

2.3.g Examples of significant changes made to courses, programs, and the unit in response to data gathered from the assessment system

The following Curriculum Changes occurred between Fall of 2010 and Spring of 2012:

Curriculum Change	Rationale
CACREP Recommended changes to Counseling Education Programs	In response to CACREP accreditation recommendations, the Counseling program added additional tracks for admission to and completion of the program.
EAD 564 Law and Politics in Education (3): added as elective and requirement in master's programs	Follow up surveys of graduates revealed a perceived lack of knowledge of educational law at the master's level. This course was moved from the Education Specialist level to the master's level to provide master teachers a basic understanding of educational law and the politics involved in public education.
Education Specialist in General Education with a concentration in Counseling changed to Education Specialist in Counseling with concentrations in Agency and School Counseling	This program change stemmed from both CACREP and Counseling Advisory Council discussions related to core content in the program. A unique program allows for counseling students to take foundation courses directly related to counseling content pedagogy.
Educational Administration changed to Instructional Leadership	Based upon recommendations from the Alabama State Department Re-design Team reviewing our programs, the program name was changed to reflect the evolving role of administrators in Alabama's public schools.
EED 340 Content Block Practicum (3): new course for all elementary majors	This new content block practicum was created in response to CEOI data that revealed our students were weak in areas such as management and assessment. This increase in practicum hours in field allowed for additional opportunities for candidate practice and evaluation.
EED 345 Elementary Practicum (1): new course created for alternative EED programs only	This course was created in response to the need for alternative certification students to have increased time in the P-6 classroom prior to beginning graduate work.
EED 421 Effective Teaching Strategies (3): course moved in the ECP program	Learning Outcome and CEOI data revealed that candidates needed additional work in the area of teaching strategies and techniques. Effective teaching was unblocked from internship and became a

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	requisite course for teaching blocks to allow students to develop a knowledge base prior to beginning practical experiences.
EFD 552 Diversity in Education (3): course added to Education Specialist programs	Based on a review of the diversity learning outcome data at our specialist level, this course was added to offer an increased focus and level of study in the area of diversity.
EFD 632 Educational Assessment was changed to Educational Measurement and Evaluation	The title of this graduate course was changed based on the advice of external program reviewers. The title better reflects the scope and sequence of the graduate work with measurement and evaluation in our Education Specialist programs.
EFD 681 and 682 Name Changes: Teacher Research I and II for all Education Specialist programs	These courses were changed from Problems I and Problems II in response to feedback from stakeholders. Stakeholders advised that the titles had negative connotations and did not adequately represent the research work in the graduate programs.
EIM 300 Educational Technology (3): removed from most undergraduate programs	After reviewing Learning Outcome 7 data as well as discussing these data with Advisory Council members, EIM 300 was removed from undergraduate programs as a required class since technology was no longer considered a standalone subject. Instead, it had become an element woven throughout all of our programs from start to finish.
Elementary and Early Childhood Education: blended to offer one program with two certifications	Based on both Advisory Council and Superintendents' Consortia feedback, the elementary and early childhood programs were combined to offer our students a P-6 certification, making them more marketable to area schools.
Elementary and Special Education K-6: blended to offer one program with two certifications	Based on both Advisory Council and Superintendents' Consortia feedback, the elementary and special education programs were combined to offer our students a regular and special education certification, making them more marketable to are schools
ESE 304: Educational Methods and Technology (3) new course in Secondary	This course was created in response to data collected concerning content pedagogy,

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Education Programs	teaching strategies and techniques, and technology learning outcomes. This course became the first methods course in Secondary Education Programs
ESE 305: Practicum I (1) new practicum course in Secondary Education Programs	This course was created to offer secondary education majors a first practicum experience working with students in a one-to-one or tutoring capacity. Data showed that students needed additional practical experiences in the secondary major.
ESE 383 (3) title changed to Content Literacy	In response to Advisory Council data, the title of this course was changed to reflect the growing requirement in public schools to address literacy in the content areas instead of only addressing reading strategies. This course added a focus on multiple literacies.
ESE 485 Practicum II (3) new practicum course in Secondary Education Programs	This course was created to offer secondary education majors a second practicum experience working with whole class groups. Data showed that students needed extended time as the lead teacher. This practicum increased the required number of hours in the classroom as well as the number of days where our students were responsible for instruction.
ESE 496 Contemporary Issues in Secondary Education (3): new course	This course was created to accompany internship in secondary schools. Many students require a twelve hour schedule and rather than having our students take an elective unrelated to education, the Secondary Advisory Council recommended that we offer our students a course focusing on current issues facing secondary teachers.
ESE 500 Research in Secondary Education (3) new course in the Secondary Education Graduate Programs	This course was created in response to Advisory Council data related to students needing specific experiences exploring research problems directly related to the secondary environment.
ESE 505, 510, and 534 new courses in Secondary Education Alternative Master's Programs	These courses were created to mirror the undergraduate preparatory course for teacher education. The courses provided alternative certification students experiences with small and larger groups as

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	well as an increased focus on the basics of assessment and technology.
ESE 561 Foundations in Secondary Education (3) new course in the Secondary Alternative Programs	This course was created in response to clinical experience data. Advisory Council discussions led to the realization that students in the alternative program would benefit from both a basic understanding of the foundation of public school and a healthy understanding of learning theory.
ESE 570-573 (3) Critical Inquiry Methods Courses: new courses created for both traditional and alternative master's programs	These courses were created in response to content pedagogy data reviewed annually. The courses were created to offer student in depth study into the teaching of secondary subjects.
In comprehensive subject area graduate degrees, two courses from the comprehensive areas are now required instead of four.	Alabama State Department of Education mandated change to all comprehensive degree programs
SPE 421 and 422 Collaboration with Regular and Special Educators (3): new class for all ECP and ECK majors	These classes were created for elementary, early childhood, and special education majors to provide content pedagogy related to collaboration in appropriate settings. Advisory Council discussions revealed that stakeholders found our candidates deficient in the changing roles of special and regular educators.
SPE 500 Survey of Special Education (3): required in all alternative certification programs	SPE 300 was removed as an admission requirement to the teacher education program. Rather than having alternative certification students take an undergraduate preparatory class, program faculty recommended that these graduate students be offered a graduate level special education survey class to meet their unique needs.
Updates to include Improvements to Unit	Operations based on Assessments
At the conclusion of the spring 2013 term, the unit received permission to allocate funds in the College of Education & Professional Studies Foundation Account to planned improvements in classroom technology and classroom design. Beginning in fall 2013, unit classrooms will receive both cosmetic (tables, chairs, storage cabinets, etc.) and technological	Annual advisory committee meeting feedback has continuously indicated the unit's need to update technology and opportunities for candidates to interact with "state of the market" technology in the classroom.

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<p>(increased wireless capability, Apple TV, flat screen TVs on multiple walls, etc.) upgrades.</p>	
<p>In order to manage the Office of Clinical Experience's robust tracking system for initial and advanced candidates and to allocate quality personnel to new and continued clinical initiatives, the unit removed the Office of Clinical Experiences from the Teacher Service Center (this office is responsible for admission records and applying for teacher certification.) and formally established it as a standalone office. Further, the unit has initiated the process to elevate the Coordinator of Clinical Experiences to the Director of Clinical Experiences, a title more representative of the position's responsibilities. Too, the unit has requested the creation of a Coordinator of Clinical Site Initiatives. This individual will work under the supervision of the Director of Clinical Experiences and will be responsible for ensuring that site initiatives such as the unit's Co-teaching initiative are adequately supported through professional development and training.</p>	<p>Clinical Experiences evaluation data has demonstrated the need for more training opportunities related to the unit's commitment to an increased emphasis on Co-teaching and quality clinical experiences.</p>
<p>Due to decreasing enrollment in general education, Education Specialist programs (elementary, early childhood, secondary, and special education), the unit has decided to phase out these advanced programs and encourage enrollment in the newly approved Education Specialist Degree: Teacher Leader. This new route allows the unit to focus efforts on improving lead teachers in educational settings rather than dedicating limited resources to multiple programs with declining enrollment.</p>	<p>Annual advisory committee meetings provided opportunities to regularly reflect on program completer data for both initial and advanced candidates.</p>
<p>The unit is committed to the development of quality online course development. Data from the Exemplary Blackboard Course Review, which is used when new online courses are</p>	<p>Blackboard Exemplary Course Review Evaluation Data Reports</p>

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<p>developed, has led to the unit's decision to search for a faculty member for the Library Media program who possesses both a degree in Library Media or a closely related area as well as a strong background in online course development. The unit will utilize this faculty member in a dual role: course instructor and online course development mentor.</p>	
<p>Funds were allocated by central administration to employ a course designer for the college. An initial search was unsuccessful. A follow up search will be conducted during the 2013-14 academic year.</p>	<p>A review of needs to support online course development and evaluation</p>
<p>\$270,000 allocated for faculty technology (desktops, iPads, laptops) and classroom technology (Smartboards, projectors, and desktop computers) during the 2010-11 academic year.</p>	<p>A review of technology needs</p>
<p>Significant modification of the instrument and guidelines governing how faculty are evaluated annually.</p>	<p>Faculty Evaluation Data</p>