wide range of student scores on the culminating experience, while others have little to no range. It is the opinion of the program coordinator that this is evidence of both periodic low enrollments in particular subplans, as well as the work of a thoughtful faculty engaging with students with a diverse range of abilities and interest, while also sustaining a masters program in which students are well prepared as evidenced by proficient to distinguished assessment scores for our culminating experience across the M.Ed. program.

How did the program respond to what was learned?

The prior academic year (2015-2016) program assessment was shared at the Masters Committee level within the Department of Teaching and Learning. Faculty agreed that it represented their interpretations of their particular subplan reports. Furthermore, feedback from the University Assessment level indicated that the assessment plan was appropriately on track or the Graduate-level programs within the T&L Department, and such feedback was also shared at the Masters Committee level. Results from the 2016-2017 assessment report will be shared faculty at this same committee level in Spring 2018, and any concerns, comments, or suggestions will be taken into consideration as the 2017-2018 report is prepared in Fall 2018.

As evidenced in Appendix A, within particular subplan content areas, content coordinators examined and reflected upon their results. As with the previous year, the mathematics education faculty recognized that their students were achieving at the highest level in the transition point assessment, and at the proficient level for the culminating experience. This was deemed as appropriate by the faculty members due to the nature of the TP being within the context of coursework, and thereby more pertinent to the content studied throughout the semester.

The multicultural education faculty doubled in size during in Fall 2016 (from 1 to 2), and as noted in the report, the faculty plan to increase enrollments so that future assessments will be more meaningful within the context of their program. The CTPE subplan faculty noted that their students are successfully completing their degree programs, as well as completing the transition point assessments. Additionally, their students are engaged in grant writing and seeking funding.

The Teacher Education subplans faculty have been deeply engaged in analyzing their program, and specifically note about their students that, "Although all candidates passed the Culminating Experience, their Ability to Conduct and/or Evaluate Research still needs to be improved. The average score for this component was the lowest. The program area faculty have been discussing the findings to decide which related courses may enhance students' ability to conduct and/or evaluate research and to become proficient in using APA style. It was decided to try and incorporate tutorials and resources for APA style into the elementary education courses, although this attempt has not produced the progress hope for. We will discuss he issue again in the Spring."

The faculty overseeing subplans associated with Literacy noted that they have taken a novel approach to sharing expectations with their students. In particular, the faculty note, "Excellent examples of the English Education culminating experience were provided to students last year prior to their culminating experience. Also, excellent examples of prior

successful culminating experience reports from prior semesters during an orientation to Literacy education Master's degree students in CIL 601 were provided to literacy masters students. Excellent examples of the CIL 680 Curricular Plan were also shared with students. The group suggested that we make available examples for faculty who score the assessments with examples of assessments that are "proficient" (with commentary) and examples of "distinguished" (with commentary), and also to have a department conversation about what the assessment scores of "proficient" and "distinguished" mean in consideration of all current professional standards." These actions by the literacy faculty are highly commendable, and can be an example for other faculty of how they may approach the culminating experience process with students. Furthermore, the faculty have engaged in integrating recent mission and vision changes from the Department into subplan expectations for the culminating experience. Specifically, the faculty noted that, "Through our assessment discussions this year, we have decided to revisit our programs and assessments to include the incorporation of the new Department of Teaching and Learning Mission, Vision and Goals Statements and the alignment of those guiding principles with our assignments with rubrics and our assessments during the 2016-2017 calendar year as well as throughout 2018."

Overall, the faculty continue to revisit the transition point assessments, and align the results to the culminating experiences within the variety of subplans that exist in our M.Ed. program. As such, our faculty are making progress towards well-articulating the assessments used within subplans, and also moving towards meaningfully examining the data with the purpose of refining assessments, and more importantly better understanding ways in which students in our M.Ed. program are *developing extensive knowledge of the field understudy*. In discussions in Spring 2018, it will be critical to reflect on this report to make sure data that was gathered in Fall 2017 is being analyzed, and that Spring 2018 data is being systematically collected, stored, and being prepared to examine.

Appendix A – Subplan reports

UNLV

Office of Academic Assessment

Annual Academic Assessment Report Cover Sheet
Assessment reports are due the 1st Wednesday after the Fall Term
Email to: assessment@unlv.edu

Program Information:

Program Assessed	M.Ed. and M.S. in Curriculum and Instruction/**Multicultural Education**
Department	Teaching and Learning
College	Education
Department Chair	Dr. Emily Lin
Assessment Coordinator	Dr. Travis Olson
Date Submitted	12/4/17
	Contact Person for This Report
Name	Dr. Christine Clark
Phone	702-985-6979 (702-895-3888)
Email	chris.clark.unlv@me.com (chris.clark@unlv.edu)

SEE ATTACHED NARRATIVE

Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

☐ What are the student learning outcomes? Please provide a numbered list.
☐ Which learning outcomes were assessed?
☐ How were they assessed? (Programs must use at least one direct assessment of student learning.)
☐ Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  o student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  o activities requiring originality, critical analysis and expertise.
  o the development of extensive knowledge in the field under study.

☐ What was learned from the assessment results?
☐ How did the program respond to what was learned?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.

12/2017   1

2

3. Develop recommendations for classroom, school, and community innovation (informed by but not strictly tethered to knowledge of current research on and practice of effective program interventions) to improve the educational success of all children.

2. Assessments

Assessment Instruments (Direct/Indirect)	Description of the Assessment Instrument, Sampling Strategy, and Result Collection Process	Assessed Learning Outcomes (by # from above)	Expected Measures of Success
Transition point assignment (narrative essay) in CIG 662, and culminating experience assignment (comprehensive essay) in CIG 697.	**CIG 662:** Individually each student will write a narrative paper (5-7 pages) describing her/his standpoint/positionality relative to six key course concepts (borderlands, trans-hemispheric, diaspora, outsider-within, minoritization, and neoliberalism); specifically students will discuss how she/he believes her/his standpoint/positionality relative to these concepts inform her/his approach to theory and research in multicultural education (additional assignment details available upon request). **CIG 697:** Individually each student will write a single comprehensive essay in which she/he discusses: I) How she/he came to the concentration personally; II) What she/he has learned in the concentration academically; and, III) How she/he will apply this academic knowledge professionally, relative to the controversies around teacher education accreditation standards (specifically, the NCATE Diversity Standard and the absence of such a standard from CAEP), Common Core State Standards, as well as critical multicultural educational issues in Nevada and/or nationally (http://tl.unlv.edu/documents/CIG_697_Multicultural-2015.pdf).	Affective 1-6; Behavioral 1-3	B or better grade on each assignment and/or cumulatively in each course, as well as in the program overall.
Faculty engagement with program students in program courses, as well as through formal and informal advising and mentoring.	During class and office hours, and by appointment. During weekly "Drop-In Hours" (open access, first come first serve). During summer and periodic orientation hours for new students. During bi-annual program area dinners. During fall attendance at the National Association for Multicultural Education (NAME) conference.	Affective 1-6; Behavioral 1-3	Student progression through program of study in an appropriately timely manner (not too quickly, not too slowly) so as to demonstrate general personal, academic, and professional maturity.

3. Results (New Learning, Explanation of Relevant Conclusions)

Also see #4 below. Almost all (55) of the students enrolled in this program since its inception in 2004 have successfully completed it; one (1) has taken a leave of absence for personal reasons, related to health and finances. The overall number of students in this program is continuing to grow (49 since 2009 when a full-time faculty member was dedicated to coordinating it; 28 currently enrolled). It is of note that 17 students have applied for, been admitted to, but never enrolled in courses in the program since 2004—while these students are not counted as program admits, it is a concern that they were not engaged immediately enough after admission to draw them in—year-round rolling admissions have helped to reduce the likelihood of this happening, as has the development of the program's cohort/mentoring activities. Local and national program promotion is increasing awareness of, and interest in, the program. Moving forward, the program will continue to be actively promoted to continue to increase enrollments (an additional faculty hire exclusive to this content area would further assist the two faculty members now co-coordinating this program and the related doctoral level program). As more students enter the program, more robust and meaningful assessment will be possible; longitudinal assessment that includes observational components would assist in this regard.

4. Use of Results (Program Response to New Learning, Explanation of Relevant Conclusions)

1. Course assignments (and other course design elements) are continuously refined—via informal and formal teacher action research-based inquiry—to increasingly support achievement of program students' program learning outcomes.
2. Course evaluations are continually reviewed to facilitate course refinements.

5. Continued Progress (Explanation of Relevant Conclusions)

As noted previously, this program underwent a change of faculty and leadership in 2009. Having had more consistent faculty and leadership since that time has assisted in more closely assessing progress over time. The afore-referenced outcomes and assessments are still relatively new but, again, with sustained and increasing faculty leadership, the results of the assessments are easier to assess over time. Accordingly, they constitute evidence of program improvements against which student success will continued to be evaluated moving forward.

6. Opportunities for Professional Development in Assessment (Explanation of Relevant Conclusions)

Program faculty attended and presented (refereed) at several national conferences related to the program content area. Program faculty also had several publications (refereed) related to the program content area.   Program faculty have also secured funded research projects related to the program content area. While assessment is a part of all of this work, it is not the focus of it.

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Annual Academic Assessment Report
M.Ed. & M.S. in Curriculum and Instruction/Multicultural Education
Fall 2016, Spring 2017, Summer 2017

1. Student Learning Outcomes

Affective Outcomes

Program students will:

1. Demonstrate profound awareness of the pre-existing beliefs they hold about themselves, those whom they perceive to be like them, those they perceive to be unlike them, as well as society as a whole, especially as these beliefs impact schooling.

2. Demonstrate profound awareness of their own experiences of differences (or lack there of) in and out of school contexts, and the implications of these experiences (or of the absence of these experiences) for teaching children and engaging parents from similar and dissimilar experiential backgrounds.

3. Be able to define the concepts of equity and inequity; equality and inequality; individual, cultural, and institutional power, privilege, prejudice, discrimination, marginalization, and oppression; diversity, multiculturalism, and dimensions of difference (related to race; color; ethnicity; Deafhood; geographic origin; immigration status; language; caste; socioeconomic class background; employment status; sex; gender; gender identity and expression; family configuration; sexuality; physical, developmental, or psychological ability; Veteran's status; age or generation; religious, spiritual, faith-based, or secular belief; physical appearance; environmental concern; political affiliation; and, on the basis of the exercise of rights secured by the First Amendment of the Constitution of the United States) especially as these concepts impact teaching and learning.

4. Demonstrate a complex understanding of the role schools play in sustaining inequity and, thus, inequality, as well as the ability schools have to promote equity and, thus, equality.

5. Demonstrate a sophisticated "disposition" for teaching all children.

6. Demonstrate advanced oral and written communication and research skills through engagement in course-related critical analysis, advanced knowledge-building, and scholarship conveyed through original creative expression.

Behavioral Outcomes

Program students will demonstrate knowledge, skills, and dispositions to:

1. Review current (on an ongoing basis) assessment data (classroom, school, state, national, international) related to **_all_** children's educational performance.

2. Develop specific curricular and instructional practices, based on assessment and performance data, to improve the educational outcomes of **_all_** children.

Annual Academic Assessment Report Cover Sheet

Assessment reports are due the 1st Wednesday after the Fall Term

Email to: assessment@unlv.edu

Program Information:

Program Assessed	M.Ed. in Curriculum Instruction, **Mathematics Education** Subplans (Elementary, Secondary, Middle School-RPDP, Secondary RPDP)
Department	Teaching & Learning
College	Education
Department Chair	Dr. Emily Lin
Assessment Coordinator	Dr. Travis Olson
Date Submitted	12/22/16
Contact Person for This Report	
Name	Dr. Travis Olson
Phone	5-0471
Email	travis.olson@unlv.edu

Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- What are the student learning outcomes? Please provide a numbered list.
- Which learning outcomes were assessed?
- How were they assessed? (Programs must use at least one direct assessment of student learning.)
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  - activities requiring originality, critical analysis and expertise.
  - the development of extensive knowledge in the field under study.

- What was learned from the assessment results?
- How did the program respond to what was learned?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.

Student Learning Objectives

The Mathematics Education subplans follow the learning objectives outlined in the report through the InTASC standards. As outlined in the body of the report, we utilize these standards to assess students in their progress towards *the development of extensive knowledge in the field under study*. Additionally, we utilize the rubric in the CE across the following 6 dimensions for the CE

DIMENSION 1: Demonstrated ability to articulate and apply theories and practices.
DIMENSION 2: Demonstrated ability to articulate and implement a professional philosophy.
DIMENSION 3: Demonstrated ability to evaluate and/or conduct research, apply problem- solving techniques, and effectively communicate processes, implications and results.
DIMENSION 4: Demonstrated knowledge and understanding of content and related pedagogy.
DIMENSION 5: Demonstrated knowledge and understanding of professional standards.
DIMENSION 6: Demonstrated ability for academic presentation and format (APA 5th/6th Edition).

Additionally, we utilize the following rubric for the transition point assessment
DIMENSION 1: Demonstrated ability to articulate and apply theories and practices.
DIMENSION 2: Demonstrated ability to articulate and implement a professional philosophy.
DIMENSION 4: Demonstrated knowledge and understanding of content and related pedagogy.
DIMENSION 5: Demonstrated knowledge and understanding of professional standards.
DIMENSION 5: Demonstrated ability for academic presentation and format (APA 5th/6th Edition).

What was learned from the assessment results, and how the Mathematics Education faculty responded

In the academic year (Fall 2016 – Summer 2017), two students completed the transition point assessment (CIG 620 Principles of Learning in Mathematics Final Paper). Neither of these two has yet completed the Culminating Experience. Additionally, three other students who had completed the transition point assessment in prior years also completed the culminating experience. These 3 students completed the Culminating Experience, all with 12 points out of 18 points (e.g., "passing"), and each of those 3 students had completed the transition point with 15 points out of 15 points (e.g., "passing").

Consequently, as with previous years, what we have determined is that our transition point assessment, and the culminating experience are well aligned, and as students successfully complete the transition point assessment within the context of "coursework," they appear well positioned to complete the culminating experience successfully. The two students who completed the transition point assessment but not yet the culminating also completed it with a 15 out of 15 points, and both students seem well positioned to successfully complete the culminating experience. In particular, Dr. Olson teaches the course in which the transition point is completed, and these two students are also advisees of Dr. Olson. Consequently, when they are ready for the culminating experience Dr. Olson will revisit their work in CIG 620 to identify any potential concerns as the enter into the culminating experience work, however, at this point, there are no immediate concerns of note. The mathematics education faculty regularly consult one another on matters such as these, and it has been the modus operandi for our faculty in working with students that matriculate through our subplan, and we intended to continue this practice in the coming academic year.

Academic Assessment Report – 2015 Calendar Year

Evidence collected in Fall 2016

Directions: Please complete a form for each of the programs within your department. This form was designed to provide a format for assessment reporting and should not be used to limit the amount of information provided.

Content Area Information:

Content Area	Educational Technology
Report submitted by (include phone/email)	Randall Boone, randall.boone@unlv.edu, 5-3612
Date Submitted	December 18, 2017

1. Student Learning Objectives (Content Area)
Program-wide learning objectives, the InTASC Standards, have been listed in the main body of the departmental program report.   *You may use this area to articulate additional learning objectives specific to your content area (optional):*
Specialty Area Standards: National Technology Standards for Teachers (NETS-T) for Technology Integration   1. Facilitate and Inspire Student Learning and Creativity   2. Design and Develop Digital Age Learning Experiences and Assessments   3. Model Digital Age Work and Learning   4. Promote and Model Digital Citizenship and Responsibility   5. Engage in Professional Growth and Leadership

2. Planned Assessments: Methods, Instruments, and Analysis: *A general description of transition point assessments and culminating experiences have been included in the main body of the departmental program report. You may use this area to*   *provide additional information about these or other assessments employed in your content area (optional):*
CIT 608 Class Project – Technology Integration Lesson   The outcomes are broken down by component criteria for those who: (1) did not meet the standard (not acceptable), (2) met the standard (acceptable), and (3) met the standard with distinction (target).

3. Results, conclusions and discoveries. In this past year
- What have been the results of each planned assessment listed above?
- Compared to your benchmarks, was the outcome at, above, or below what was expected?
- How do the current results compare to previous years' results?
- What conclusions or discoveries do you draw from this year's results?

Assessment Item	Target	Acceptable	Not Acceptable
Introduction, Proposal	14	2	1
Rationale: Needs, Standards, Population, Reflects Position	14	2	1
Activity Description: Objectives, Procedures, Assessment	16	0	1
Evaluation: Changes, Successful Components	14	2	1
Conclusion/Reflection on Learning	15	1	1
Presentation: Writing/APA	14	2	1

All students satisfactorily completed the benchmark assessments with target or acceptable ratings, which met our expectations. This year's data are very similar to those of the previous year.

4. Use of Results (Closing the Loop over this past year)
- How were the student learning outcome results used to make curricular and/or pedagogical changes?
- If no changes were needed, please explain why
- Who reviewed the results? Is assessment a shared responsibility in your content area? Does the work rotate among faculty?
- Who acted on the results and in what way?

No changes are indicated as students all received excellent or acceptable ratings on the transition point assessments and the culminating experience. However, while outside the specific content area, the continued difficulties in writing and appropriate style remain a systemic problem for our larger department program.

5. Progress over this past year
- Please describe the program changes that have been recommended in past reports
- What progress has been made since the recommendation(s)? Has the rate of improvement in pattern or trend been what you anticipated?

Somewhat fewer students were included in this year's report.

6. Opportunities for Professional Development in Assessment – Over this past year:
- How did faculty develop their knowledge of academic assessment (workshops, brown-bags, conference attendance, etc.)?
- What opportunities did faculty have to publish assessment-related articles in assessment journals and other publications?

N.A.

Academic Assessment Report – 2014-15 Academic Year

Evidence collected in Fall 2017 and Spring 2017

Directions: Please complete a form for each of the programs within your department. This form was designed to provide a format for assessment reporting and should not be used to limit the amount of information provided. Each box that is attached to each of the sections is designed to adjust to varying lengths. If you have any questions, please contact Dr. Dan Bubb at x51506 or via email at dan.bubb@unlv.edu.

***Please email your completed form to assessment@unlv.edu (Academic Assessment/UNLV)

Program Information:

Program	M Ed. in Secondary Science Education, M.S. Secondary Science Education, ARL-GLP Secondary Science,
Department(s)	Teaching and Learning
College	Education
Program Assessment Coordinator	
Report submitted by (include phone/email)	Hasan Deniz hasan.deniz@unlv.edu x51324
Date Submitted	

Purpose of Assessment Reporting at UNLV:

Annual assessment reports are designed to:

a) Articulate student learning objectives (what students will learn/what skills they will develop, and how they will be able to apply what they have learned)
b) Demonstrate use of direct and indirect instruments to assess student learning outcomes
c) Evaluate student learning outcomes and making curricular and/or pedagogical changes to inform decision-making
d) Align results with the University's Undergraduate Learning Outcomes

Departments use reports to improve student learning and to fulfill the requirements of the Northwest Commission on Colleges and Universities (NWCCU), UNLV's accreditation agency.

1. Department Mission Statement. What is the department's purpose? What is it trying to achieve with students?

2. Student Learning Objectives (Program Level)

NSTA Standard 1: Content Knowledge
Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure.

NSTA Standard 2: Content Pedagogy
Effective teachers of science understand how students learn and develop scientific knowledge. Pre-service teachers use scientific inquiry to develop this knowledge for all students.

NSTA Standard 3: Learning Environments
Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources--including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.

NSTA Standard 4: Safety
Effective teachers of science can, in a P-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P-12 science classroom appropriate to their area of licensure.

NSTA Standard 5: Impact on Student Learning
Effective teachers of science provide evidence to show that P-12 students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach.

Standard 6: Professional Knowledge and Skills
Effective teachers of science strive continuously to improve their knowledge and understanding of the ever-changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community.

3. Planned Assessments: Methods, Instruments, and Analysis:
Following up on the Assessment Plan for this program, what direct instruments (e.g. exams, research papers, oral presentations) and indirect instruments (e.g. surveys) did the department use to assess student learning outcomes during the current period of data collection? **Please do not include student**

course evaluations or course grades as program-level assessment instruments. Contact Dan if you have questions.

Assessment Instrument (e.g., survey, exit exam)	Briefly describe the instrument, sampling strategy, and how the results are collected	Learning outcome(s) assessed (list by #)	Expected Measures (results that would indicate success)
Unit Plan	All students in M.Ed. and ARL programs complete this as part of CIS 632/634	INTASC 2,3,4,5,6,7,8 NSTA: 1a-c, 2a-c, 3a-c, 5a-c,	80% of Learners reaching target or above.
Technology Implementation Project	All students in M. Ed. and ARL complete this as part of CIS 638	INTASC 7,8 NSTA: 2a-c, 3b	80% of Learners reaching target or above.

4. Results, conclusions and discoveries. In this past year
- What have been the results of each planned assessment listed above? **Unit Plan: 9/10 Target (90%), 1/10 Acceptable (10%), TIP1: 21/22 Target (95.5%), 1/22 Acceptable (4.5%).**
- Compared to your benchmarks, was the outcome at, above, or below what was expected? **90% of students scored at or above Target on Unit Plan; 95.5% scored at or above Target for the Technology Implementation Plan. These were above minimum expectations.**
- How do the current results compare to previous years' results? The results for the TIP are lower than the previous year; results for Unit Plans are better than the previous year's results.
- What conclusions or discoveries do you draw from this year's results? The TIP projects were of comparable quality, and this was the first year of the course under a new instructor. It is difficult to maintain 100% target, although we did exceed our goals. In general, results from this and previous years seem to be high, indicating that the program is preparing candidates effectively for these assessments, and in turn for meeting the NSTA and INTASC standards to which they correspond. The 100% Target for the Unit Plan assessment, which included many of the same students as the TIP, is indicative of the overall high quality of students entering the program, and the success of the program, but not likely sustainable.

5. Use of Results (Closing the Loop over this past year)
- How were the student learning outcome results used to make curricular and/or pedagogical changes?
- If no changes were needed, please explain why : Results are still well within the bounds of our goals as a department. The CIS 638 course was updated to include more modern tech integration to include topics such as educational robotics, 3D printing, and virtual reality. This change may positively impact the results in the next assessment cycle. No changes were needed to the 632/634 course, as it has been at or above goals for the previous two cycles.
– Who reviewed the results? Is assessment a shared responsibility in the department? Does the work rotate among faculty? Results were formerly reviewed by Dr. David Vallett, and are now

reviewed by Hasan Deniz. This work rotates to whomever is teaching the majority of the methods courses within the discipline.
- Who acted on the results and in what way? Hasan Deniz would be the one to act on the results, if action were required.

6. Progress over this past year
- Please describe the program changes recommended in past reports: n/a
- What progress has been made since the recommendation(s)? Has the rate of improvement in pattern or trend been what you anticipated? n/a

7. Opportunities for Professional Development in Assessment (Over this past year)
- How did faculty develop their knowledge of academic assessment (workshops, brown-bags, conference attendance, etc.)? Conference attendance.
- What opportunities did faculty have to publish assessment-related articles in assessment journals and other publications? None, to my knowledge. It is unlikely that a journal would be interested in such a study that did not incorporate either longitudinal data on the participants or assessment of profound programmatic restructuring.

Annual Academic Assessment Report Cover Sheet

Assessment reports are due the 1st Wednesday after the Fall Term

Email to: assessment@unlv.edu

Program Information:

Program Assessed	M.Ed. & M.S. in Curriculum and Instruction with Emphasis on Career, Technical, and Postsecondary Education
Department	Teaching & Learning
College	Education
Department Chair	Dr. Emily Lin
Assessment Coordinator	Dr. Shaoan Zhang
Date Submitted	11/21/17
Contact Person for This Report	
Name	Dr. Xue Xing
Phone	52739
Email	Xue.xing@unlv.edu

Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- What are the student learning outcomes? Please provide a numbered list.
- Which learning outcomes were assessed?
- How were they assessed? (Programs must use at least one direct assessment of student learning.)
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
    - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
    - activities requiring originality, critical analysis and expertise.
    - the development of extensive knowledge in the field under study.

- What was learned from the assessment results?
- How did the program respond to what was learned?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.

Student Learning Objectives

The Career & Technical and Postsecondary Education (CTPE) emphasis within the Department of Teaching and Learning follows the learning objectives outlined in the report through the InTASC standards. Additionally, the current professional standards used in the program are the National Board for Professional Teaching Standards (NBPTS), specifically:

- Proposition #1: teachers are committed to students and their learning

- Proposition #2: teachers know the subjects they teach and how to teach those subjects to students
- Proposition #3: teachers are responsible for managing and monitoring student learning

Assessing Student Learning Outcomes

Assessment include transition point assessment in the course of M.Ed. and M.S. programs and culminating experience at the end of both programs.

Transition Point Assessment

Assessment Instrument (e.g., survey, exit exam)	Learning outcome(s) assessed (list by #)	Expected Measures (results that would indicate success)
Methods of Teaching Final Project ✓ Students complete this as part of EDW539 Methods of Teaching in Workforce Education	INTASC Outcomes 1-10 and NBPTS propositions 1-3 were measured through examining EDW539 accompanying rubric.	Students will present final group projects reflecting their teaching philosophy and implementing instructional strategies.
Mock Teaching Peer Evaluation ✓ Students complete this as part of EDW733 Workforce Education Curriculum and Program Development	INTASC Outcomes 1-9 and NBPTS propositions 1-3 were measured through examining EDW733 accompanying guideline.	Students will evaluate each other on performance of mock teaching in career and technical classroom and professional settings.
Reflection Paper ✓ Students complete this as part of EDW748 Internship in Workforce Education	INTASC Outcomes 1-10 and NBPTS propositions 1-3 were measured through examining EDW748 accompanying guideline.	Students will reflect on various aspects of their internship experience and ethical issues
Preparation of Grant Proposal ✓ Students in M.Ed. and M.S. programs complete this as part of EDW768 Grantsmanship in Education	INTASC Outcomes 1-10 were measured through examining EDW768 accompanying rubric.	Students will prepare a grant proposal addressing appropriate needs, objectives, methods, evaluation, budget related issues.

Culminating Experience Assessment

Students are required to prepare and submit a cumulative portfolio in the format of E-portfolio or three-ring binder notebook displaying the best artifacts of their work from throughout the M.Ed. degree program. These artifacts will be representative evidence of their abilities in each of the areas

of the Culminating Experience Assessment Matrix (see Table 1) as approved by the Department. The Culminating Experience Evaluation Criteria are listed in Table 2.

Table 1: CIG 697 Culminating Experience Assessment Matrix

Ratings	Learning Outcomes					
	1. Theory into Practice (EDW 530 or 748)	2. Professional Philosophy (Culmination statement supported by coursework)	3. Conduct and/or Evaluate Research (EPY 702; EDW 755)	4. Pedagogical Knowledge (EDW 539, 733, 671, 575)	5. Professional Knowledge (Foundation, EDW 745, 746)	6. Presentation and Format (APA style)
Distinguished (3)						
Proficient (2)						
Marginal (1)						
Unacceptable (0)						

Table 2: CIG 697 Culminating Experience Evaluation Criteria

Distinguished (3)	Proficient (2)	Marginal (1)	Unacceptable (0)
• Exceeds expectations; • Provides multiple layers of connected and convincing evidence; • Demonstrates exceptional performance; • Communicates distinctively and authoritatively; • Proposes original and creative solutions.	• Meets expectations; • Provides multiple sources of clear evidence; • Demonstrates satisfactory performance; • Communicates accurately; • Presents a clear and convincing argument.	• Meets minimum expectations; • Provides some evidence; • Demonstrates limited performance; • Exhibits limited ability to communicate ideas; • Presents partial or faulty argument.	• Fails to meet expectations; • Provides little or no evidence; • Demonstrates insufficient or incomplete performance; • Exhibits lack of ability to communicate ideas; • Presents unsupported or incoherent argument.

- **PASS** (Meets Standard): Total score > 12 with no score = 0.
- **NO PASS TO PASS**: Total score > 8 and < 12 for NO PASS.
  Revise and resubmit on or before the Friday of the last week in instruction.
  Total score > 12 with no score = 0 for PASS; total score < 12 for FAIL.
- **FAIL**: Total score < 8 for FAIL.

Assessment Results
Transition Point Assessment

Transition Point Assessment	Student #	Results
1. Methods of Teaching Final Project	3	100% of learners reaching target or above.
2. Mock Teaching Peer Evaluation	6	100% of learners reaching target or above.
3. Reflection Paper	22	95% of learners reaching target or above.
4. Preparation of Grant Proposal	16	100% of learners reaching target or above. ➢ **One student has won a grant after completing the course.**

Culminating Experience Assessment

As of Fall 2017, there are 15 students actively enrolled in Curriculum and Instruction M.Ed. and M.S. programs with emphasis on career & technical and postsecondary education. Among these students, three have applied for graduation in December 2017 and turned in their portfolios. Three students successfully completed their degree and graduated in Spring 2017. And four students successfully completed their degree and graduated in Summer 2017.

Response to What Was Learned

Transition-point assessment findings show that students in the course of master programs with emphasis in career & technical and postsecondary education had a good knowledge of learning materials and command of skills of planning and implementing instruction in career and technical classroom and professional settings. Students were also willing to take on leadership responsibilities and applied what was learned in the classroom to professions. One student was able to develop a grant proposal, complete the whole grant application process, and managed to get awarded for a local grant.

Annual Academic Assessment Report Cover Sheet
Fall 2016, Spring 2017, Summer 2017

Program Assessed	Literacy, Reading Specialist, Library Science, Children's Literature, English Education
Department	Teaching and Learning
College	Education
Department Chair	Dr. Emily Lin
Assessment Coordinator	Dr. Travis Olson
Date Submitted	December 8, 2017
Contact Person for This Report	
Name	Dr. Steven Grubaugh
Phone	702-460-4325
Email	steven.grbaugh@unlv.edu

1. Student Learning Outcomes for the program. List the Student Learning Outcomes for the program. *Number for later reference.*

The M.Ed. and M.S. programs in the Department of Teaching and Learning in Literacy, Reading Specialist, Library Science, Children's Literature, and English Education adhere to the established InTASC principles as well as the most current ILA and NCTE standards. These principles and standards underscore all programmatic and curricular decisions in the above-mentioned Literacy areas. The Interstate New Teachers Assessment and Support Consortium
(InTASC, https://www.angelo.edu/content/files/21276-intasc-standardspdf), the National Council of Teachers of English (NCTE, (http://www.ncte.org/standards/ncte-IRA), the National Board for Professional Teaching Standards (NBPTS, http://www.nbpts.org/wp-content/uploads/EAYA-ELA.pdf) and the International Literacy Association Standards (ILA, https://literacyworldwide.org/get-resources/standards/standards-for-reading-professionals) are available at the listed websites and also attached are the assignments and rubrics for midpoint and final assessments in our program(s).

See below for specific standards:

2. Planned assessments: Methods, Instruments and Analysis. According to the Assessment Plan for this program, what were the planned assessments to be conducted during the Spring & Fall 2015 Academic Semesters?

Assessment Instrument (e.g., survey, exit exam)	Learning outcome(s) assessed (list by #)	Expected Measures (results that would indicate success)

Midpoint Assessment For Literacy, Library Science & Children's Literature InTASC Standard(s) 1, 2, 3, 4, 5, 6, 7, 8 & 9 ILA Standard(s) 2.1, 2.2, 2.3 Curriculum and Instruction InTASC Outcomes 1-9 and ILA Outcomes 2.1, 2.2 and 2.3 were measured by examining our CIL 680 Curricular Plan and assessed by an accompanying Rubric.	INTASC Outcomes 1-9 and ILA Outcomes 2.1, 2.2, 2.3 were measured through examining our CIL 680 Contemporary Literature for Children & Young Adults Curricular Plan and assessed by an accompanying Rubric.	Our student results are that the scores were all at, or in a range between proficient and distinguished. These results reflect student learning in the CIL 680 prerequisite courses and CIL 680 itself. Our students score highly in this assessment and we conclude that the related INTASC and ILA Standards are being achieved with a high degree of proficiency and even distinction.
Midpoint Assessment For Reading Specialist InTASC Standard(s) 1, 2, 3, 4, 6, 7, 8 & 9 ILA Standard(s)3.1, 3.2, 3.3 & 3.4 Assessment and Evaluation InTASC Outcomes 1-4 and 6-9 and ILA Outcomes 3.1, 3.2, 3.3& 3.4 are generally measured through examining our CIL 622 Case Study Assignment and Rubric.	InTASC Outcomes 1-4 and 6-9 and ILA Outcomes 3.1, 3.2, 3.3& 3.4 were measured through examining our CIL 622 Practicum Literacy Diagnosis and Instruction Case Study Assignment and Rubric.	Our student results are that the scores were all at, or in a range between proficient and distinguished. These results reflect student learning in the CIL 622 prerequisite courses and CIL 622 itself. Our students score highly in this assessment and we conclude that the related INTASC and ILA Standards are being achieved with a high degree of proficiency and even distinction.
Culminating Assessment For Reading Specialist, Literacy, Library Science & Children's Literature InTasc Standard(s) 1, 2, 3, 4, 5, 6, 7, 8 & 9 ILA Standard(s)1.1 & 1.3 Foundational Knowledge, 3 Curriculum & Instruction, 4 Diversity, 5 Literate Environment and 6 Professional Learning and Leadership InTASC Outcomes 1-10 and ILA Outcomes1.1, 1.3, 3,4,5, & 6 were measured through examining our Culminating Experience elements and	InTASC Outcomes 1-9 and ILA Outcomes1.1, 1.3, 3,4,5, & 6 were measured through examining our Culminating Experience elements and assessed by an accompanying Rubric.	Our student results are that for the most part, the scores were all at, or in a range between proficient and distinguished. These results reflect student learning in the required courses for the Reading Specialist, Literacy, Library Science and Children's Literature specializations offered in our T & L Master's Degree Program in Literacy Education. Our students do quite well in this assessment and we conclude that the related InTASC and ILA Standards are being achieved with a high degree of proficiency and even distinction.

assessed by an accompanying Rubric.		
Midpoint Assessment For English Education InTASC Standard(s) 1 - 10 NBPTS Standard(s) 7, 8, 9, 10, 11, 12, 13, 14, 15 NCTE Standard(s) N/A	CIL 642, Expertise Project	Our student results are that for the most part, the scores were all at, or in a range between proficient and distinguished. These results reflect student learning in the required courses for the midpoint assessment for English education offered in our T & L Master's Degree Program in English/Literacy Education. Our students do quite well in this assessment and we conclude that the related InTASC, NBPTS and NCTE Standards are being achieved with a high degree of proficiency and even distinction.
Final Assessment For English Education InTASC Standard(s) 1 – 10 NBPTS Standard(s) 7, 8, 9, 10, 11, 12, 13, 14, 15 NCTE Standard(s) N/A	CIL 642, Expertise Project Assignment and accompanying Rubric.	Our student results are that for the most part, the scores were all at, or in a range between proficient and distinguished. These results reflect student learning in the required courses for English Education. Culminating Experience Paper OR Portfolio with Rubric is submitted. Culminating Experience Reports Submitted 2016-2017.

3. Results, conclusions and discoveries. What are the results of each planned assessment listed above? Is the outcome at, above, or below what was expected? What conclusions or discoveries do you draw from the results? Describe below or attach to the form.

The Literacy Interest Group uses both formative and summative assessment(s) to inform instruction and to continuously improve both course and programmatic content and structure. Our program and courses are aligned with the Department of Teaching and Learning Mission, Vision and Goals Statements as well as national standards as per program. Since the assessments were completed this year, the Literacy Interest Group has analyzed and discussed the results of the findings during several meetings in 2016-2017. We believe the assessments are reliable, valid and fair measures of our Literacy program. We anticipate making continuous improvements in our curriculum over the next year since all courses for this assessment have been realigned with the new InTASC Model Core Teaching Standards and possible revisions in our curricular offerings as well as updates and alignments in our assessment procedures. As of Fall, 2017, the Department of Teaching and Learning Mission, Vision and Goals Statements have been rewritten and the Literacy Interest Group will realign our programs and assessment with the new Mission, Vision and Goals Statements.

Assessment data in this document was compiled by, Bickmore, Davila, Ladd, Scott, McKinney, and Grubaugh, all of whom supplied assessment data for the benchmark assessments for preservice and master's programs students. Results were that for the most part, the scores were all proficient or distinguished. For the CIL 622 classes, the assignment of letters (or a case report) to teachers and parents involves opportunities to reach mastery. With the goal of making continuous improvements in our program assessment process, the task of the Literacy Interest Group was to revisit our curriculum and courses since all courses for this assessment have been realigned with the most current Interstate New Teachers Assessment and Support Consortium
 (InTASC, https://www.angelo.edu/content/files/21276-intasc-standardspdf), the National Council of Teachers of English (NCTE, (http://www.ncte.org/standards/ncte-IRA), the National Board for Professional Teaching Standards (NBPTS, http://www.nbpts.org/wp-content/uploads/EAYA-ELA.pdf) and International Literacy Association Standards (ILA, https://literacyworldwide.org/get-resources/standards/standards-for-reading-professionals), as well as with the scoring rubric and including differences in performance due to online/face-to-face teaching in the CIL 680 class.

Excellent examples of the English Education culminating experience were provided to students last year prior to their culminating experience. Also, excellent examples of prior successful culminating experience reports from prior semesters during an orientation to Literacy education Master's degree students in CIL 601 were provided to literacy masters students. Excellent examples of the CIL 680 Curricular Plan were also shared with students. The group suggested that we make available examples for faculty who score the assessments with examples of assessments that are "proficient" (with commentary) and examples of "distinguished" (with commentary), and also to have a department conversation about what the assessment scores of "proficient" and "distinguished" mean in consideration of all current professional standards.

The English Education Master's program is currently being administered by Dr. Steve Bickmore, and especially regarding the Teach for America candidates. An appropriate English Education midpoint assessment the in CIL 642 Expertise Project was developed and the program is still being improved.

Our conclusions have been that the majority of our Literacy students do quite well on both the mid-point and Culminating Experience assessments. Our Literacy group is continually raising issues and discussing the accuracy and alignment of the assessment activities with the NBPTS, ILA, and InTASC standards, from which they have been generated.

The following list of descriptors provides guidelines so as to distinguish among performance levels for comparable rigor across emphasis areas in the Culminating Experience. As of Fall, 2017, the Department of Teaching and Learning Mission, Vision and Goals Statements are have been rewritten and the Literacy Interest Group has realigned our programs and assessments with the new Department Mission, Vision and Goals Statements.

DISTINGUISHED (3)
- exceeds expectations
- provides multiple layers of connected and convincing evidence
- demonstrates exceptional performance
- communicates distinctively and authoritatively
- proposes original and creative solutions

PROFICIENT (2)
- meets expectations
- provides multiple sources of clear evidence
- demonstrates satisfactory performance
- communicates accurately
- presents a clear and convincing argument

MARGINAL (1)
- meets minimum expectations
- provides some evidence
- demonstrates limited performance
- exhibits limited ability to communicate ideas
- presents partial or faulty argument

UNACCEPTABLE (0)
- fails to meet expectations
- provides little or no evidence
- demonstrates insufficient or incomplete performance
- exhibits lack of ability to communicate ideas
- presents unsupported or incoherent argument

4. Use of results. What program changes are indicated, and how will they be implemented? Include a description of who will review and act on the findings. If none, describe why changes are not needed.

Drs. Bickmore, Devila, Ladd, Scott, McKinney, and Grubaugh provided input into this report and reviewed results. Through our assessment discussions this year, we have decided to revisit our programs and assessments to include the incorporation of the new Department of Teaching and Learning Mission, Vision and Goals Statements and the alignment of those guiding principles with our assignments with rubrics and our assessments during the 2016-2017 calendar year as well as throughout 2018.

The English Education Master's program is in transition due to the large number of Teach for America candidates. These students comprise the vast majority of the program now. They are developmentally unlike traditional Master's students, who typically have several years classroom experience and a BS degree in education. Most, but not all, of the TFA students now have degrees in English but practically no preparation for teaching. Therefore, Dr. Bickmore has re-conceptualized the midpoint assessment for this group into the CIL 642, Expertise Project. The final assessment, CIG 697, remains unchanged.

This year's assessment does not include data from the Literacy interest group's 2017 new programmatic innovations including 1) the Diverse Literature for Children and Adolescents Certificate program and 2) the Certificate in Teaching Writing certificate program since the proposed program launch for both certificate programs is in Summer, 2018. Additionally, the literacy interest group will revisit the final assessment Culminating Experience in 2018. Also, Literacy faculty have been working across disciplines and across departments to integrate literacy content knowledge with other content

areas. The Department has two seasoned technology members with expertise in Learning Analytics and the Literacy Interest Group will ask for assistance and suggestions with collecting, aggregating, analyzing and reporting data and using the data to improve our programs, courses and instruction.

5. Progress. Describe program changes that have been recommended in past reports. What progress has been made since the recommendation?

There have been no program changes recommended in past reports.

Annual Academic Assessment Report Cover Sheet
Assessment reports are due the 1st Wednesday after the Fall Term
Email to: **assessment@unlv.edu**

Program Information:

Program Assessed	M.Ed. Elementary Education
Department	Teaching and Learning
College	Education
Department Chair	Emily Lin
Assessment Coordinator	Travis Olson
Date Submitted	December 20, 2017
Contact Person for This Report	
Name	Jane McCarthy
Phone	(702) 895-1208
Email	jane@unlv.nevada.edu

Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- Which learning outcomes were assessed?

CIG697 prepares candidates in the Master's of Education (M.Ed.) Program in Curriculum and Instruction with an emphasis concentration in Elementary Education. The paper for the course gives students the opportunity to demonstrate the depth and breadth of knowledge acquired in their major emphasis concentration area(s) and to link such knowledge to teaching practice. In particular, students need to be able to:

- Synthesize theories, concepts, and information that they learned throughout their program of study
- Situate their synthesis in the professional literature
- Connect their learning to teaching practice
- Communicate what they learned and their connections to practice through professional writing.

- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:

This assignment assess three aspects of outcomes related to the graduate level requirements:

1. Student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.

To complete the paper, candidates in the course must review literature and identify solution to urban issues based on their research.

2. Activities requiring originality, critical analysis and expertise.
   The review related to candidates' critical analysis ability. The solution to the issues developed candidates' originality.
3. The development of extensive knowledge in the field under study.
   This assignment broadens candidates' knowledge related to factors that contribute to elementary students' learning outcomes.

- What was learned from the assessment results?

Table 1 shows a breakdown of CIG 697 ratings by the component assessment criteria (Theory into Practice, Professional Philosophy, Ability to Conduct and/or Evaluate Research, Content and Pedagogical Knowledge, Professional Standards Knowledge, and Presentation and Format/APA Style) for fall 2017. The outcomes are broken down by component standards and assessed using the following ratings: (0) Unacceptable, (1) Marginal, (2) Proficient, and (3) Distinguished. Scores of 2.0 or higher are expected. All the elementary candidates who registered for CIG 697: Culminating Experience passed the course.

Although all candidates passed the Culminating Experience, their Ability to Conduct and/or Evaluate Research needs to be improved. This academic year the average score for this component is the lowest score.

Table 1 Assessment Results for CIG 697 Elementary Education (2017)

Semester	Theory into Practice	Professional Philosophy	Conduct and/or Evaluate Research	Content and Pedagogical Knowledge	Professional Standard Knowledge	Presentation and Format
F 2017 (N= 9)						
3	8	7	4	6	7	7
2	1	2	5	3	2	2
1	0	0	0	0	0	0

- How did the program respond to what was learned?

Although all candidates passed the Culminating Experience, their Ability to Conduct and/or Evaluate Research still needs to be improved. The average score for this component was the lowest. The program area faculty have been discussing the findings to decide which related courses may enhance students' ability to conduct and/or evaluate research and to become proficient in using APA style. It was decided to try and incorporate tutorials and resources for APA style into the elementary

education courses, although this attempt has not produced the progress hope for. We will discuss he issue again in the Spring.

Annual Academic Assessment Report Cover Sheet
Assessment reports are due the 1st Wednesday after the Fall Term
Email to: assessment@unlv.edu

Program Information:

Program Assessed	M.Ed. Secondary Education
Department	Teaching and Learning
College	Education
Department Chair	Emily Lin
Assessment Coordinator	Travis Olson
Date Submitted	December 20, 2017
Contact Person for This Report	
Name	Jane McCarthy
Phone	(702) 895-1208
Email	jane@unlv.nevada.edu

Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

• Which learning outcomes were assessed?

CIG697 prepares candidates in the Master's of Education (M.Ed.) Program in Curriculum and Instruction with an emphasis concentration in Secondary Education. The paper in CIG 697 gives students the opportunity to demonstrate the depth and breadth of knowledge acquired in their major emphasis concentration area and to link such knowledge to teaching practice. In particular, students need to be able to:

• Synthesize theories, concepts, and information that they learned throughout their program of study
• Situate their synthesis in the professional literature
• Connect their learning to teaching practice
• Communicate what they learned and their connections to practice through professional writing

• Graduate programs should assess at least one outcome related to one of the following graduate level requirements:

This assignment assess three aspects of outcomes related to the graduate level requirements:

4. Student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.

To complete the paper, candidates in the course must review literature and identify solutions to urban issues based on their research.

5. Activities requiring originality, critical analysis and expertise.

The review related to candidates' critical analysis ability. The solution to the issues developed candidates' originality.

6. The development of extensive knowledge in the field under study.

This assignment broadens candidates' knowledge related to factors that contribute to Secondary students' learning outcomes.

- What was learned from the assessment results?

Table 1 shows a breakdown of CIG 697 ratings by the component assessment criteria (Theory into Practice, Professional Philosophy, Ability to Conduct and/or Evaluate Research, Content and Pedagogical Knowledge, Professional Standards Knowledge, and Presentation and Format/APA Style) for fall 2017.. The outcomes are broken down by component standards and assessed using the following ratings: (0) Unacceptable, (1) Marginal, (2) Proficient, and (3) Distinguished. Scores of 2.0 or higher are expected. All the 60 secondary candidates who registered for CIG 697: Culminating Experience passed the course.

Although all candidates passed the Culminating Experience, their Ability to Conduct and/or Evaluate Research needs to be improved. This academic year the average score for this component is 2.16, which is the lowest score.

Table 1 Assessment Results for CIG697 Secondary Education (2015-2016)

Semester	Theory into Practice	Professional Philosophy	Conduct and/or Evaluate Research	Content and Pedagogical Knowledge	Professional Standard Knowledge	Presentation and Format
F 2017 (N=10)						
3	5	7	6	10	8	5
2	5	3	8	0	2	5
1	0	0	0	0	0	0

- How did the program respond to what was learned?

Although all candidates passed the Culminating Experience, their Ability to Conduct and/or Evaluate Research still needs to be improved. The average score for the component was the lowest. The program has been discussing the findings to decide which related courses may enhance students' ability to conduct and/or evaluate research. Students did show improvement in their knowledge of content and pedagogy.

- The use of APA style was also recognized as a challenge. Instructors are incorporating tutorials and references to this style into their teacher education courses, although this does not yet seem evident in the scores.

Appendix B – Relevant Data Representations

Figure 1: Curriculum Map of Core Courses

Learning Outcomes → / Core Courses in Program ↓	#1 Learner Development	#2 Learning Differences	#3 Learning Environments	#4 Content Knowledge	#5 Application of Content	#6 Assessment	#7 Planning for Instruction	#8 Instructional Strategies	#9 Professional Learning / Ethical Practice	#10 Leadership & Collaboration
CIG 690: Teachers as Action Researchers	X	X	X	X	X	X			X	
EPY 702: Research Methods				X	X	X			X	
EPY 703: Teachers as Producers and Consumers of Ed Res.				X	X	X			X	
CIG 602: Differentiated Curriculum & Instruction	X	X	X		X	X	X	X	X	X
CIG 603: Urban Education	X	X	X	X	X					
CIG 660: Multicultural Education	X	X	X	X	X	X	X	X	X	X
EPY 707:Adolescent Development	X	X	X		X	X		X	X	X
EPY 711: Human Growth and Development	X	X	X	X	X					
EPY 712: Foundations of Learning and Cognition	X	X		X	X		X	X		
CIE 681: Elementary School Instruction	X	X	X	X	X	X	X	X		X
CIS 682: Secondary School Instruction	X	X	X	X	X	X	X	X		X
CIE 683: Elementary Classroom Management	X	X	X	X	X	X	X	X	X	
CIE 685: Elementary Education Curriculum	X	X	X	X	X	X	X	X		X
CIS 684: Secondary Education Curriculum	X	X	X	X	X	X	X	X		X
CIE/CIS 601 Teacher Development Seminar	X	X	X	X	X	X	X	X	X	X
CIS 603 Secondary Process and Instruction							X	X		
CIS 604: Secondary Classroom Management	X	X	X	X	X	X	X	X	X	

Figure 2: Master's Assessments by Content Areas

Figure 2 includes assessment information broken down by content areas, including applicable standards, transition point assessments, and culminating assessments. Transition point assessments, as defined by NCATE/CAEP, are administered at key points within programs to determine if candidates are ready to proceed to the next stage of the program. Most transition point assessments in T&L employ a 3-point scale promoted by NCATE/CAEP (3=Target, 2=Acceptable, 1=Unacceptable). Minimum scores of 2.0 or higher are expected.

Content Area	Applicable Standards	Transition Point Assessments	Culminating Assessment
Teacher Education			
Elementary Education	NBPTS (National Board of Professional Standards)	Culminating Experience Paper	Culminating Experience Paper
Secondary Education	NBPTS	CIG 603 Reflective Essay	Culminating Experience Paper
Graduate Licensure Program Elementary Education (GLPE)	NBPTS ** Undergrad Elem address ACEI Standards.	EDEL 313 Performance Evaluation of Teaching	Culminating Experience Paper
Graduate Licensure Program Secondary Education (GLPS)	NBPTS	CIS 602 Performance Evaluation of Teaching	Culminating Experience Paper
Library Science	ALA	CIL 680, Curricular Plan Assignment	Culminating Experience Paper
Literacy Education			
English Education	NBPTS, NCTE	CIL 642, Expertise Project	Culminating Experience Paper or Portfolio
Children's & Young Adult Literature	IRA	CIL 680, Curricular Plan Assignment	Culminating Experience Paper
Literacy Education	IRA	CIL 680, Curricular Plan Assignment	Culminating Experience Paper
Reading Specialist	IRA	CIL 622 Practicum Literacy Diagnosis and Instruction Case Study Assignment	Culminating Experience Paper

Mathematics Education	Applicable Standards	Transition Point Assessments	Culminating Assessment
Elementary Mathematics Education	NCTM	CIG 620 Principles of Learning in Mathematics Final Paper	Culminating Experience Paper
Secondary Mathematics Education	NCTM	CIG 620 Principles of Learning in Mathematics Final Paper	Culminating Experience Paper
Mathematics Education Secondary-RPDP	NCTM	CIG 620 Principles of Learning in Mathematics Final Paper	Culminating Experience Paper
Mathematics Education Middle School-RPDP	NCTM	CIG 620 Principles of Learning in Mathematics Final Paper	Culminating Experience Paper
Multicultural Education			
Multicultural Education	NAME and NCATE Diversity Standard	CIG 662, Narrative Paper	Comprehensive Reflective Essay
Science Education			
Elementary Science Education	NSTE	CIE 637 Implementation Plan	Electronic Portfolio
Secondary Science Education	NSTA	CIS 638 Implementation Plan	Electronic Portfolio
Science Education Middle School-RPDP	NSTA	CIS 638 Implementation Plan	CIG 697 Description and Rubric
Science Education Secondary-RPDP	NSTA	CIS 638 Implementation Plan	Electronic Portfolio
Social Studies			
Elementary Social Studies Education	NCSS	CIE 649 Curriculum Development Elementary Social Studies Education	CIG 697 Description and Rubric
Secondary Social Studies Education	NCSS	CIS 649 Curriculum Development Secondary Social Studies Education	CIG 697 Description and Rubric
Educational Technology			
Educational Technology	ISTE Standards for Teachers and Coaches	CIT 608 Technology Integration Lesson	Electronic Portfolio
Career & Technical and Postsecondary			
CT&PE	NBTS/CTE	TBD	Portfolio

Figure 3: Culminating Experience Evaluation Rubric (** *notes assessment of extensive knowledge in the field under study*)

| STANDARDS LEVELS	Theory into Practice **	Professional Philosophy	Conduct and/or Evaluate Research	Content and Pedagogical Knowledge **	Professional Standard Knowledge **	Presentation
Distinguished (3)	Articulates the nature of theoretical practice by insightful written reflection and by showing familiarity with and citing numerous, high quality sources. Citations are integral to content of the paper/portfolio.	Convincing evidence of a coherent and consistent philosophy of teaching & learning permeates the paper/portfolio. Philosophy of teaching is clearly stated and grounded in scholarship of the field. Instructional and management practices align closely with stated beliefs.	Consistently demonstrates the ability to identify, frame, and solve problems in teaching and learning in chosen field. Provides convincing evidence of familiarity with high quality empirical and theoretical literature and methods of conducting research in chosen field.	Provides convincing evidence of breadth and depth of knowledge of content area and of the ability to choose and use a variety of research-based strategies for instruction and assessment.	Multiple sources of evidence demonstrate ability to meet professional teaching standards, as well as to identify curricular and instructional goals and objectives linked to district, state, and national standards in content area and the ability to help students meet them.	Communicates distinctively and authoritatively using appropriate professional writing. APA style is used correctly, consistently, and authoritatively. Paper/portfolio is clearly organized and easy for the reader to follow.
Proficient (2)	Shows sound understanding of how theory relates to practice and expresses that understanding in written reflection. This is evident in citation of the expected number of quality sources. Citations are relevant to content of paper/portfolio.	Evidence of a coherent and consistent philosophy of teaching & learning appears throughout the paper/portfolio. Philosophy of teaching is clearly stated. Instructional and management practices align with stated beliefs.	Demonstrates ability to identify and study problems in chosen field. Provides evidence of the ability to locate and use both empirical and theoretical literature and methods of conducting research in chosen field.	Provides evidence of solid knowledge of content area and of the ability to choose and use research-based strategies for instruction and assessment.	Provides evidence of ability to meet professional teaching standards, as well as to identify curricular and instructional goals and objectives linked to district, state, and national standards in content area and the ability to help students meet them.	Communicates effectively in using appropriate professional writing. APA style is used correctly and consistently. Paper/portfolio is clearly organized for the reader to follow.
Marginal (1)	Provides some evidence of understanding that theory and practice are related. Cites fewer than expected number of sources. Reflection is limited.	Philosophy of teaching is mostly implicit. Practices may contradict expressed or implied beliefs.	Demonstrates awareness of problems in teaching and learning in chosen field. Provides limited evidence of the ability to locate and use empirical and theoretical literature in chosen field.	Provides limited evidence of knowledge of content area and the ability to choose and use research-based instructional and assessment strategies.	Limited evidence of ability to meet professional teaching standards or the ability to help students meet relevant content and performance standards.	Limited ability to communicate ideas in professional writing. Some lapses in correct use of APA style. Lapses in organization impeded reader's ability to follow
Unacceptable (0)	Little or no evidence of understanding theory or how it relates to practice. Cites few if any sources.	Evidence of philosophy of teaching & learning must be inferred.	Little or no evidence of awareness of problems in teaching and learning in chosen field.	Provides limited evidence of knowledge of content or pedagogy.	Little or no evidence of knowledge of professional teaching standards or standards for student learning in content area.	Numerous errors in writing impede reader's understanding. APA style is not used or used incorrectly. Paper/ portfolio is disorganized and difficult for reader to follow.

Figure 4: Alignment Between InTASC Learning Outcomes & Culminating Experience Rubric (CIG 697)

| InTASC → Standards/ Learning Outcomes	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
CIG 697 Learning Outcomes ↓	Learner Development	Learning Differences	Learning Environments	Content Knowledge	Application of Content	Assessment	Planning for Instruction	Instructional Strategies	Professional Learning / Ethical Practice	Leadership & Collaboration
1. Theory into Practice	●	●			●	●	●	●		●
2. Professional Philosophy	●	●	●							
3. Conduct and/or Evaluate Research						●				
4. Content and Pedagogical Knowledge				●	●		●	●		
5. Professional Standard Knowledge							●		●	
6. Presentation and Format- APA Style										

Figure 5: Distribution of scores on all Culminating Experiences (CIG 697) across all M.Ed. subplans for 2016-2017
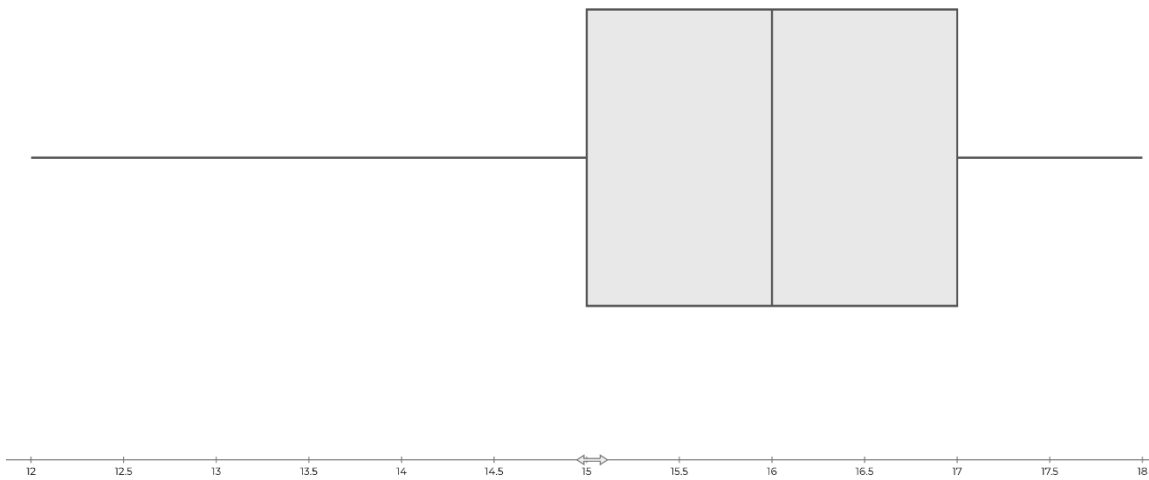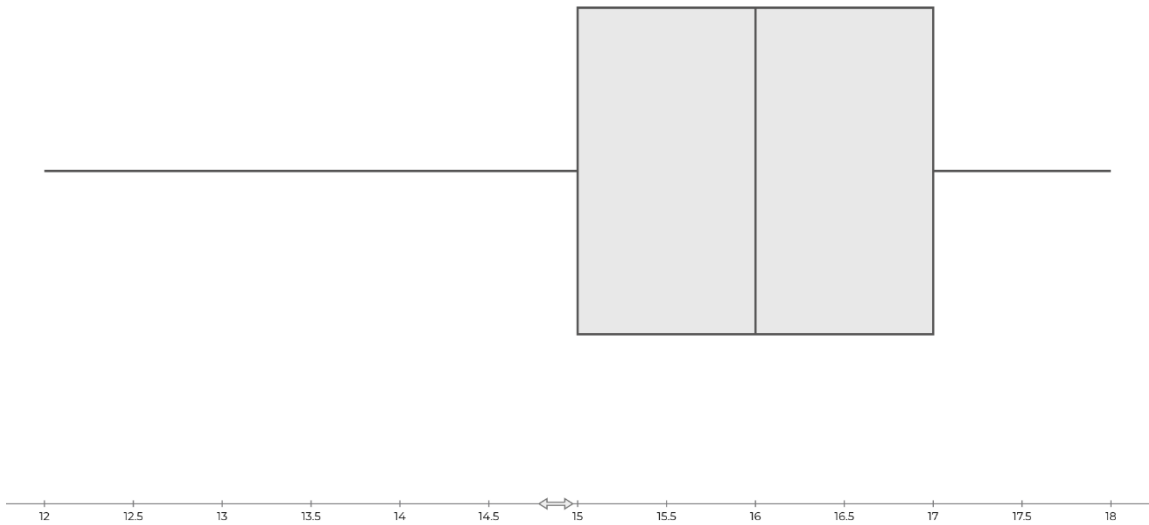
Figure 6: Distribution of scores on the CE across M.Ed. subplans for Fall 2016
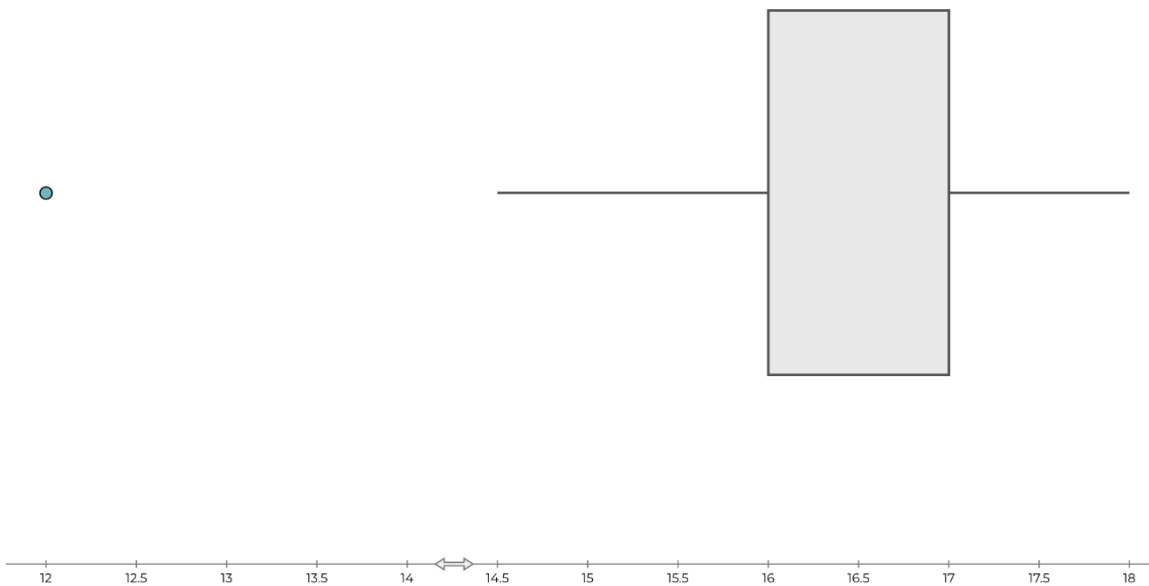
Figure 7: Distribution of scores on the CE across M.Ed. subplans for Spring 2017
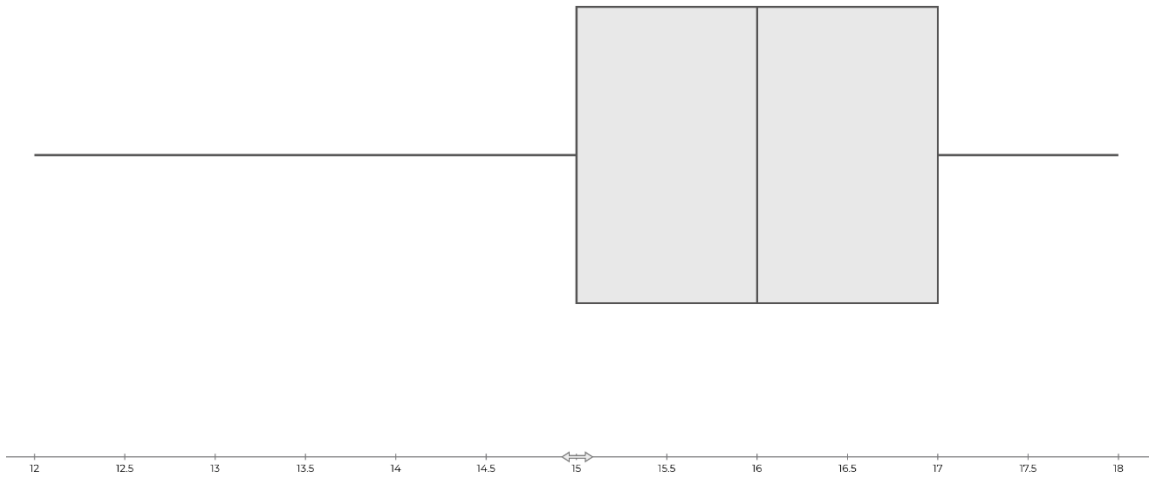
Figure 8: Distribution of scores on the CE across M.Ed. subplans for Summer 2017

Figure 9: Distribution of scores on the CE *within* M.Ed. subplans for the 2016-2017 Academic Year