



**COLLEGE OF EDUCATION
AND PROFESSIONAL STUDIES**

Jacksonville State University
EDUCATOR PREPARATION PROGRAM
Quality Assurance System Handbook
Revised Spring, 2026

Educator Preparation Program Organizational Structure

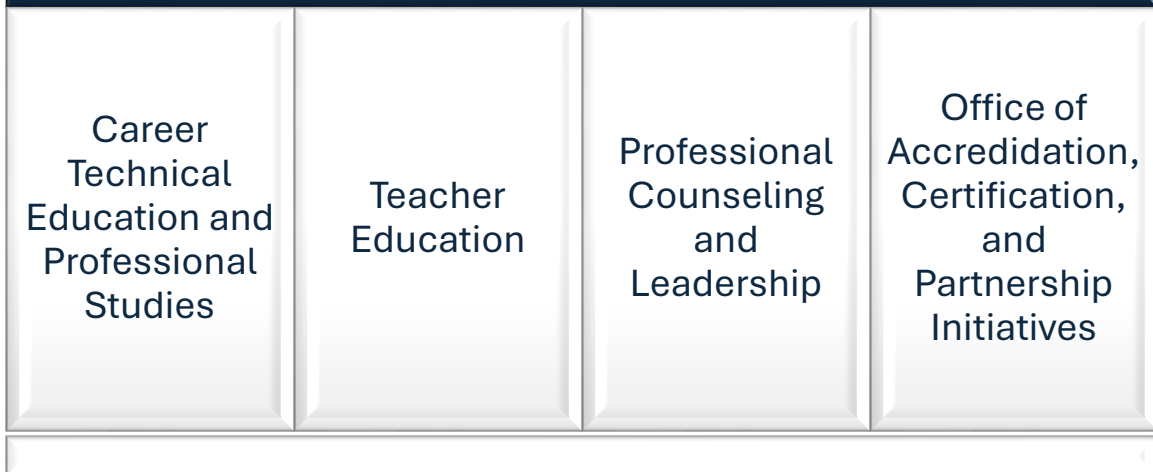
The purpose of this Assessment Handbook is to describe in writing the College of Education and Professional Studies' (CEPS) Quality Assurance System (QAS) so that all faculty members, staff, and students in the college understand it and how to implement it.

The mission and vision statements of the Educational Preparation Program (EPP) are described below.

Mission: The College of Education and Professional Studies (CEPS) prepares professionals and leaders at every level—from preschool to college—equipping graduates with the knowledge, skills, and dispositions to make a positive impact from the moment they begin their careers.

Vision: The College of Education and Professional Studies envisions itself as a hub of teaching and learning that couples its long-standing tradition of producing highly qualified professionals with a spirit of collaboration and innovation to attract, prepare and retain candidates prepared for today's stakeholders and workplaces. Through the lens of continuous program improvement, candidate engagement, shared governance, and strategic initiatives, we are laser focused on graduating individuals from programs of study that prepare them to make a positive impact, become effective leaders within a diverse community, and make significant contributions that improve their fields.

Departments



Organization of the Teacher Education Program (EPP):

Undergraduate Programs

Description	School	Class/Certificate
Early Childhood Elem Ed BSE	EP	B
English Lang Arts BSE	EP	B
Family & Consumer Sciences BSE	EP	B
General Science BSE	EP	B
Health & Physical Educ BSE	HP	B
Mathematics BSE	EP	B
Music - Ed Instrumental BA	AN	B
Music - Ed Vocal BA	AN	B
Spec Ed Collab (K-6/6-12) BSE	EP	B
Social Studies BSE	EP	B

Graduate Programs

Business Marketing Ed MSE_A	MSE_A	A
Business Marketing Ed MSE_T	MSE_T	A
CE - School Counseling EDS	EDS	AA
CE-School Counselor Ed Cert MS	MS	A
Early Childhood Ed MSE-A	MSE_A	A
Early Childhood Ed MSE-T	MSE_T	A
Early Childhood Special Ed MSE-T	MSE_T	A
Instructional Leadership EDS	EDS	AA
ED - Physical Education EDS	EDS	AA
ED - Teacher Leader EDS	EDS	AA
Elementary Education MSE-A	MSE_A	A
Elementary Education MSE-T	MSE_T	A
English Language Arts MSE-A	MSE_A	A
English Language Arts MSE-T	MSE_T	A
Family & Consumer Sci MSE-A	MSE_A	A
Family & Consumer Sci MSE-T	MSE_T	A
General Science MSE-A	MSE_A	A
General Science MSE-T	MSE_T	A
History MSE-T	MSE_T	A
Instructional Leadership CER	CER	A
Instructional Leadership MSE-T	MSE_T	A
Mathematics MSE-A	MSE_A	A
Mathematics MSE-T	MSE_T	A
Music Ed Instrumental MA-A	MA	A
Music Ed Instrumental MA-T	MA	A
Music Ed Vocal MA-A	MA	A
Music Ed Vocal MA-T	MA	A
Physical Education MSE-A	MSE_A	A
Physical Education MSE-T	MSE_T	A
Spec Ed Collab(K-6/6-12) MSE_A	MSE_A	A
Spec Ed Collab(K-6/6-12) MSE_T	MSE_T	A
Social Studies MSE-A	MSE_A	A
Social Studies MSE-T	MSE_T	A

College of Education and Professional Studies Organizational Chart

Dean
Administrative Associate

Associate Dean
Administrative Assistant

Academic Departments

Department – Professional Counseling and Leadership	Department – Teacher Education	Department – Career Education and Professional Studies	
Department Head Administrative Assistant Program Chair/Faculty	Department Head Associate Department Head Administrative Assistant Program Chair/Faculty	Department Head Administrative Assistant Program Chair/Faculty	
FACULTY	FACULTY	FACULTY	
Educational Leadership, EdD	Special Education, BSE and MSE	Child Development, BS	Child Development Center Director Assis. Director Administrative Assistant
Instructional Leadership, MSE and EdS	Early Childhood Education, BSE and MSE	Family and Consumer Sciences Education (6-12), BSE and MSE	
Teacher Leader, EdS	Elementary Education, BSE and MSE	Human Sciences, BS	
Clinical Mental Health Counseling, MS and EdS	Early Childhood Special Education, MSE	Merchandising, BS	
School Counseling, MSE and EdS	English/Language Arts Education, BSE and MSE	Hospitality and Culinary Management, BS	
Graduate Assistant	General Science Education, BSE and MSE	Business Education (6-12), BSE and MSE	Staff
	General Social Studies Education, BSE and MSE	Instructional Technology, MS	Student Workers
	Mathematics Education, BSE and MSE	Graduate Assistant	
	Graduate Assistant		

Support Offices and Centers

Office of Accreditation, Certification and Partnership Initiatives	Regional Inservice Center	Center for Evaluation, Research, and Innovation	Challenger Learning Center
Associate Dean Administrative Assistant	Director Budget Analyst	Director	Executive Director
Certification Officer	Alabama Math, Science, and Technology Initiative (AMSTI) Budget Analyst PD Coordinator	LRC Center	Coordinator, Curriculum & Education
Accreditation and Data Coordinator	Alabama Science in Motion program (ASIM)	Work Study Students	Operations Specialist
Director of Field and Clinical Experiences	Alabama Technology in Motion (ATIM)		Lead STEM Specialist
Data Specialist	Alabama Reading Initiative (ARI)		
Graduate Assistant	Alabama Learning Exchange (ALEX)		
	Office of Mathematics Improvement (OMI)		
	National Board Teacher Certification (NB)		

- The Dean of CEPS leads the EPP.
- The department head and the associate department head lead the programs.
- The EPP has an Education Advisory Board, chaired by the dean, comprised of faculty members, representatives from the P-12 community, current candidates, and alumni. The mission of the advisory board is to strengthen CEPS programs and promote the welfare of the students by providing input related to curriculum, CEPS partnerships, and initiatives.

Creative Decision Makers Framework – RED Model Integration

As a thriving learning community, the College of Education & Professional Studies (CEPS) is committed to developing **Creative Decision Makers** across all programs. This model equips candidates with a structured framework to guide decision-making that is **efficient, prompt, purposeful, and continuous**.

At the heart of this framework is a commitment to preparing candidates in three core areas: **knowledge, professional dispositions, and skills**. Effective professional practice is built upon a conceptual framework rooted in diverse values, experiences, and rigorous preparation for teaching, learning, and leadership.

R – Reach

The “Reach” component of the RED Model emphasizes **foundational knowledge and intentional planning**. CEPS candidates are grounded in the principles of theory, content, strategy, and assessment, enabling them to develop well-informed, data-driven action plans that align with stakeholder goals and priorities.

Key Elements of Reach:

- **Theory and Research:** Apply evidence-based practices using strategies appropriate to the teaching and learning context.
- **Content Pedagogy:** Demonstrate subject matter expertise and present content effectively for meaningful learning.
- **Strategies and Techniques:** Utilize a range of instructional and professional methods to meet the diverse needs of all stakeholders.

E – Engage

The “Engage” component emphasizes **professionalism and meaningful relationships**. CEPS candidates must be reflective practitioners who foster inclusive, welcoming, and professional environments, using data and assessment to drive ongoing improvement.

Key Elements of Engage:

- **All Learners:** Address the needs of students and stakeholders from varied cultural, linguistic, and ability backgrounds.
- **Professionalism:** Model ethical conduct, accountability, and dedication to lifelong learning.
- **Data-Driven Decision Making:** Continuously reflect and use data to inform professional judgment and decision-making.

D – Discover

The “Discover” component centers on **innovation and the creation of empowering learning environments**. CEPS candidates are equipped to foster spaces that promote collaboration, inquiry, creativity, and exploration through effective communication and integration of digital tools.

Key Elements of Discover:

- **Professional Environments:** Design and manage inclusive, safe, and engaging settings that promote growth and discovery.
- **Communication and Technology:** Leverage technology to support exploration, enhance creativity, learning and collaboration, and deepen student learning.
- **Assessment:** Use both formative and summative assessment data to guide instruction and improve learning environments.

Professional Learning Outcomes (PLOs)

Reach

- **PLO 1:** Integrate theory and research into planning and decision-making.
- **PLO 2:** Apply content-specific pedagogy to create developmentally appropriate learning experiences.
- **PLO 3:** Utilize instructional practices that are appropriate for all learners.

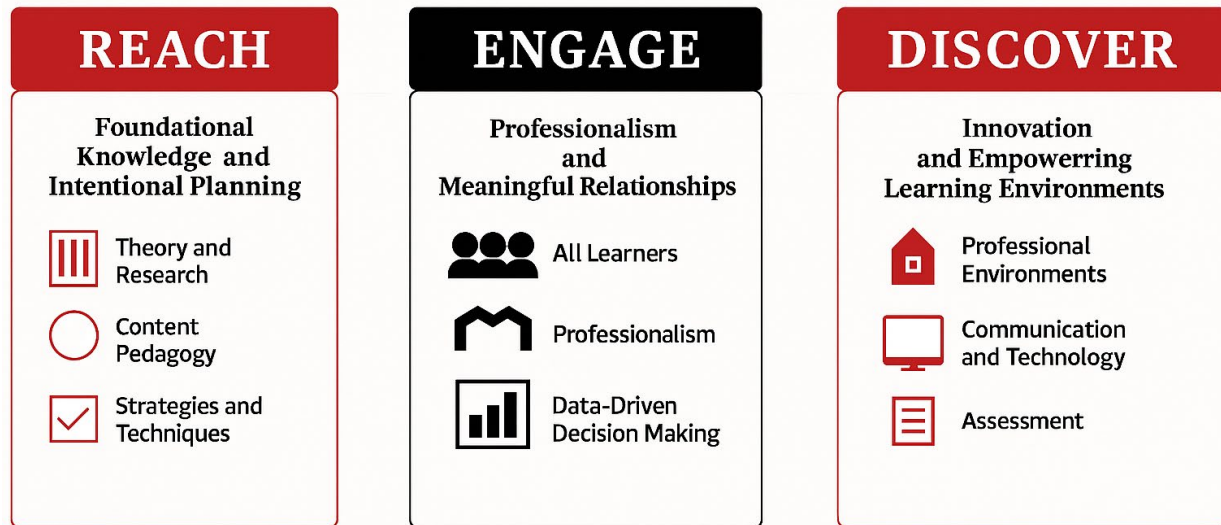
Engage in Learning

- **PLO 1:** Cultivate inclusive environments that address the needs of all stakeholders.
- **PLO 2:** Demonstrate professional and ethical behaviors in diverse professional settings.
- **PLO 3:** Refine professional decisions based on reflection and varied data sources.

Discover Environments

- **PLO 1:** Develop and manage environments that encourage inquiry, exploration, and collaboration.
- **PLO 2:** Utilize communication and technology to strengthen the learning environment.
- **PLO 3:** Demonstrate appropriate use of assessments to continually improve the teaching and learning experience.

Creative Decision Makers Framework – RED Model



College of Educational and
Professional Studies

Creative Decision Makers Framework RED Model

CREATIVE DECISION MAKERS

REACH

Foundational Knowledge and Intentional Planning




-  Theory and Research
-  Content Pedagogy
-  Strategies and Techniques

Professional Learning Outcomes

- PLO 1: Integrate theory and research into planning and decision-making.
- PLO 2: Apply content-specific pedagogy to create developmentally appropriate learning experiences.
- PLO 3: Use assessment data to inform and refine practices.

ENGAGE

Professionalism and Meaningful Relationships

-  All Learners
-  Professionalism
-  Data-Driven Decision Making

Professional Learning Outcomes

- PLO 1: Demonstrate professional and ethical behaviors in diverse professional settings.
- PLO 2: Cultivate inclusive environments that address the needs of all stakeholders.
- PLO 3: Communicate with stakeholders from varied cultural, linguistic, and ability backgrounds.

DISCOVER

Innovation and Empowering Learning Environments

-  Professional Environments
-  Communication and Technology
-  Assessment

Professional Learning Outcomes

- PLO 1: Develop and manage environments that encourage inquiry, exploration, and collaboration.
- PLO 2: Integrate technology to enhance engagement and innovation.
- PLO 3: Demonstrate flexibility and creativity.

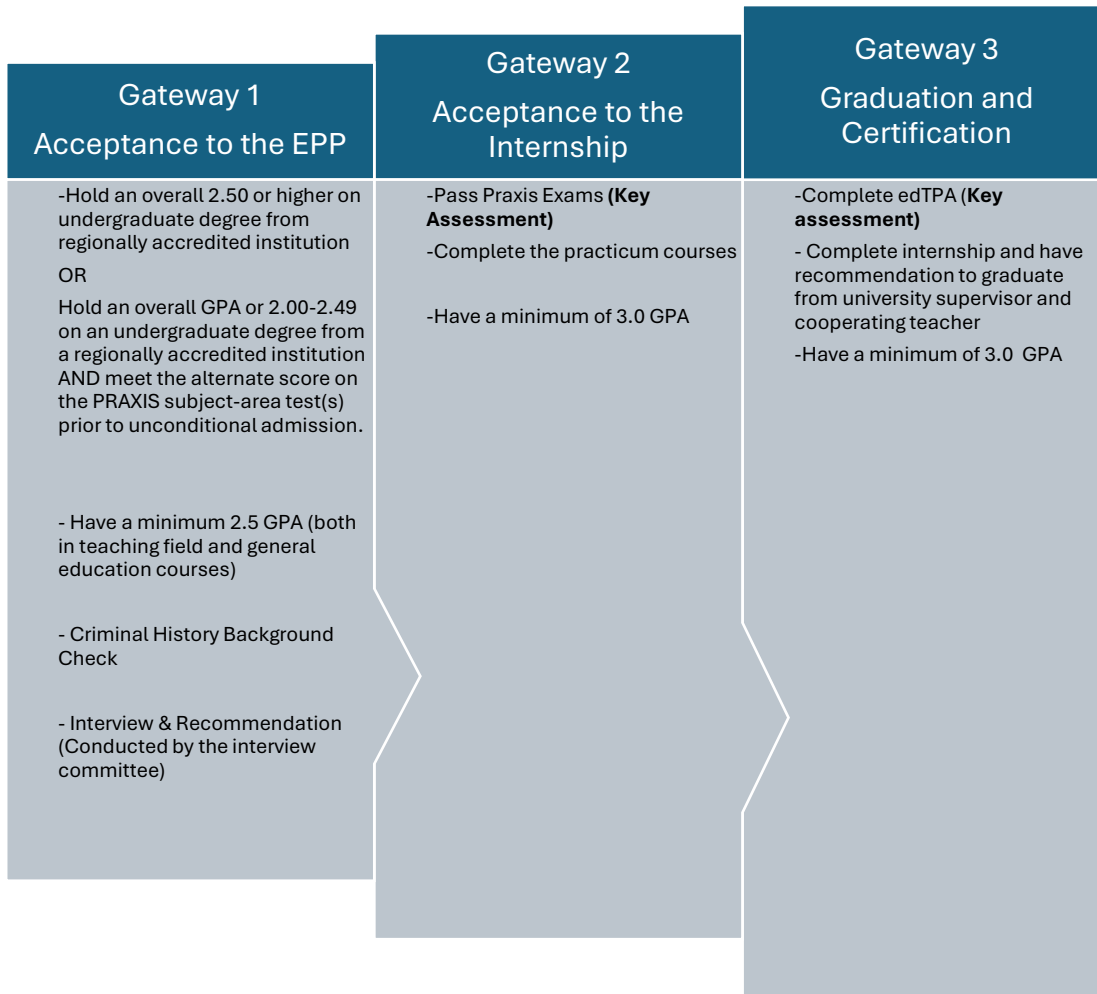
Jacksonville State University

Gateways for the programs and requirements for the completion of the certification programs.

Gateways for Undergraduate Degrees

Gateway 1 Acceptance to the EPP	Gateway 2 Acceptance to the Internship	Gateway 3 Graduation and Certification
<ul style="list-style-type: none"> •A minimum of 41 overall hours •A minimum of 38 in General Studies •No more than 6 education courses - Have a minimum 2.5 GPA (both in teaching field and general education courses) - Criminal History Background Check - Interview & Recommendation (Conducted by the interview committee) 	<ul style="list-style-type: none"> - Pass Praxis Exams (Key Assessment) -Complete the practicum courses (Impact Study) -Have a minimum of 2.5 GPA 	<ul style="list-style-type: none"> -Complete edTPA (Key assessment) - Complete internship and have recommendation to graduate from university supervisor and cooperating teacher -Have a minimum of 2.5 GPA

Gateways for Alt-A programs



Mapping Assessment Levels Across Transition Points

Transition Point	Program Stage	Disposition Level	Observation Level	Lesson Plan Level
Transition Point 1	Admission to Program after taking ED 302	Self-reflection (Introduction)	Introduction (in Methods Courses)	Introduction (in Methods Courses)
	Practicum	Level 1 → Level 2 (Reinforcement)	Level 1 → Level 2 (reinforcement)	Level 1 → Level 2 (Reinforcement)

Transition Point 2	Senior Practicum (ECE, SPED, Secondary Only)	Level 2 → Level 3 (Reinforcement)	Level 2 → Level 3 (Reinforcement)	Level 2 → Level 3 (Reinforcement)
Transition Point 3	Internship	Level 2 → Level 3 (Assessment)	Level 3 → Level 4 Assessment (Assessment)	Level 3 → Level 4 (Assessment)

College of Education & Professional Studies

Teacher Education Program (TEP)

Internship Requirements

- Candidates submit an Internship Application the semester prior to the internship semester (the last semester of their program).
- The Office of Partnership Initiatives finds placements for each candidate in accordance with Alabama State Department of Education Code requirements. Placements must be delivered to each candidate within 45 days (about 1 and a half months) of beginning the internship.
- Candidates complete all required program coursework except the intern courses.
- The Certification Office completes checkouts on each candidate to confirm that candidates are eligible to intern the following semester.
- The Certification Office completes an Alabama State-approved program checklist for each candidate, verifying that all coursework has either been satisfactorily completed or is in progress.
- Verification confirms that the candidate currently meets the minimum GPA requirements.
- For undergraduate candidates, the candidate must hold a minimum 2.50 GPA in all areas - Overall, Teaching Field, and Professional Studies.
 - For Alternative-A master's program candidates, the candidate must hold a minimum 3.25 overall GPA.

- The Certification Office confirms that the candidate has met passing scores on all required assessments.
- The Certification Office meets with academic advisors to confirm that the candidate is eligible to register for the internship semester once all grades for the semester have been posted.
- Once semester grades have been posted, candidates deemed eligible for the internship will be cleared and allowed to register for the internship courses

Certification Requirements for Candidates at Program Completion

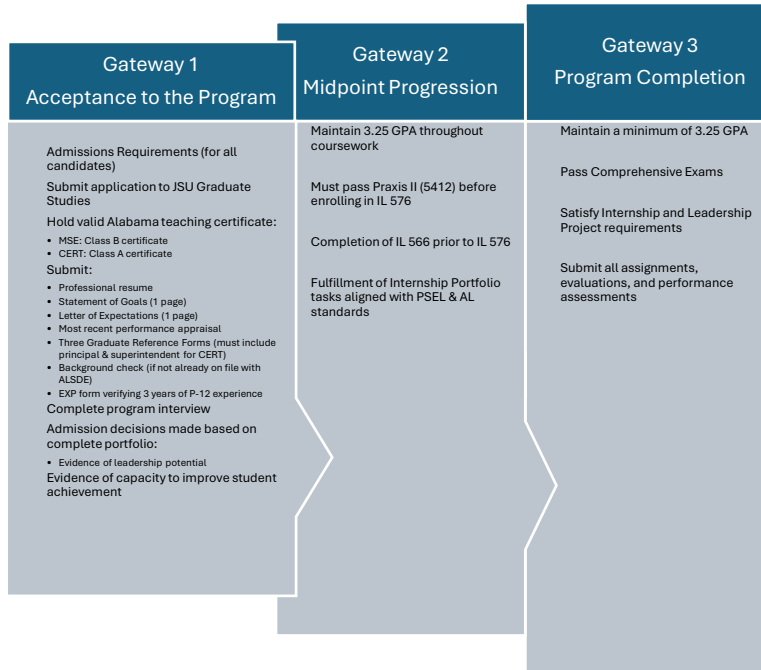
- Candidate~ complete all required program coursework and are awarded a degree in their teaching field(s) or area of instructional support.
- Candidates submit the Alabama certification application and all required forms and documents to the Certification Officer. Effective August 1, 2021, and thereafter, at a minimum, documentation must include the application form, application fee, and an official transcript verifying a degree conferred at the level for which certification is sought.
- The Certification Officer confirms that the application is complete and submits the application along with all documentation to the Alabama State Department of Education, along with the university recommendation confirming that the candidate is eligible for
- Professional Educator Certification and a completed Alabama State-approved program checklist.
- The Alabama State Department of Education processes the applications and issues the certification to persons who have met the requirements of the Alabama State Board of Education.
- A candidate who completes an Alabama State-approved program must submit an application for Alabama certification within 60 calendar months of the program completion date.
- Professional Educator Certification is effective for five years and must be renewed prior to the date of expiration.

Graduate Certification Programs

1. Instructional Leadership (MA and CERT)

Upon successful completion:

- JSU recommends the candidate for Class A Certification to ALSDE
- Graduate receives a master’s degree or Class A Certificate, depending on track



Gateway 1: Program Entry

Admissions Requirements (for all candidates)

- Submit application to JSU Graduate Studies
- Hold valid Alabama teaching certificate:
 - MSE: Class B certificate
 - CERT: Class A certificate
- Submit:
 - Professional resume
 - Statement of Goals (1 page)
 - Letter of Expectations (1 page)
 - Most recent performance appraisal
 - Three Graduate Reference Forms (must include principal & superintendent for CERT)
 - Background check (if not already on file with ALSDE)
 - EXP form verifying 3 years of P-12 experience

- Complete program interview
- Admission decisions made based on complete portfolio:
 - Evidence of leadership potential
 - Evidence of capacity to improve student achievement

Midpoint Progression Check

Academic & Testing Benchmarks

- Maintain 3.25 GPA throughout coursework
- Begin or schedule Praxis II (5412) by Term II
- Passing score (146+) required before Residency Internship (IL 576)

Course Completion Benchmarks

MSE Program (30 hrs)	CERT Program (18 hrs)
IL 5504 – Grad Ed & Technology	IL 5700 – Action Research
EFD 502 – Curriculum Development	IL 5564 – Law & Ethics
IL 5552 – Diversity Issues	IL 5552 – Diversity Issues
IL 5700 – Action Research	IL 5956 – Internship I
IL 5564 – Law & Ethics	IL 5555 – Management of Learning Org I
IL 5562 – Leading Change	IL 5957 – Internship & Residency (Capstone)
IL 5956 – Internship I	<i>SPE 5100 if needed</i>
EIM 5703 – Comp-Based Tech	
IL 5555 – Management of Learning Org I	
IL 5957 – Internship & Residency (Capstone)	
<i>SPE 5100 if needed</i>	

Gateway 2: Residency & Capstone

Residency Internship Requirements

- Must pass Praxis II (5412) before enrolling in IL 5957
- Completion of IL 566 prior to IL 5957
- Fulfillment of Internship Portfolio tasks aligned with PSEL & AL standards

Gateway 3: Program Completion

Completion Requirements

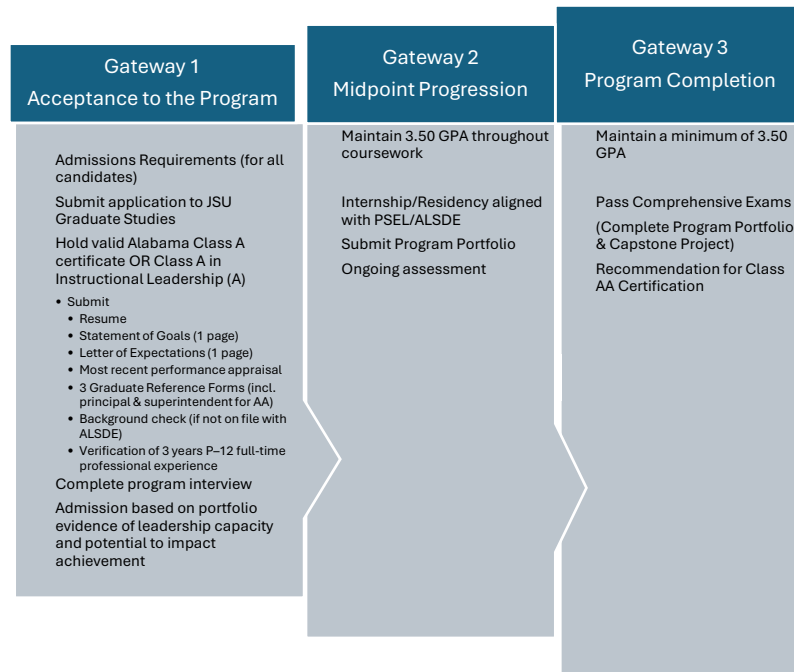
- Maintain a minimum of 3.25 GPA
- Pass Comprehensive Exams

- Satisfy Internship and Leadership Project requirements
- Submit all assignments, evaluations, and performance assessments

2. Teacher Leadership and Instructional Leadership (EdS)

Upon successful completion:

- JSU recommends the candidate for Class AA Certification to ALSDE
- Graduate receives an Ed.S. degree and a Class AA Certificate, depending on track



Gateway 1: Program Entry

- Apply to JSU Graduate Studies
- Hold valid Alabama Class A certificate OR Class A in Instructional Leadership (A)
- Submit:
 - Résumé
 - Statement of Goals (1 page)
 - Letter of Expectations (1 page)
 - Most recent performance appraisal
 - 3 Graduate Reference Forms (incl. principal & superintendent for AA)
 - Background check (if not on file with ALSDE)
 - Verification of 3 years P-12 full-time professional experience

- Complete program interview
- Admission based on portfolio evidence of leadership capacity and potential to impact achievement

Midpoint Progression

- Maintain **3.50 GPA**
- Instructional Leadership AA: Pass Praxis II (5412) if not on file (**TL NOT REQUIRED**)

Gateway 2: Residency & Capstone

- Complete prerequisites before Capstone
- Research Project Experience: aligned with PSEL & ALSDE standards
- Submit Program Portfolio demonstrating mastery of leadership competencies
- Ongoing assessment of growth & leadership performance

Gateway 3: Program Completion

- Maintain **3.50 GPA**
- Pass Comprehensive Exams
- Satisfy Program Portfolio and Capstone Project requirements
- Submit all evaluations and assessments



**COLLEGE OF EDUCATION
AND PROFESSIONAL STUDIES**

**Jacksonville State University
College of Education and Professional Studies
Quality Assurance System**

Standard 5: Quality Assurance System and Continuous Improvement

The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

- **R5.1 Quality Assurance System** The provider has developed, implemented, and modified, as needed, a functioning quality assurance system that ensures a sustainable process to document operational effectiveness. The provider documents how data enter the system, how data are reported and used in decision-making, and how the outcomes of those decisions inform programmatic improvement.

Assessment/Evidence	How Reported	Person(s) Responsible
QAS Map	By Cycle	Associate Dean, Accreditation, Assessment, Technology Support Coordinator (AATSC)
Schedule and Process Map	By Cycle	Associate Dean, AATSC
Meeting Minutes and	EPP overall; Program Specific	Associate Dean,

Action Items		OACPI
Microsoft Loop	EPP Overall, by program and department	Associate Dean, OACPI
Data Days/Retreats	EPP Overall	Associate Dean, Dean, Department Heads,
edTPA results	EPP Overall	Associate Dean, FCE Director, AATSC, Associate Department Head of Teacher Education
EPP-developed alumni survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
EPP-developed employer survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
State-developed alumni survey	Annually	Associate Dean, AATSC
State-developed employer survey	Annually	Associate Dean, AATSC
Disposition assessment	Total EPP, disaggregated by specialty area	Associate Dean, FCE Director, AATSC, Associate Department Head of Teacher Education

➤ **R5.2 Data Quality** The provider’s quality assurance system from R5.1 relies on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent.

Assessment/Evidence	How Reported	Person(s) Responsible
CAEP Annual Measures	Annually	Associate Dean, FCE Director AATSC, Administrative Assistant to Associate Dean
Academic & Non-Academic Performance Analysis	Annually	Associate Dean, AATSC, Department Heads

edTPA scores	Annually	Continuous Improvement Committee
Student Perception Surveys	Annually	Associate Dean, AATSC
State-developed alumni survey	Annually	Associate Dean, AATSC
State-developed employer survey	Annually	Associate Dean, AATSC
Data Meeting Minutes	By Meeting	Associate Dean, AATSC, Administrative Assistant to Associate Dean, OACPI Admin
CAEP Meeting Minutes	By Meeting	Associate Dean, AATSC, Administrative Assistant to Associate Dean, OACPI Admin
Record of Changes	Evidence specific to changes made (syllabi, assignments, pre-post, etc)	Department Heads and Program Chairs
Innovations	Plans and results specific to criteria and supported by research	Associate Dean, Department Heads, Director for the Center for Evaluation, Research, and Innovation
Superintendents' Consort	By Semester	Dean's Office
Advisory Council Meeting Notes by Program, INI & Adv	By Meeting (at least annually)	Department Heads/Program Chairs/ Administrative support
CEPS Newsletter	By Semester with updates on program impact and completer data, including milestones for completer employment and employer satisfaction and updates on CAEP's required annual measures, innovations and changes, new initiatives drawn from data	Dean's Office
Completer Totals	Annually	AATSC, Data Specialist
EPP-developed alumni survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant

EPP-developed employer survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
Disposition assessment	Total EPP, disaggregated by specialty area	Associate Dean, FCE Director, AATSC, Associate Department Head of Teacher Education

- **R5.3 Stakeholder Involvement** The provider includes relevant internal (e.g., EPP administrators, faculty, staff, candidates) and external (e.g., alumni, practitioners, school and community partners, employers) stakeholders in program design, evaluation, and continuous improvement processes.

Assessment/Evidence	How Reported	Person(s) Responsible
Advisory Council Meeting Notes by Program, INI & Adv	By Meeting (at least once each semester)	Department Heads/Program Chairs/ Administrative support
Data Meeting Minutes	By Meeting	Administrative Assistant to Associate Dean, OACPI
CAEP Meeting Minutes	By Meeting	Administrative Assistant to Associate Dean, OACPI
Record of Changes	Evidence specific to changes made (syllabi, assignments, pre-post, etc)	Department Heads/Program Chairs
Website	Data Evidence and Narrative Reports	Associate Dean, AATSC, Administrative Assistant to Associate Dean, OACPI Admin
CEPS Newsletter	By Semester with updates on program impact and completer data, including milestones for completer employment and employer satisfaction, and updates on CAEP's required annual measures, innovations and changes, new initiatives drawn from data	Associate Dean, AATSC, Administrative Assistant to Associate Dean, OACPI
CEPS advisory board	Annually as called by the Dean	Dean

- **R5.4 Continuous Improvement** The provider regularly, systematically, and continuously assesses performance against its goals and relevant standards, tracks results over time, documents modifications and/or innovations and their effects on EPP outcomes.

Assessment/Evidence	How Reported	Person(s) Responsible
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Advisory Council Meeting Notes by Program, INI & Adv	By Meeting (at least once each semester)	Department Heads/Program Chairs/ Administrative support
Data Meeting Minutes	By Meeting	Administrative Assistant to the Associate Dean, OACPI
CAEP Meeting Minutes	By Meeting	Administrative Assistant to Associate Dean, OACPI
Record of Changes	Evidence specific to changes made (syllabi, assignments, pre-post, etc)	Department Heads, Program Chairs
Website	Data Evidence and Narrative Reports	Associate Dean, AATSC, Administrative Assistant to Associate Dean, OACPI Admin
CEPS Newsletter	By Semester with updates on program impact and completer data, including milestones for completer employment and employer satisfaction, and updates on CAEP's required annual measures, innovations and changes, new initiatives drawn from data	Associate Dean, AATSC, Administrative Assistant to Associate Dean, OACPI
Executive Leadership Meeting and Meeting Minutes	Every other month	Dean, Associate Dean, OACPI
Advisory Board	Annually as called by the Dean	Dean
EPP-developed alumni survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
EPP-developed employer survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
State-developed alumni survey	Annually	Associate Dean, AATSC
State-developed employer survey	Annually	Associate Dean, AATSC
Disposition assessment	Total EPP, disaggregated by specialty area	Associate Dean, FCE Director, AATSC, Associate Department Head of Teacher Education
Impact Study	Secondary and elementary program, disaggregated by specialty area	Associate Dean, FCE Director, AATSC, Associate Department Head of Teacher Education

Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

- **R1.1 The Learner and Learning:** The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.

Assessment/Evidence	How reported	Person(s) Responsible
edTPA scores	Total EPP, disaggregated by specialty area	Associate Dean, AATSC, Associate Department Head of Teacher Education
EPP-developed alumni survey	Semesterly	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
Praxis Content	Total EPP, disaggregated by specialty area, national and state averages	Associate Dean, AATSC, Associate Department Head of Teacher Education
Lesson plan rubric	Total EPP, disaggregated by specialty area	Associate Department Head of Teacher Education
ATOT observation	University supervisor evaluation, Cooperating teacher evaluation	Associate Dean, FCE Director, AATSC, Associate Department Head of Teacher Education
EPP-developed employer survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
State-developed alumni survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
State-developed employer survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
Disposition assessment	Total EPP, disaggregated by specialty area	Associate Dean, FCE Director, AATSC, Associate Department Head of Teacher Education
Impact Study	Secondary and elementary program, disaggregated by specialty area	Associate Dean, FCE Director, AATSC, Associate Department Head of Teacher Education

➤ **R1.2 Content:** The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels. The evidence provided demonstrates candidates know the central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students. Outcome data can be provided from a Specialized Professional Associations (SPA) process, a state review process, or an evidence review of Standard 1.

Assessment/Evidence	How reported	Person(s) Responsible
edTPA scores	Total EPP, disaggregated by specialty area	Associate Dean, FCE Director AATSC, Associate Department Head of Teacher Education
Praxis Content	Total EPP, disaggregated by specialty area, national and state averages	Associate Dean, AATSC, Associate Department Head of Teacher Education
Lesson plan samples	Total EPP, disaggregated by specialty area	Associate Head of Teacher Education
ATOT observation	University supervisor evaluation, Cooperating teacher evaluation	Associate Dean, FCE Director AATSC, Associate Department Head of Teacher Education
EPP-developed alumni survey	Semesterly	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
EPP-developed employer survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
State-developed alumni survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
State-developed employer survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
Disposition assessment	Total EPP, disaggregated by specialty area	Associate Dean, FCE Director AATSC, Associate Department Head of Teacher Education

➤ **R1.3 Instructional Practice:** The provider ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels. Evidence demonstrates how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students. Providers ensure candidates model and apply national or state-approved technology standards to engage and improve learning for all students.

Assessment/Evidence	How reported	Person(s) Responsible
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Assignments and tasks in classes (Key assessments)	Total EPP, disaggregated by specialty area	Associate Dean, AATSC, Associate Department Head of Teacher Education
ATOT observation	University supervisor evaluation, Cooperating teacher evaluation	Associate Dean, FCE Director AATSC, Associate Department Head of Teacher Education
Lesson plan samples	Total EPP, disaggregated by specialty area	Associate Head of Teacher Education
edTPA scores	Total EPP, disaggregated by specialty area	Associate Dean, AATSC, Associate Department Head of Teacher Education
EPP-developed alumni survey	Semesterly	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
EPP-developed employer survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
State-developed alumni survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
State-developed employer survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
Disposition assessment	Total EPP, disaggregated by specialty area	Associate Dean, FCE Director AATSC, Associate Department Head of Teacher Education
Impact Study	Secondary and elementary program, disaggregated by specialty area	Associate Dean, FCE Director, AATSC, Associate Department Head of Teacher Education

➤ **R1.4 Professional Responsibility:** The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.

Assessment/Evidence	How reported	Person(s) Responsible
ATOT observation	University supervisor evaluation, Cooperating teacher evaluation	Associate Dean, FCE Director AATSC, Associate Department Head of Teacher Education
Disposition assessment	Total EPP, disaggregated by specialty area	Associate Dean, FCE Director AATSC, Associate Department Head of Teacher Education
edTPA scores	Total EPP, disaggregated by specialty area	Associate Dean, FCE Director AATSC, Associate Department Head of Teacher Education
Required sections of licensure requirements	Total EPP, disaggregated by specialty area	OACPI
EPP-developed alumni survey	Semesterly	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
EPP-developed employer survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
State-developed alumni survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
State-developed employer survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant

Standard 2: Clinical Partnerships and Practice

The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.

➤ **R2.1 Partnerships for Clinical Preparation:** Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation.

Assessment/Evidence	How reported	Person(s) Responsible
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MOUs	Copies of MOUs, emails, and other documents	OACPI Administrative Assistant, Director of the Center for Evaluation, Research, and Innovation (CERI), FCE Director Department Heads
Meeting minutes (Advisory council etc.)	Advisory board meetings by semester	
LRC flyers and emails	As needed/available	Associate Dean, LRC Director
Data Meetings	Internal and External stakeholders, agenda, PowerPoint slides, emails.	Associate Dean, AATSC, FCE Director
Employer surveys	EPP-developed and state-developed surveys	Associate Dean, FCE Director, AATSC
Disposition assessment	Total EPP, disaggregated by specialty area	Associate Dean, FCE Director AATSC, Associate Department Head of Teacher Education

- **R2.2 Clinical Educators:** Partners **co-select, prepare, evaluate, and support high-quality clinical educators**, both provider- and school-based, who demonstrate a positive impact on candidates' development and diverse P-12 student learning and development.

Assessment/Evidence	How reported	Person(s) Responsible
MOUs	Copies of MOUs, emails, and other documents	OACPI Administrative Assistant, Director of the CERI, FCE Director
Process documents and training materials for the cooperating teachers	Each semester from OACPI	OACPI
Feedback tools to the cooperating teachers (emails, meeting notes, etc.)	Each semester (from university supervisors)	University supervisors
Criteria for serving as a cooperating teacher	Criteria Checklist	OACPI
List of the cooperating teachers with their credentials	List	AATSC, OACPI Administrative Assistant

- **R2.3 Clinical Experiences:** The provider works with partners to design and implement clinical experiences, utilizing various modalities of sufficient depth, breadth, diversity, coherence, and duration to ensure candidates demonstrate their developing effectiveness and positive impact on diverse P-12 students' learning and development as presented in Standard R1.

Assessment/Evidence	How reported	Person(s) Responsible
Scope and sequence of field experiences	FLE placement reports (in diverse settings)-Semesterly	OACPI
edTPA scores	Semesterly	OACPI
OACPI student survey results	Semesterly	OACPI

OACPI external stakeholder
survey results

Yearly

OACPI

Standard 3: Candidate Recruitment, Progression, and Support

The provider demonstrates the quality of candidates is a continuous and purposeful focus from recruitment through completion. The provider demonstrates that development of candidate quality is the goal of educator preparation and that the EPP provides supports services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful

➤ **R3.1 Recruitment:** The provider presents goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that align with their mission. The provider demonstrates efforts to know and address local, state, regional, or national needs for hard-to-staff schools and shortage fields. The goals and evidence should address progress towards a candidate pool which reflects the diversity of America’s P-12 students.

Assessment/Evidence	How reported	Person(s) Responsible
Cohort Demographics	Shared with the internal and external stakeholders on data days	Associate Dean, AATSC
Recruitment plans and activities	Flyers, emails, digital or hard copy evidence, each semester	Department heads, OACPI
Social Media recruitment	Disaggregated by the program	Department heads, OACPI
Retention plan	Annually with performance review	OIE, Office of Admissions
Recruitment plan	Annually with performance review	OIE, office of admissions
Statewide shortage records	ALSDE	ALSDE

➤ **R3.2 Monitoring and Supporting Candidate Progression** The provider creates and monitors transition points from admission through completion that indicate candidates’ developing content knowledge, pedagogical knowledge, pedagogical skills, critical dispositions, professional responsibilities, and the ability to integrate technology effectively in their practice.

AND

The provider identifies a transition point at any point in the program when a cohort grade point average of 3.0 is achieved and monitors this data.

AND

The provider ensures knowledge of and progression through transition points are transparent to candidates. The provider plans and documents the need for candidate support, as identified in disaggregated data by race and ethnicity and such other categories as may be relevant for the EPP’s mission, so candidates meet milestones. The provider has a system for effectively maintaining records of candidate complaints, including complaints made to CAEP, and documents the resolution.

Assessment/Evidence	How reported	Person(s) Responsible
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Crosswalk/Transition in the program document with all the assessment areas	Students accepted to the EPP, students are accepted in the internship, students graduate...	OACPI
EPP created measures (GPA, credit hours, etc.) at these key points	Students accepted to the EPP, students are accepted in the internship, students graduate	OACPI
ED302/501/ MU 244	By semester, GPA, recommendation	OACPI
Disposition assessment	By Semester	Responsible parties, AATSC
Documentation of complaints and appeals and demographics of complains	Whenever it occurs	Responsible parties, Associate Dean
Key assessment	Key assessments	Responsible parties

➤ **R3.3 Competency at Completion:** The provider ensures candidates possess academic competency to teach effectively with positive impacts on diverse P-12 student learning and development through application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) where certification is sought. Multiple measures are provided and data are disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant for the EPP's mission.

Assessment/Evidence	How reported	Person(s) Responsible
Crosswalk/Transition in the program document with all the assessment areas	Students accepted to the EPP, students are accepted in the internship, students graduate...	OACPI
ATOT observation	University supervisor evaluation, Cooperating teacher evaluation	Associate Dean, FCE Director, AATSC, Associate Department Head of Teacher Education
EPP created measures (GPA, credit hours, etc.) at these key points	Students accepted to the EPP, students are accepted in the internship, students graduate	OACPI
Proprietary measures (e.g., edTPA scores, Praxis.	Data from proprietary measures	Associate Dean, FCE Director, AATSC
State-required licensure measures	Data from data on certification	OACPI
Disposition assessment	By semester	Responsible parties, AATSC
Lesson plan samples	Total EPP, disaggregated by specialty area	Associate Department Head of Teacher Education
EPP-developed alumni survey	Semesterly	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant

EPP-developed employer survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
Disposition assessment	Total EPP, disaggregated by specialty area	Associate Dean, FCE Director AATSC, Associate Department Head of Teacher Education

Standard 4: Program Impact

The provider demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

- **R4.1 Completer Effectiveness:** The provider demonstrates that program completers: ● effectively contribute to P-12 student-learning growth

AND

apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

AND

In addition, the provider includes a rationale for the data elements provided

Assessment/Evidence	How reported	Person(s) Responsible
EPP-developed employer survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
EPP-developed alumni survey	Semesterly	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
State-developed alumni surveys	Annually	Associate Dean, FCE Director, AATSC
State-developed employer surveys	Annually	Associate Dean, FCE Director, AATSC
Disposition assessment	Total EPP, disaggregated by specialty area	Associate Dean, FCE Director AATSC, Associate Department Head of Teacher Education
Completer Impact Study	Semesterly	Associate Dean, FCE Director, AATSC

- **R4.2 Satisfaction of Employers:** The provider demonstrates employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families.

Assessment/Evidence	How reported	Person(s) Responsible
EPP-developed alumni survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
EPP-developed employer survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
State-developed alumni surveys	Annually	Associate Dean, FCE Director, AATSC
State-developed employer Surveys	Annually	Associate Dean, FCE Director, AATSC

Completer Impact Study	Semesterly	Associate Dean, FCE Director, AATSC
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- **R4.3 Satisfaction of Completers:** The provider demonstrates program completers perceive their preparation as relevant to the responsibilities they encounter on the job, and their preparation was effective.

Assessment/Evidence	How reported	Person(s) Responsible
EPP-developed employer survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
EPP-developed alumni survey	Semesterly	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
State-developed alumni Surveys	Annually	AATSC, FCE Director, Associate Dean
Completer Impact Study	Semesterly	AATSC, FCE Director, Associate Dean

DATA CYCLES

Assessment	Program Level Strand	Proprietary or EPP	Type of Instrument	Cycles	Validity	Reliability	CAEP Standard	InTASC Alignment
edTPA scores	UG, Alt-A	Proprietary	Rubric	Every semester	Conducted by Pearson	Conducted by Pearson	R1.1, R1.2, R1.3, R1.4, R2.3, R3.3, R 5.1, R5.4	1,2,3,4,5,6,7,8,9
Praxis Content	UG, Alt-A, Instructional Leadership (advanced program)	Proprietary	Rubric	Every semester	Conducted by ETS	Conducted by ETS	R1.1, R1.2, R1.3, R 3.3.	1,2,3,4,5,6,7,8,9
Lesson plan	UG, Alt-A	Proprietary	Lesson plans, ATOT rubric	Every semester	Conducted by ALSDE	Conducted by EPP	R1.1, R1.2, R1.3, R1.4, R 3.3.	1,2,3,4,5,6,7,8,9
ATOT observation	UG, Alt-A	Proprietary	ATOT observation tool and rubric	Every semester	Conducted by ALSDE	Conducted by EPP	R1.1, R1.2, R1.3, R1.4, R3.3	1,2,3,4,5,6,7,8,9
EPP-developed alumni survey	UG, Alt-A	EPP	Survey	Yearly	Lawshe content validity	Conducted by EPP	R1.1, R1.2, R1.3, R1.4, R2.2, R4.1, R4.2, R4.3, R 5.1, R5.2, R5.4	1,2,3,4,5,6,7,8,9
State-developed alumni survey	UG, Alt-A	ALSDE	Survey	Yearly	ALSDE	ALSDE	R1.1, R1.2, R1.3, R1.4, R 2.1, R2.2, R4.1, R4.2, R4.3, R5.1, R5.2, R5.4	1,2,3,4,5,6,7,8,9

Disposition Survey	UG, Alt-A	Proprietary	Survey	Semesterly	Conducted by BranchEd	Conducted by EPP	R1.4, R3.2, R3.3, and R4.1.	1,2,3,4,5,6,7,8,9
EPP-developed employer survey	UG, Alt-A	EPP	Survey	Yearly	Lawshe content validity	Conducted by EPP	R1.1, R1.2, R1.3, R1.4, R2.2, R4.1, R4.2, R4.3, R 5.1, R5.2, R5.4	1,2,3,4,5,6,7,8,9
State-developed employer survey	UG, Alt-A	ALSDE	Survey	Yearly	ALSDE	ALSDE	R1.1, R1.2, R1.3, R1.4, R2.2, R4.1, R4.2, R4.3, R 5.1, R5.2, R5.4	1,2,3,4,5,6,7,8,9
EPP-developed Impact Study	UG, Alt-A	EPP	Survey	Yearly	Lawshe content validity	Conducted by EPP	R1.1, R1.2, R1.3, R1.4,	1,3,4,5,6,8,9,10
Completer Impact Study	UG, Alt-A	Propriety	Survey and Interviews	Semesterly	Colorado State Department of Education	Colorado State Department of Education	R4.1, R4.2, R4.3	1,3,4,5,6,8,9,10

JaxState College of Education and Professional Studies
Advanced Program Assessments

This table displays the assessments for CAEP Standard A.1. Multiple measures will be used to assess advanced program candidates in at least three of the six proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced through:

- **DL: Applications of data literacy**
- **RS: Use of research and understanding of qualitative, quantitative, and/or mixed methods research methodologies**
- **DA: Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments**
- **CA: Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents**
- **TA: Supporting appropriate applications of technology for their field of specialization**
- **PR: Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization**

Program	Assessment 1	Assessment 1: Generic Skills Covered						Assessment 2	Assessment 2: Generic Skills Covered						
		DL	RS	DA	CA	TA	PR		DL	RS	DA	CA	TA	PR	
Early Childhood Special Education MSE	Peer Collaboration and Reflective Teaching in P-12 Assessment			☑	☑	☑	☑								
Early Childhood Education MSE	Developmental Assessment				☑	☑	☑	ATOT Observation Rubric				☑	☑	☑	

Special Education Collaborative Teacher K-6/6-12 (MSE)	Peer Collaboration and Reflective Teaching in P-12 Assessment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								
Elementary Education K-6 MSE	Peer Collaboration and Reflective Teaching in P-12 Assessment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								
Instructional Leadership MSE and CERT	Instructional Leadership Portfolio	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								
Physical Education MSE	Capstone Project (HPE 5880)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Assessment in Physical Education Case Study							
Secondary Education MSE	Research Methods and Statistics in Secondary Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Curriculum Plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Instructional Leadership EdS	Action Research Proposal	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Teacher Leader Capstone Project	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Physical Education EdS	Physical Education Capstone Project (EFD 7702 project)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								
School Counseling EdS	Advanced Research Paper	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								
Teacher Leader EdS	Action Research Proposal	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				Teacher Leader Capstone Project	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Music	Research Design Proposal	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>											
FCS MA	Research Methods and Statistics in Secondary Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								
Business	Research Project Rubric (CTE 5150)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>											