Addendum to the NCATE Institutional Report (IR)
Millersville University
March 6, 2014

This addendum is organized by standard. Each standard is followed by a list of the exhibits referenced therein. Each exhibit has been given a number corresponding to its relationship to the standard. Exhibits that have not been changed are labeled with an e and may be accessed in AIMS or our Electronic Exhibit room by clicking here http://millersville.edu/ncate/index.php or by copying and pasting the address in a web browser. Please use the password MUNCATE2014. Exhibits that have been revised from their existing state in the Institutional Report are labeled with an r. Exhibits that are completely new are labeled with an n. Both new and revised exhibits are uploaded with the addendum.

Correcting Errors of Fact:

On page 4, the offsite report erroneously indicates that the School Counseling program at Millersville University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) but the program does not have this accreditation. While it is modeled after the requirements of CACREP, it only has approval from the Pennsylvania Department of Education.

On page 5, it was erroneously noted that the unit has an advanced program reviewed by the American Speech-Language-Hearing Association (ASHA) but the unit does not offer any program in Speech-Language-Hearing disorders or an allied program.

On page 13, the offsite report erroneously indicates that the co-teaching model is a new teacher evaluation process for practicing teachers. However, the unit in its institutional report indicates that co-teaching was introduced to help pre-service teachers and their cooperating teachers work collaboratively in responding to the demands of the State’s new teacher evaluation system which links students’ performance on high stake testing to teacher evaluation. Due to the new teacher evaluation system introduced by the state, student teachers are now expected to hit the ground running from day one. Co-teaching enables the student teachers and cooperating teachers to work collaboratively in planning and delivering instruction thereby increasing the success of PK-12 students. (See Standard 3, #7 for further explanation)

Areas of Concerns and Evidence for the team to validate during onsite visit

Standard 1:

Areas of concern related to continuing to meet the standard

1. It is not clear that all programs have aligned their Major Assessments with the appropriate professional standards. Rationale: Several of the SPAs have indicated that the rubrics should be aligned with the standards.

Institutional Response:
In order to determine the pervasiveness of this issue, the programs and their recognition status was reviewed. Of the 18 programs, 12 are fully recognized without conditions. Most recently, the initial Middle Level Education was fully recognized (1/30/14). Of the remaining programs, four are recognized with conditions and two are not recognized. In examining the reports of these latter programs, a common comment from the reviewers was the need to better align the program assessments with the SPA standards.

We are planning a professional development approach with one-on-one assistance to assist these programs in developing the documents that will demonstrate the alignment. We believe the evidence is collected but the documents presented by the programs do not drill down far enough to demonstrate the alignment with the specific elements of the standards. We met with Dr. Lisa Shibley, Assistant Vice President, Institutional Assessment & Planning, to arrange a hands-on training for those involved in writing these SPA reports. A meeting is also scheduled with pivotal department chairs to gain their support for such training. Informal discussion indicates a positive response from faculty for this additional training. Our goal is to have documents that demonstrate the alignment between assessments and SPA standards for each program by the time of the NCATE visit. We will plan on-going professional development for our faculty to ensure that as SPA compilers change, faculty will have the skills necessary to compile and report data that will clearly demonstrate alignments.

**Question 2: What evidence (assessments, data) indicates impact on student learning for advanced teacher candidates?**

**Institutional Response:**

At Millersville, candidates enrolled in M.Ed. programs are working towards (a) an initial certification (e.g., School Counseling); (b) an additional certification (e.g., Supervision of Reading and Language Arts Education) or (c) accruing the post-certification continuing education credits necessary to maintain their certification in their content area. (Pennsylvania requires 180 Act 48 credits every five years to maintain a certification). In the latter case, the M.Ed.’s are stand alone and do not lead to certification.

All advanced programs that include certification have practicum and/or internship opportunities during which candidates engage in assessments of the students with whom they are working during the field experiences. Advanced programs which involve only the M.Ed. (see “c” in the previous paragraph) do not include practicums; however, these programs include opportunities for course experiences during which candidates have the opportunity to assess impact on student learning. Discussions have been initiated with the faculty of stand-alone M.Ed. programs to determine those course experiences and associated assessments of student learning to determine impact of candidate skills in effecting student outcomes.

**Question 3: What evidence is available in relation to state approval of unit programs?**

**Institutional Response:**

Please refer to Exhibit 1.4.a #1e This Exhibit compiles a series of documents that illustrate recent Pennsylvania Department of Education (PDE) approval of our unit programs.
Question 4: What are the transition point activities for advanced candidates? What data are available in relation to these activities?

Institutional Response:

All advanced programs have transition points consisting of different proficiencies to be accomplished prior to entry, entry into program, entry to clinical and exit from the clinical and the program. Exhibit 2.4.b#2n describes the transition points and activities with some examples from M.Ed. programs and programs for other professionals. An example for a non-SPA program in School Counseling was given in exhibit1.4.f#3e. At each point, candidates in all programs must demonstrate competencies which are progressive in nature but activities may vary from program to program.

Additional Evidence: Discussions with Coordinators of advanced programs.

Question 5: What is the program approval status of the programs where SPA recognition has expired or is in process?

Of the 18 SPA programs, 12 are fully recognized, four are recognized with conditions and two are not recognized. (See Exhibit 1.5.d#4r).

List of Standard 1 Exhibits:
1.4.a #1e
2.4.b#2n
1.4.f#3e
1.5.d#4r

Standard 2: Assessment System and Unit Evaluation

AFI continued from last visit:
Assessment data are not regularly summarized and analyzed to improve unit operations and candidate performance.

Institutional Response:

The unit reviews its operations through different avenues. The School Council comprising the Dean, Associate Dean and Department Chairs establish the strategic goals for the unit in alignment with Academic Affairs Strategic plan and the University’s strategic directions (See exhibit 1.5.a#2e for current unit goals). The objectives are generated at the department levels based on program outcomes and then combined to form a collective plan for the unit. The School Council meets biweekly to discuss unit’s operations and monitor the progress on different initiatives. A unit report is submitted in Weave online annually documenting progress made on the goals and objectives and suggestions for further improvement. The Deans conduct the analysis of resource implications for all new and revised curricular proposals before the proposals are vetted by the School Curriculum Committee, Teacher Education Council and other university curricular bodies. Oversight of the unit operations also occur through its committees including the assessment committee. For example the unit systematically reviews its praxis data through forums like the School Council, the assessment committee and Data Days. Recent review revealed that initial candidates were not performing well on the writing portion of the new Pre service Academic Performance Assessment (PAPA) test. This led to the unit setting up a tutorial for one-on-one assistance for candidates. The unit also provided online resources through Pearson on its certification
website and advertised this widely to candidates. Another example was the increase in the development of diversity (D) courses at the foundations level based on feedback from alumni follow up surveys and scores on diversity items of the student teaching evaluations. Tenure track and adjunct faculty are evaluated according to the Collective Bargaining Agreement (exhibit 6.4.a#1e). Annual reporting to external agencies like NCATE and PDE and internal reporting to Academic Affairs are utilized as opportunities for the unit to analyze data across board regarding candidates and unit performances and document evidence of closing the loop.

2.4 Areas of concern related to continuing to meet the standard

1. The unit has not ensured fairness and lack of bias in its assessments for both initial and advanced programs.

**Rationale:** The unit provided some evidence of determining the content validity and utility of Major Assessments in initial and advanced programs through the Banner student information system. However, the unit presented no information on its procedures for ensuring fairness and lack of bias in its assessments for either initial or advanced programs.

**Institutional Response:**

The procedures for ensuring fairness and lack of bias are inherent in the designing and administration of program assessments and as a part of our teaching learning processes. Course proposals for the last seven years include both objectives and assessments and part of the job of the curricular committees is to make sure they align. Professional Education Unit (PEU) faculty members include in their course syllabi a dispositions statement indicating the expectations for candidates’ behavior. The syllabi also include course objectives, assignment requirements, grading policies and other class policies (See sample syllabi in 1.5.b e). Faculty are encouraged to go over these with candidates at the first class meetings. The director of field services visits all Advanced Professional Education classes to discuss expectations for field experiences and holds a seminar for student teachers. Courses, programs and assessments are developed with collaborations among faculty and at times school partners. An example would be the MU final Student Teaching evaluation which was developed and vetted by PEU faculty across disciplines and by school partners. Using this instrument, teacher candidates evaluate themselves and are also evaluated by cooperating teachers and university supervisors at mid-term, and by cooperating teachers and university supervisors the end of the semester. Afterwards, the parties get together to discuss their ratings. Standardized tests like Praxis I and II that have been screened for fairness and lack of bias are required across initial programs at entry and exit into programs respectively. The same applies to GRE or MAT in some advanced programs. Exhibit 2.4.c #4n shows how programs like Mathematics, Special Education, Educational Leadership, and School Psychology assure reliability and lack of bias in assessments.

2. Limited evidence on the assessment process for advanced programs was provided.

**Rationale:** The process for assessing candidate performance on all Major Assessments was not clearly described for all advanced programs. Just a few samples of assessment instruments, rubrics, and data were provided. The unit did not provide any data on the assessment of dispositions for candidates in advanced programs.

**Institutional Response:**
2. Dispositions in advanced programs are assessed the same way as they are in the initial programs using the online dispositional rubric in (exhibit 1.4.e#1e). To date, since we have started tracking Dispositions data on advanced candidates, there has been one filing in School Psychology and the data was included in exhibit 1.4.f#1e. Evidence for meeting this standard was also provided in the NASP’s SPA and affirmed by the program reviewers. (C.2. Candidates’ ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions). The assessment of dispositions in the advanced program has led to several preemptive meetings which helped to minimize the overall impact and led to remediation.

2.5 Evidence for the BOE Team to validate during the onsite visit

1. What program assessment documentation for both initial and advanced programs is provided on Banner? How do department/program faculty enter and review these data? What changes have resulted from analysis of these data?

Institutional Response:

Each assessment in the Banner system is to have an attached description of the assessment, student directions or the tool, and a description of the use of the assessment. Also a rubric is attached to the assessment definitions (see exhibit 2.4.d#1e).

Each faculty member who is assigned an assessment enters the results through Banner directly, from a similar menu to where they run class lists or enter final grades. The faculty in charge of entering the assessment data is sent at least two emails each semester from the assessment coordinator indicating the assessment name, number of students to assess, and number of already completed assessments. There is an internal menu to the assessment system which is populated with the candidates in question at the time of the assessment. Most of the assessments are linked to courses and are, therefore, populated by the registration information. At times, particularly with some of the advanced programs, individual courses or students needed to be deleted or added because of the specific course content. This occurs most often with advanced practicums. All faculty can query the system at any time to look up summarized assessment data broken down by student major and by semester. After the semester is over the coordinator runs a query to determine what assessments may have been missed. The coordinator then follows up with the individual faculty member(s). Departments and program faculty review the data at the department, school, and unit levels. The assessments are reviewed regularly by the departments, at “Data Days” and as part of the process for preparing the unit’s annual NCATE and PDE reports. (Also see Standard 1#6).

2. How are dispositions for candidates in advanced programs assessed? What do the data reveal?

Institutional Response:

Please see the response to the AOC #2 above. Primarily, disposition issues for advanced programs can be evaluated and a dispositional concern may then be filed, the same as for initial programs. Faculty do know the system is available for use with advanced candidates and they do know how to use the system as evidenced by their use of the system for initial. We understand that lack of negative evidence is not the same as positive evidence, but faculty groups report that the lack of use of the concerns-based system is consistent with the high level of professionalism they see among our graduate candidates who are already working in the local school systems.

Additional Evidence: Discussions with program coordinators.
3. How does the unit systematically review its unit operations data? What do the data indicate?

Institutional Response:
See response to AFI above.

Additional Evidence: Discussions with Dean, Associate Dean, Department Chairs, the Assessment and Teacher Education Committees.

4. The assessment coordinator position has been reduced from ½ to ¼ release time. When did this occur and what is the rationale for this reduction? How has this impacted the operation of the unit’s assessment system?

Institutional Response:

When the assessment coordinator position was created it was assigned a half-time release to allow time to develop the procedures that would inform data collection across the Professional Education Unit. At the time of the reduction in June 2011, the need for a half-time release was re-evaluated and it was determined that the responsibilities could be handled in a quarter release. In reality, the position has only gone from half-time fall, spring, summer to quarter-time fall, spring and half-time summer. Administrator and staff positions across campus were being cut, and the position was considered to be one that could be reduced in load. The assessment coordinator has attempted to minimize the impact of the reduction by assigning more responsibilities to the Assessment Committee.

5. Although the unit’s June 2013 assessment handbook states that it is targeted to faculty, candidates, and education partners, many of its statements refer to coding for specific exhibits provided as evidence for the accreditation review. Who is the target audience for this handbook? How is it used by faculty, candidates, and education partners?

Institutional Response:

The Assessment Handbook was updated and edited to include citations for the upcoming review simply because the assessment coordinator thought it was supposed to be done. The target audience is the Professional Education Unit (PEU) as a whole: faculty, administration, candidates, educational partners, etc. At this point it mainly serves as a reference to each party who may be seeking more details about the unit’s assessment process, or where to look for the correct information.

6. How are the theme and focus of Data Day meetings selected? How are advanced programs included in this review? How are all data presented? What is the attendance?

Institutional Response:

The theme and focus areas of Data Day meetings are developed collaboratively by the assessment committee members (drawn from I and A programs) in advisement with the Dean of the School of Education. All PEU faculty/staff are then asked to identify appropriate school partners for us to invite. The assessment committee works on the agenda, topics of discussion, what data to share and discuss, and how to incorporate break-out groups. Advanced programs (along with all initial programs) are invited to attend and participate. Questions posed for break-out sessions are focused enough to create meaningful dialogue, yet intentionally vague enough that both initial and advanced program faculty and education partners will find something to consider and discuss. The data is presented in multiple ways, depending
on the amount of data, presentation of data, and the goal of the meeting. For example, when the focus was on using student teaching data to inform our programs, each faculty member received a print-out of the summary results from the instruments of their program. This could be done because our faculty and school partners register to attend the meeting so we know, roughly, how many copies to make of any given data. If the data is broader in nature, it is presented by projecting it on a screen in PowerPoint. Each Data Day event generally averages 30-40 unit members and K-12 partners together.

7. What are the unit’s procedures for ensuring fairness and lack of bias in its assessments for both initial and advanced programs?

Institutional Response:

Please see the response to Standard 2 AFI above. All individual departments are responsible for their own training of faculty for the department-specific assessments so that scoring is consistent and fair. Some examples are included in exhibit 2.4.c #5n. This is a current concern and focus that we want to address in the near future. Initially there was training and discussion of the student teaching instruments in initial programs, but was delayed in anticipation of a new evaluation instrument to be based on state probationary teacher evaluation tools.

8. How does the unit use candidate performance assessment data in its program annual reports? 

Institutional Response:

Each department submits an annual report every May. Since each program houses its own majors, and is generally responsible for at least one of the PEU assessments, the departments will use the appropriate PEU assessments to document overall program effectiveness and progress. The unit includes candidate performance assessment data (for example Praxis data) in its annual unit report to Academic Affairs and in the NCATE annual report. Each program also uses the PEU assessment data to evaluate their own courses that are related to any of the unit’s programs.

List of Standard 2 Exhibits:
1.5.a#2 e
6.4.a#1 e
1.5.b e
2.4.c #4n
1.4.e#1 e
1.4.f#1 e
2.4.d#1 e
2.4.c#5 n

Standard 3:

3.5 Evidence for the BOE Team to Validate during the onsite visit.

1. What is the P-12 partner’s input on the Pre-Student Teaching Handbook?

Institutional Response:

The Early Field Handbook was last revised in 2006 and is scheduled to be revised in spring 2014 to reflect recent changes to Pennsylvania certification. A survey will be sent to P-12 partners inviting them
to share what they feel should be included in the handbook. The results of the survey will be analyzed and incorporated into the revised document.

2. **What are the criteria for district PDS mentor teachers and the definition of “exemplary teachers”?**

**Institutional Response:**

A PDS mentor must meet the criteria for cooperating teachers as defined by the Pennsylvania Department of Education. The teacher must hold a valid Pennsylvania certificate to teach in Pennsylvania public schools, have three years teaching experience, and at least one year teaching experience in the school district in which the teacher candidate will be placed. In addition, the host teacher must be approved by his/her school district.

“Exemplary teachers” are defined on the Millersville University student teaching evaluation as, “The candidate consistently and thoroughly demonstrates indicators of performance. To receive this rating proficiency must be evidenced at the level of a successful experienced teacher.”

3. **What is the Instructional I certification?**

**Institutional Response:**

Pennsylvania currently has two levels of certification. The Instructional Certificate is issued to a person whose primary responsibility shall be direct contact with learners in teaching-learning situations. The initial certificate, Level I, is valid for a maximum of 6 service years in Pennsylvania, during which time the teacher must complete established requirements such as 24 post baccalaureate credit hours from a four-year institution. Upon completion of those requirements, the Level I may be converted to a Level II certificate. If not converted, the Level I lapses.

4. **How are candidates supervised and assessed during the Student Teaching Abroad experience, and does it fulfill the student teaching requirement?**

**Institutional Response:**

Students may elect to student teach abroad or on a Native American Reservation for seven weeks. During the time of this report, these assignments were arranged by the University of Iowa (UNI). Supervision was arranged by UNI, using faculty from a nearby university, or administrator at the school site. Formal observations were conducted by the supervisor. Both the cooperating teacher and university supervisor evaluated the teacher candidate using the Millersville University student teacher evaluation instrument and the Pennsylvania Department of Education 430 form. The assignment fulfills the student teaching requirement.

5. **After the initial training, what additional support and training do cooperating teachers receive from the unit?**

**Institutional Response:**
Initial and follow-up training has been provided for cooperating teachers once each academic year. In the fall of 2013 a training session was held for new and veteran cooperating teachers. The agenda included pragmatics such as timelines, pay reimbursement, evaluation, mentoring, modeling, and co-teaching. At the beginning of the spring semester, 2014, a three and one half hour co-teaching training was held for cooperating teachers, student teachers, and university supervisors. Approximately 80 participants attended this Saturday morning training session.

6. What data are available on improved knowledge and skills for candidates placed on professional development/remediation plan?

Institutional Response:

During the time period of fall 2011 to fall 2013, thirty-four students were placed on a professional development plan during student teaching. Twenty-nine students completed student teaching successfully; five either failed student teaching or changed their major.

7. What is the role of co-teaching in field experiences and how is it assessed? What data on candidates’ knowledge and skills are available, as compared to traditional student teaching roles and responsibilities?

Institutional Response:

PDE implemented a new teacher evaluation process for practicing teachers that links student learning as documented on standardized state test scores to teacher effectiveness. As a result of this new evaluation procedure, teachers expressed concern with sharing their classrooms with teacher candidates. Several partner schools mandated that co-teaching be adopted for their districts, enabling the classroom teacher to maintain control. The Director of Field Services had already begun researching co-teaching and was trained as a trainer for co-teaching. In addition, co-teaching was being used in the secondary PDS schools. Mentor teachers, faculty and teacher candidates received training on co-teaching theory and methods. Assessments included scaffolded experience timeline, mentors’ mid-field and final evaluations, surveys to measure teacher self-efficacy, and interns’ fall time log. PDS faculty met twice a month to discuss intern progress both in the field and in their university courses. These conversations often resulted in the ability to address concerns early. The mentors also provided the faculty with evaluations of the intern’s progress both informally during the faculty liaisons’ visits to the schools and formally through frequent written evaluations. The ultimate evaluation was job placement. Comparing 2013 English BSE graduates, those in the PDS secured full time teaching jobs at a rate double that of those in the traditional program. Faculty have also used the PDS program as a focus of research that has resulted in 20+ national presentations, 2 journal articles, 3 conference proceedings and two doctoral dissertations (one by a mentor and another by a PDS instructor). Currently MU faculty have expanded their research focus and formed a larger research community with 4 additional universities. This newly formed research community is headed by MU faculty and is undertaking a large scale study of intern’s self-efficacy across institutions. Co-teaching was initiated in traditional student teaching placements fall 2013 and expanded in spring 2014 for cooperating teachers who volunteered to participate. Supervisors were provided an evaluation instrument that assessed co-teaching strategies as well as the more traditional teaching strategies. All placements continued to use the Millersville University mid- and final-evaluations and the PDE 430 evaluation.
8. What opportunities are available for candidates who are currently in teaching positions and are seeking an advanced degree in the same area to work with diverse populations? Is working with diverse populations a requirement?

Institutional Response:

Many of our graduate programs are for in-service teachers who have opportunities to work with diverse populations within their own classroom or school district. Specific courses in the programs integrate diversity and prepare candidates to apply their knowledge to working in diverse classrooms. For example, candidates in the ECHD 519: Seminar for Diverse Learners, required for Post Baccalaureate certification students and Early Childhood masters candidates, apply learning theory frameworks, curriculum models, and classroom strategies that address the needs of diverse learners to their professional practice, early learning standards, and their educational settings. This is done through the Teacher Action Research Study that requires candidates to engage with a diverse child or a group of children who are in need of a focused intervention and then write a reflection paper. The candidates conduct a literature review, describe the student/s, and describe the intervention and its appropriateness for meeting the needs of the diverse learner/s. Similarly, candidates pursuing the reading specialist certificate complete a 6 credit field experience, (Reading Clinic) RDED 624: Diagnosis and Correction of Reading and Writing Difficulties on campus. Recruitment materials are routinely disseminated in both English and Spanish. School partners, additionally, are urged to make the information available to families of students who could benefit from receiving individual and small group instruction and who have demonstrated needs in literacy. Translators are used to communicate with the families as necessary and scholarships are routinely awarded so that cost does not pose a hindrance to anyone whose child needs the intervention. Millersville University is contingent to Lancaster city, and, as the population of both Lancaster city and Lancaster County is quite diverse, children of various ethnicities and income levels populate the clinic.

Candidates in the School Counseling program acquire knowledge and demonstrate skills working with students with diverse ethnic/racial, developmental, and SES backgrounds throughout the School Counseling program in both coursework and field assignments. In the required course, Multicultural Counseling, candidates conduct a cultural immersion interview which requires candidates to make connections between and among personal and interviewee racial/cultural identity development stages. In the Practicum/Internship course, candidates are required to attain field experience hours in populations representing developmental and ethnic diversity.

9. How do the Administration Guidelines for Dispositions assist in strengthening diversity proficiencies in P-12 for candidates in advanced programs?

Institutional Response:

As noted in question 8, candidates in masters programs are required to analyze and evaluate their own dispositions regarding diversity. Although we rarely cite advanced candidates for disposition issues, the disposition guidelines do apply to advanced candidates. Faculty can submit a disposition report following the same procedure as for undergraduate students (exhibit 2.4.b#2 r). The unit realizes that this is an action that needs to be done more consistently across advanced programs and has begun the conversation through its assessment committee.
10. How many candidates from the unit participate in the Philadelphia Urban Seminar? What data have been collected on candidate feedback? How has this program impacted candidates’ knowledge and dispositions? Is it required, and if not, why? Is a similar program scheduled to be a requirement for initial candidates?

Institutional Response:

While an urban placement is mandatory and provided to every initial candidate during their foundations block, participation in the Philadelphia Urban Seminar is voluntary for teacher candidates in the BSE and post baccalaureate programs. Although most participants are undergraduates, three or four post baccalaureate candidates have participated. The seminar is offered in May during the first summer session. In 2008, 18 early childhood majors participated; 2009, 19 early childhood and 23 secondary education majors; 2010, 20 early childhood and 21 secondary education majors; 2011, 21 early childhood and 19 secondary education majors; 2012, 11 early childhood and 8 secondary education majors; and 2013, 10 early childhood and 13 secondary education majors participated. Course evaluations were collected every year. Three longitudinal studies documenting how the candidates were influenced by the Seminar revealed that the impact on candidates’ understanding of urban schools and dispositions surrounding diverse students were profoundly impacted by the Philadelphia experience.

11. Describe the Clinical Practicum SPED 690. Are the courses, SPED 312: Secondary Students with Disabilities in Inclusive Settings and EDSE 471: Differentiating Instruction, included in the practicum? If not, for whom and under what conditions are the practicum and the courses required?

Institutional Response:

SPED 690 Clinical Practicum is the capstone course for those students seeking certification in special education and who are certified in areas of education other than special education. This experience replaces the student teaching experience that is the capstone course for undergraduates seeking initial certification.

SPED 312 Disabilities in Inclusive Settings is a required course for early childhood and middle level undergraduate candidates. The course prepares candidates to plan, adapt and implement effective instruction and assessment to facilitate academic achievement for learners with mild and moderate disabilities in an inclusive setting.

SPED 346 Secondary Students with Disabilities in Inclusive Settings is a required course for all secondary education majors and is taken the senior year with their methods courses. The course prepares secondary education majors to effectively teach students with disabilities in inclusive classrooms.

EDSE 471 Differentiating Instruction is a required course for all majors in the secondary education and P-12 programs and is taken concurrently with student teaching. Candidates apply what they learn in the course to the students in their student teaching placement.

List of Standard 3 Exhibits:
1.4.e#1e
Standard 4

4.4 (1) and 4.5 (1): Areas of concern related to continuing to meet the standard and Evidence for the BOE Team to Validate during the onsite visit.

Candidates have limited opportunities to interact with diverse faculty

Rationale: The percentages of diverse faculty members in the initial teacher preparation programs are relatively small. There is limited information on the unit’s good faith efforts to recruit and retain a diverse faculty.

1. What experience do candidates have interacting with diverse faculty?

Institutional Response:

It should be noted that candidates in teacher education programs interact with faculty across the professional educational unit (PEU) from whom they take classes in the content areas and collaborate in research and service learning projects. As described in the introduction to the unit’s IR, the PEU consists of the Schools of Education, Humanities and Social Sciences and Mathematics and Science. The percentage of minority PEU faculty in 2012-2013 was 16.5; it was 14.5 in 2011-2012 and 16.2 in 2010-2011 (exhibit 4.4.d#1r). Candidates take general education classes across the university exposing them to additional faculty from diverse backgrounds. In addition to classroom experiences, candidates’ opportunity to interact with ethnically diverse faculty is extended through exposures to guest lecturers, campus wide multicultural programming, study abroad teaching experiences, conference attendances and other activities, examples of which are documented in exhibits 4.4.d#3 n, 4.4.d#4 n and 5.4.e#5n.

Area of Concern #2: Candidates have limited opportunities to interact with diverse candidates in both undergraduate and graduate programs.

Institutional Response:

Candidates’ experiences interacting with diverse candidates occur in field placements, service learning projects, during campus or unit specific multicultural events (exhibits 4.4.d#3 n and 5.4.e#5n) and in active participation in diversity focused student organizations or committees. A list of the unit and university-wide multicultural events with attendances is provided in exhibit 4.4.d#4n. The Color of Teaching holds “Teacher Ed Day” to which minority students of all majors and in different student organizations like the Society on Latino Affairs (SOLA), Black Student Union (BSU), NAACP and Pre-Scholars Institute (PSI) are invited to participate. The purpose of the program is to create awareness of the teaching profession among P-12 students and to pique the interest of undecided majors. Undergraduate teacher education candidates also have the opportunity to participate in the Philadelphia Immersion program where they work alongside other teacher candidates from urban Schools in the State including Lincoln University, College of New Jersey and La Salle University. Through student teaching abroad, teacher candidates engage with peers from the University of Iowa (initial). Advanced candidates in the teacher education programs have participated in the Latino Immersion Program, a short study abroad program that takes place in Mayaguez, Puerto Rico. Additionally, the recruitment and retention of...
candidates from diverse background is the major focus of the unit’s Diversity Committee. (See exhibit 4.4.h#2e for the committee’s plan and activities).

Additional Evidence:

- Discussions with program coordinators in advanced programs.
- Discussions with coordinator of the Philadelphia Immersion program
- Discussions with members of the School of Education Diversity and Academic, Culture and Education (ACE) Committees.
- Discussions with faculty and candidates in student organizations like Color of Teaching, Best Buddies and Aaron Acres.

Evidence for Onsite BOE Team to Validate During Onsite Visit Continued

2. How many diverse faculty members have been hired as a result of good faith recruiting efforts?

Institutional Response:

The University recognizes its limitations in hiring diverse faculty due to its geographical location. As shown in section 4b of the IR and its exhibits there are established policies and practices that demonstrate good faith efforts towards hiring diverse faculty (see 6.4.a#1e for the hiring policy in the CBA). The university annually participates in the Compact for Faculty Diversity Institute which yielded four ethnically diverse faculty for the unit between 2007 and 2013. In 2012, the unit participated in the AACTE Holmes program which helped to market the institution but yielded no faculty hires. Faculty positions are also advertised in minority focused publications like Diverse Issues in Higher Education, Insights into Diversity Magazine and Hispanic Outlook. This effort has had minimal returns for the University and the unit. However, the percentage of minority PEU faculty has grown from 14.5 in 2011-2012 to 16.5 in 2012-2013 mostly due to faculty involvement in the recruitment process. Faculty widely advertise position openings and the institution to their network of professional colleagues. Strategies for recruiting diverse faculty members are a major component of the unit Diversity Committee’s strategic plan (4.4.h#2e). Also see the response to question #1 above.

3. How do candidates in distance and online programs engage with diverse candidates? How can they?

Institutional Response:

The unit only has one online program which is the Gifted M.Ed. This is a certificate not a certification program. Candidates in our online Gifted M.Ed. have requirements for assignments in GFED 690 Clinical Practicum where they work with students who are diverse based on the gifted identification process. The online environment lends itself to the enrollment of candidates from different geographical locations, exposing them to diverse ideas and differing cultures. Candidates in all classes, whether online or not, are exposed to the interactive functionalities of Desire2Learn (D2L), the university’s online management system as most faculty utilize it to enhance their classes. The interactive tools in D2L allow candidates to
engage in discussions using the discussion board and in small group collaborations through authentic problem solving tasks.

4. What is the impact of the Color of Teaching (COT) mentorship program in recruiting diverse candidates into educator preparation programs?

Institutional Response:

A pipeline of middle and high school students is being developed through the Color of Teaching (COT) program, with approximately 32 students currently participating. One student, a high school senior this year, has already applied to MU. COT program offerings afford the middle and high school students multiple experiences being on campus so they can see themselves as college students. Approximately 100 students attended Teacher Ed Day in November 2013 which was organized to celebrate careers in education. From 2010-2013 roughly 380 middle and high school students participated in Teacher Ed Day. Between 2010 and 2013, approximately 18 BSE majors participated in the COT, five of whom were directly recruited. There are presently eight active education majors in the program; recent graduates involved with COT include nine BSE majors who are now teaching, and two who are in graduate school.

Additional Evidence: Discussions with the director and candidates in the COT program.

5. What is the role of the university minority recruiter in helping the unit meet its diversity initiatives?

Institutional Response:

The diversity recruiter is charged with focusing on increasing diversity and representation from lower socio-economic communities across the Northeast. Recruiting goals are applied across university programs and are not concentrated on any particular majors. The job ad for the Urban Recruiter states: “The Assistant Director of Admissions with a focus on urban/metropolitan and diverse student recruitment. The primary recruitment territory will be Philadelphia. The position will conduct high school visits, college fairs, transfer fairs, and events related to student enrollment; collaborate with Pre-Collegiate Programs to strategically target recruitment areas; review freshman and transfer student applications for admission; conduct information sessions; promote Millersville University in a professional and ethical manner; track admission workflow to complete student applications; and assist Director with overall coordination of recruitment travel and other duties as assigned.”

Additional Evidence:

- Discussions with administrators in charge of graduate and undergraduate admissions
  - VP for enrolment management- Mr. Brian Hazlett
  - Dean, College of Graduate and Professional Studies- Dr. Victor DeSantis

6. What are the candidates recruitment efforts targeted for graduate programs?

Institutional Response:
The College of Graduate and Professional Studies (CGPS) plans and executes the primary marketing strategies for graduate programs across the campus, including the wide array of M.Ed. programs. The college, working with the University Communications and Marketing department deploys a variety of print, digital, and face-to-face marketing approaches. At least four open house information sessions are offered each semester to highlight all graduate programs, supplemented with special events targeted at specific majors (teacher recruitment event) or promoting a new location (off-site cohorts). The methods used to promote these recruitment events involve a combination of print ads in Lancaster and other area newspapers, as well as radio exposure on NPR affiliate WITF and banner ads on Lancaster Online and other regional portals. The college has begun using “paid” social media placements more regularly on Pandora and Facebook, as well as organic social media through regular updates on Twitter and Facebook. Online recruiting occurs through robust exposure on GradSchools.com, MasterStudies.com, and other online portals. Finally, the graduate dean and director of graduate admissions travel to approximately twenty graduate school fairs held on campuses across the mid-Atlantic region every year. To help increase the pool of minority graduate students, the CGPS staff participates in graduate school fairs at historically black colleges (Lincoln and Cheney University) and the McNair Scholars graduate fair in Philadelphia.

Additional Evidence: Same as #6 above.

7. How does the unit plan to increase its pool of diverse candidates?

Institutional Response:

The university enrolment management team, through intensive marketing is working hard to increase the recruitment of students from underrepresented groups. Additionally, the unit has developed some unique strategies to assist in this important task. The most recent effort is the reconstitution of the School’s diversity committee with a major charge from the Dean to focus on increasing the recruitment and retention of diverse students, faculty and staff. See exhibit 4.4.h#2e for the committee’s strategic plan. Since the IR was submitted, the Committee has developed a proposal for an alternative recruitment plan called “side by side” (4.4.h#11n) and submitted a grant proposal to the PASSHE faculty development grant committee to fund the first phase of the proposal. Departments regularly update their websites to reflect current demographics and faculty members actively participate in university organized multicultural recruitment activities. The Color of Teaching continues its outreach to middle and high schools students in the School District of Lancaster. We recently established contact with a school district in Mechanicsburg to hold a minority teacher education candidate day and to discuss their participation in the “side by side” and COT programs.

Additional Evidence:

- Discussions with administrators in charge of recruitment and admissions and with faculty participating in open houses and other recruitment activities
  - VP for enrolment management- Mr. Brian Hazlett
  - Dean, College of Graduate and Professional Studies- Dr. Victor DeSantis
8. What curriculum experiences in diversity are offered or required of advanced candidates?

Institutional Response:

(Please see the response to Standard 3, question 8). The advanced teacher education programs that lead to certification including Reading Specialist, School Psychology, School Principalship, Early Childhood and Elementary Education all have required diversity courses and field components (See exhibit 4.4.b#1e and pages 42 and 43 of the IR). Our M. Ed. programs that do not lead to certification and are for candidates that are already working in the schools, for example those in Art, English and Mathematics, offer core professional courses in Social Foundations of Education that integrate diversity (See exhibit 4.4.c#2e). Our plan is to put in place a mechanism to better track candidates’ diverse experiences in P-12 schools in these programs by including a common assessment (for example a case study and reflection) in their Social Foundations block. Faculty in the M. Ed Mathematics program have already made this adjustment.

Additional Evidence: Discussions with faculty and candidates in advanced programs about diversity in programs, courses and field experiences.

9. What are the optional vs. required diversity experiences for advanced candidates? How does the unit track and monitor this to ensure diverse experiences in P-12 schools?

Institutional Response:

(Also see #8 above). Candidates gain their experiences through course work as well as in field experiences. See exhibit 4.4.b#1e for the listing of required and optional courses with diversity components in advanced programs across the unit. Diversity experiences in P-12 schools for candidates in programs for other professionals are monitored through internship and practicum evaluations (examples of these can be found in the SPA reports for School Psychology, Educational Leadership, Reading Specialist and the Gifted Education programs). Candidates in the advanced programs for teachers are practitioners and have opportunities to work with diverse students in their classrooms. Through course assignments like action research and case studies, candidates provide reflections on how they apply the diversity skills in their classrooms. A discussion of assessments of diversity experiences in advanced courses with components is also presented in the response to Standard 3, question 8. “What opportunities are available for candidates who are currently in teaching positions and are seeking an advanced degree in the same area to work with diverse populations? Is working with diverse populations a requirement?”

10. How are candidates assessed on their skills related to diversity? What assessment tools are used?

Institutional Response:

The assessment of candidates’ skills relating to diversity is done mainly through field and clinical experience evaluations and course assignments in professional education courses at both the initial and
advanced levels. Please see 4.4.c#5n for diversity items in MU student teaching evaluation. Exhibit 4.4.b#1e provides an overview of all initial and advanced courses relating to diversity with their corresponding assignments. Also see exhibits 4.4.c#1e for diversity field based assessment and data in educational foundation courses -EDFN 211 and 241 offered in all initial education programs; and 4.4. c#2e showing the diversity assessment and data in advanced foundation courses- EDFN 545 and EDFN 590); an impact on student learning example in 4.4.c#3e shows how diversity is assessed in an advanced level class. Also, the alumni follow-up surveys in exhibit# 1.4.i#1-2e show that our graduate felt well prepared to work in diverse classrooms.

**List of Standard 4 exhibits:**

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<th>4.4.d#1r</th>
<th>4.4.d#3 n</th>
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<th>5.4.c#5n</th>
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**Standard 5**

5.4 *Areas of concern related to continuing to meet the standard.*

1. The unit’s efforts to provide and support professional development activities for faculty in both initial and advanced programs are not clear.

*Rationale:* Very limited evidence regarding professional development for faculty has been provided in the IR and accompanying exhibits.

**Institutional Response:**

Page 51 of the IR documents established policies and procedures that show the commitment of the institution and the unit to providing meaningful professional developments (PD) for faculty in the three areas of teaching, scholarship and service. These policies are actualized in internal and external professional development opportunities offered to faculty through a wide variety of programs and forums. Here are some examples:

- The Provost’s Office in the last two years has transformed faculty convocation into an avenue for professional development involving faculty (MU or invited) panel presentations on best practices, followed by breakout sessions. The Provost’s Office also conducts a week long orientation for new faculty and an annual department chairs’ training.

- University sponsored workshops are organized by the Center for Academic Excellence. This includes CAMP IDEA- the distance learning “boot camp.”

- The unit organizes brown bags, colloquial series and a week-long PD activity under “Education on Location.” See exhibit # 5.4.e#5(n).
• All faculty members who supervise student teachers are invited to attend a 2-3 hour orientation and professional development session each semester which is delivered by the Director of Field Services. On occasion, additional sessions are offered pertaining to timely topics. For example, during the 2013-2014 academic year, a few workshops were specifically offered to all faculty (permanent and adjunct) and cooperating teachers (from our partner K-12 schools) regarding co-teaching strategies.

• Workshops are offered or sponsored by the unit to PEU faculty on accreditation, State mandated program changes and other curriculum related issues. Sponsored PDs include conferences offered by AACTE or CAEP (for the SPAs) and workshops presented by officials from Pennsylvania Department of Education (PDE).

• Faculty also obtain PD through grant writing, participation in conferences, workshops or leadership services offered by their professional organizations at local state and national levels.

• Sabbaticals are awarded to faculty as avenues to obtain professional development or conduct research in their areas of interest.

• All faculty, including adjunct faculty members, have access to Desire2Learn® (D2L) workshops (online learning management system at MU), course construction support with an instructional designer, technology and pedagogy consulting, online tutorials, D2L upgrade support and access to a Digital Learning Studio (DLS).

• While MU does not target any specific programming for adjunct faculty, there has been engagement of adjunct faculty in a number of sessions including Camp IDEA, FlipU (a 5-hour workshop on flipping the classroom), Co-Teaching and other CAE programs. According to the Associate Provost for Academic Administration, MU plans to continue this level of support for the foreseeable future.

Funding sources for these PDs vary by department but include internal and external grants, Dean’s allocation, Provost’s allocations and revenue sharing monies given to departments from teaching summer and winter classes. Faculty professional development activities are reported on the “outcomes form” a part of the annual report submitted by the unit to academic affairs (5.4.d#1). Updated resume for PEU faculty showing their professional development activities will be available onsite.

Additional Evidence:

• Discussions with department chairs and administrators regarding activities and funding for faculty professional developments: Provost, Associate Provost, Deans of the Schools of Education, Science and Mathematics and Humanities and Social Sciences, PEU Department Chairs and Dr. Rene Munoz: Director, Sponsored Projects and Research Administration

Evidence for Onsite BOE Team to Validate During Onsite Visit

1. What disaggregated data are available for full-time and part-time faculty members, with qualifications and areas of expertise and courses taught?

Institutional Response:
Please see 1.5.e#1.i-ii for faculty information disaggregated by full-time and part-time.

2. How many unit faculty members have participated in the professional development activities offered by the Center for Academic Excellence? How many have participated in other professional development activities?

Institutional Response:

According to the director for the Center for Academic Excellence (CAE), Dr. Oliver Dreon, over 35 faculty from the School of Education attended CAE events and ten of the unit faculty presented sessions last fall. Please see 5.4.e.5n for examples of professional developments offered or sponsored by the unit and the university and number of unit faculty participating. Also see faculty outcomes in exhibit 5.4.d#1e for summaries of conference and professional meetings that faculty attended. They average 120 and 150 per year respectively.

3. How is diversity modeled by faculty in the classes taken by candidates, student teachers, and recent graduates?

Institutional Response:

Faculty model diversity in their teaching and field experience supervision in the initial and advanced programs. They also model diversity through their scholarships and service and by making adjustments to their programs. An example is provided in 5.4.f#2e in which faculty in all the initial and advanced programs readjusted their curriculum to better address issues of accommodation and adaptation and instruction for English language Learners. Faculty also co-presenter with teacher candidates at diversity focused conferences (see COT activities in exhibit 4.4.h#4e). Faculty’s teaching reflect an understanding of different learning styles, connect content to candidates’ diverse life experiences, and engage students in discussion around social justice issues. These strategies are built into classes in general and very specifically into required diversity courses (see exhibit 4.4.b#1e for diversity related courses in advanced programs). Faculty vitas also contain evidence of scholarship and service in the area of diversity.

Additional Evidence: Discussions with faculty, administrators, and students (Current and recent graduates) about diversity in courses, scholarships, field experiences and service learning.

4. What professional development opportunities are available to faculty? How many faculty participate in such activities?

Institutional Response:

Please see #2B and exhibits 5.4.d#1e, 5.4.d#5e, 5.4.d#7-8e and updated faculty vitas (available onsite).

Additional Evidence: Discussions with department chairs and administrators regarding funding for faculty professional developments: Provost, Associate Provost, Deans and Director of Sponsored Projects and Research Administration (Dr. Rene Munoz).

5. How are faculty members integrating technology into their teaching?

Institutional Response:
As shown in exhibit 5.4.g#1r PEU Faculty in the initial and advanced programs integrate technology into their courses and model its use for candidates in the field. Most faculty members use the online management system (D2L) to enhance their classes and clinical experience evaluations are also done electronically. The School of Education houses the Digital Learning Studio (DLS) a technology initiative established to support pedagogy. The growth of online courses in the unit and faculty participation in CAMP Idea (an online training program) further support the fact the unit is meeting the element of this standard. Faculty also collaborate with teacher candidates in sharing instructional technology ideas that they have successfully implemented in their classrooms with school partners. In fall 2012, two faculty members began the implementation of the Flipped Classroom project with a School District and together with candidates in their technology and Reading classes are partnering with three Elementary schools. The Flipped Classroom design is intended to leverage technology-based instruction to free classroom time to incorporate more collaborative, higher order activities and allow for more individualization and remediation. The Unit also offers an Instructional Technology Showcase which highlights the work of innovative student teachers and faculty creating lessons incorporating technology in authentic and pedagogically sound ways. Lessons are selected to demonstrate how technology can be used to support students’ learning in a variety of different content areas and grade levels. A faculty member recently published an e-book on educator ethics and conduct. Available at http://itunes.apple.com/us/book/educator-ethics-conduct-toolkit/id521458244?ls=1, this eBook is an invaluable toolkit for preparing teacher candidates for professionalism, an important aspect of candidates’ preparation. This publication was funded by PDE. Also see response to standard 6#7.

Additional Evidence: Discussions with faculty regarding the use of technology in their teaching.

6. What scholarship activities do faculty in initial programs engage in?

Institutional Response:

Same as those in the advanced programs. Faculty have mixed loads. Please see #2B and exhibits 5.4.d#1e, 5.4.d#5e, 5.4.d#7e, 5.4.d#8e and updated faculty vitas (available onsite).

Additional Evidence: Discussions with faculty and administrators.

List of Standard 5 exhibits:

5.4.e#3e 5.4.e#5n 5.4.d#1e 6.4.e#1e 1.5.e#1.i e 1.5.e#1.ii e 5.4.f#2e 4.4.h#4e 4.4.b#1e 5.4.d#5e 5.4.d#7e 5.4.d#8e 5.4.g#1r

Standard 6

Evidence for the BOE Team to validate during the onsite visit

1. How is professional development funded? How are funding opportunities and professional development provided for adjunct faculty?

Institutional Response:
Please see examples of professional development opportunities noted in standard 5, # 1 above. These opportunities are made possible through the combined efforts of many administrators, faculty, and staff at the unit and university levels. Dr. Jeff Adams, Associate Provost for Academic Administration, is ultimately responsible for overseeing faculty professional development. However, there is significant collaboration with Information Technology and other entities on campus. The single biggest investment is in the personnel who provide all of this professional development programming and support. In recent years, a $20,000/year budget earmarked for distance learning has been almost exclusively dedicated to the development and implementation of Camp IDEA. MU faculty have also had the opportunity to access additional funds to develop distance learning courses as part of the faculty Collective Bargaining Agreement (CBA).

Funding for professional development through the CAE is provided by the Associate Provost for Academic Administration. Annual funding has been steady at about $5000 for each of the last 3 years. In addition, the CAE has the support of a half time Graduate Assistant (10 hours/week during the academic semesters) and is led by a faculty member who receives a 3 credit per semester alternate work assignment (AWA). Professional development funding for tenured and tenure-track faculty members is also available on campus. Faculty members are highly encouraged to apply for internal Faculty Grants to support their professional development needs. These grants are open to any tenured or tenure-track faculty member and allocations are determined through a Faculty Grants Committee which evaluates applications to support research, publications, travel to present, special academic activities, and released time. The committee allocates funding to proposals using a blind review of trimmed mean scores. The Dean offers $500 in professional development funds annually to all school tenure-track faculty, and supports tenured faculty professional development by covering various expenses when requested.

2. What impact has professional development such as CAMP IDEA and Innovation Block Grants had on candidate learning?

Institutional response:

The university has not done any kind of formal review and analysis of the impact of Camp IDEA and Innovation Block Grants on candidates’ learning. There is anecdotal evidence from faculty that these things have had a positive impact on teaching and learning. We can also look at the increased number of online and flipped classrooms on campus as evidence of the Camp IDEA programming impact. A review of MU’s five-year history of students’ enrollment in distance education (fall through summer) shows that enrollment has nearly doubled between the 2008-09 (4,313 students) and 2012-13 (8,381 students) academic years. A look at the types of innovation grants supported in 2013 will also provide an indication of the types of technologies faculty have had funded which are intended to support teaching and candidates’ learning. See exhibit 6.4.f#3n (Innovation Block Grants).

3. How has the budget been maintained with the elimination of the one-time supplement provided in 2012-13?

Institutional Response:

The one-time supplement was used to obtain educational resources that would not need renewal funds once the supplement was depleted. These funds were used to fund additional resources that may have not
been possible in the existing budget. Faculty positions and other essential staff were not funded with the one-time supplement.

4. What will be the impact of declining enrollment on future budgets?

Institutional response:

The university is taking a pro-active stance in addressing declining enrollments that include the new division of Enrollment Management. With aggressive campaigns that began in spring 2013, we met enrollment expectations for 2013-14 and our paid admits for fall 2015 are up 7% compared to last year at this time. An increase in the number of paid admits for education programs is also noted. The dean and the faculty of the SOE are working with the Vice President of Enrollment Management to increase enrollment in the teacher education programs.

5. What grants are faculty receiving and how are monies being used?

Institutional response:

Over the last calendar year, faculty have been awarded more than $12,000 in Faculty Innovation Grants to support the use of instructional technology and innovative pedagogies in the classroom. As noted earlier, see exhibit 6.4.f#3n for a complete listing of these grants which have only been available for one year. Another source of funding for projects comes from the University Theme Committee’s grant programs. Faculty can apply for University Theme grants or Scholars in the Classroom grants to support efforts related to the University’s theme. In recent years, the theme has been “Seize the Opportunity: Create, Innovate, Engage.” While some of these grants do not directly pertain to teacher education, they serve a broader purpose to keep students engaged on campus. This is an important part of every academic program, including that of teacher candidates. See exhibits 6.4.f#4i –iii n (University Theme Grants) and exhibits 6.4.f#5i-iii n (Scholars in Classroom Grants) for information about these grants for the past three years. In addition, the Director of Sponsored Programs and Research Administration provided an overview of grant activity amongst Professional Education Unit faculty (and others with education-related projects) from 2008-2013. This report shows that faculty applied for more than $29 million in grants in this period and received nearly $12 million ($11,967,376) in funding. Funding supported a wide range of projects and research including projects related to migrant education, educational ethics, metacognitive influences on mathematics achievement, foreign language institutes, increasing mathematics teachers in high-need districts, and much more. See exhibit 6.4.f#6 n (Faculty Grants 2008-2013) for details.

6. What are anticipated funding supports for online and distance education?

Institutional response:

As noted earlier, the Associate Provost for Academic Administration anticipates continuing the current level of support for all professional development and course development, including online and distance education, which is an integral part of much professional development on campus. There is one exception. The extra funds that had been available for faculty who developed distance learning courses through the CBA will no longer be available after fall 2014. All other initiatives, including the popular Camp IDEA and FlipU workshops are expected to continue.
Information Technologies is currently initiating the search process for an additional instructional technologist to support faculty in their development of online classes. This additional support personnel is expected to have a huge impact on faculty professional development and assistance with online and distance education efforts, especially classroom technologies such as podiums, video conferencing, smart boards, MediaSpace (Kaltura – video storage), smart pens, Tidebreak, etc.

7. How are resources such as the Assistive Technology Lab and Digital Learning Studios utilized by faculty and candidates?

Institutional response:

Since the Digital Learning Studio (DLS) opened in the spring of 2010, the facility has lent out over 600 pieces of equipment in support of classroom projects. Over the last calendar year, the DLS has tutored over 500 students and 15 faculty members through its facility. The facility has also provided specialized training to over a dozen classes within the School of Education and beyond. While no direct evidence of the DLS’s impact on student learning can be provided, the types of classroom projects faculty have assigned within the School of Education has evolved since its opening. The Director of the DLS reports that more faculty are assigning webpage designs, online assessments, and digital stories as classroom projects instead of traditional papers or exams. In a way, the DLS has acted as a catalyst for innovative assignments throughout the School and university. With the success of the facility, another branch of the DLS opened in the McNairy Library in fall 2013. The McNairy branch offers complementary hours and services to the Stayer facility.

The Assistive Technology Laboratory is based in Stayer Hall and supports students in a number of Special Education courses, including SPED 311, 411, 412, 441, 442, 452, and 453. The lab is particularly important in SPED 441 Effective Instruction for Students with Disabilities: Supports for Specialized Curriculum where students are expected complete an assignment which depends on the use of assistive devices housed in this laboratory.

8. How is D2L utilized in field and clinical training?

Institutional response:

The School of Education and the University do not currently track specific uses of D2L for field and clinical training. When a faculty member requests assistance from the Teaching & Learning Team, their request for assistance is logged, but the type of assistance is not tracked. No data on use or depth of use is kept for any courses. A usage report in D2L might show how many faculty members access D2L (and it is many), but it would not provide specific data about utilization for field and clinical training since the tools do not necessarily align with instructional activities and outcomes. This kind of data collection and analysis is something that the unit is considering for the future. We do know that faculty utilize the online platform (D2L) extensively in their classes to engage teacher candidates. This includes such tasks as gaining access to information (including class preparation tasks), taking an online quiz, participating in the discussion board, seeing announcements about important deadlines, uploading assignments and reflections to the drop box, checking grades, etc. D2L is an essential tool especially with students in professional bloc courses because teacher candidates are in field placements for more than five weeks.
during the semester (instead of in class). Hence, D2L is a key communication tool to keep in touch with teacher candidates and ensure that they are staying on track with assignments.

**Additional Evidence:** Discussions with faculty, department chairs and students.

9. **What is the system for tracking workloads for full-time and adjunct faculty and where is it housed?**

**Institutional response:**

The Deans for each of the schools (School of Education, School of Science and Math and School of Humanities and Social Science) assign faculty to courses based on the complement awarded to each school by the Office of the Provost. Overloads are approved by the Dean on a case by case basis. Working with information forwarded by the departments, the Administrative Manager for each school completes a matrix that indicates the complement used by each department along with the workload assignment of each faculty member (including adjuncts) within the respective school. This matrix is forwarded on to the Office of the Provost.

**List of Standard 6 exhibits:**

6.4.f#3
6.4.f#4-i-iii
6.4.f#5-ii
6.4.f#6