

NCATE

Continuing Report

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College of Education and Human Services

Wright State University
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OVERVIEW OF THE INSTITUTION

Background of the University

Established to provide leadership in improving the quality of life for citizens of greater Dayton and the Miami Valley, Wright State University opened in 1964 as a branch campus of The Ohio State and Miami Universities. Within three years the institution grew to more than 5,000 students, and in 1967 Wright State was officially designated as an independent state university.

Named after aviation pioneers Orville and Wilbur Wright, the University is a comprehensive public institution offering approximately 100 undergraduate majors and 40 graduate and professional degree programs, including the Ed.S., M.D., Psy.D., and Ph.D. degrees. Located just 12 miles northeast of Dayton, the University serves more than 16,500 students at its 557-acre main campus with 20 major buildings, a 200-acre biological preserve, and a multipurpose sports and entertainment complex.

The Wright State University-Lake Campus, designated as a regional branch campus of the University in 1969, offers associate and prebaccalaureate degree programs and a limited number of upper-division and graduate courses. Located approximately 80 miles north of the main campus, the Lake Campus enrolls some 600 students residing in the vicinity of Celina and St. Marys. The College of Education and Human Services (CEHS) currently has one full-time faculty member at the Lake Campus to coordinate all academic programming for education students. Control of the Lake Campus Teacher Education Program resides with the College.

Wright State University (WSU) has publicly stated its determination to conceive and promote a dynamic environment of academic excellence in which all members of the university community will have an equal opportunity to develop and utilize their full potential. The University celebrates diversity by stating that the interplay of diverse cultures stimulates creativity and achievement in addressing the challenges of society's most pressing and complex issues, locally, in the state and nation, and throughout the world.

Interwoven into the fabric of the Miami Valley since its inception, Wright State is one of approximately 60 institutions that uniquely identify themselves as metropolitan universities. In addition to sharing a dedication to excellence in teaching, research, and service, these universities are leaders in the educational, cultural, and economic development of the metropolitan communities of which they are a part.

Mission of the Institution

Wright State University is dedicated to advancing and disseminating knowledge through the pursuit of excellence in teaching, research, and professional service. Fundamental to the University mission and central to all academic disciplines are superior teaching and scholarly activity addressing basic questions and the needs of society. Professional service balances the commitment of the University through applied research, technical assistance, cultural activities, clinical services, consultation, and similar non-instructional activities and services.

Wright State desires to create an intellectually exciting community and encourages all students and faculty to strive for excellence. It attempts to foster a learning environment that nurtures innovative teaching and vital intellectual and personal relationships among students and teachers. It is committed to

strong educational programs in the liberal arts and sciences as a foundation for all undergraduate degree programs.

The University strives to develop fully the intellectual potential and aesthetic sensitivity of each student, including the skills of inquiry, reasoning, and expression. Through its professional programs the University seeks to impart essential skills, competencies, and attitudes students need for successful careers today and tomorrow. While its educational programs convey knowledge from the past and present, the University aspires to educate students for the future. To that end, it undertakes to make all students aware of the importance of the international environment through cultural activities and focused classroom discussions.

As a state-assisted university, Wright State maintains an open admissions policy. It is also committed to enrolling outstanding traditional and nontraditional students and those bound by place, time, economic, or other personal constraints. The University emphasizes access and services to persons with disabilities. All programs and services are open to qualified persons without regard to race, religion, marital status, gender, age, economic status, ethnic origin, or political belief.

Background of the College

Growth, challenge, and change have characterized the University and the College as the institution has evolved and matured over the past thirty years. Miami University accredited undergraduate and graduate programs in education were originally offered at the Dayton campus in 1964, and the initial curriculum reflected the design of the parent institution. The graduate program in education was among the first to be developed at the new University, securing North Central Association accreditation in 1968. In this same year, the relatively new Division of Education was recognized as a member of the American Association of Colleges for Teacher Education.

In July 1971, the Division became known as the College of Education and, as an example of “the golden age of the sixties,” within ten years the College had grown to a faculty of almost 80 and a student body of approximately 3,000 actively pursuing diversified programs in undergraduate and graduate education. Reflecting state and local demographic population trends, by the mid 1970s slight declines in enrollment enabled the College to make tremendous strides in program development and refinement of a functional college organization. These accomplishments were recognized with the initial accreditation by the National Council for Accreditation of Teacher Education (NCATE) following an on-site evaluation in November 1979.

During this period the College made pioneering efforts in providing unique field experiences through the Teacher Education Professional Year Program, the formation of Instructional Support Team sites in diverse cultural settings, and the collaborative Teacher Education Laboratory Centers located in three nearby clusters of school districts. Local and national trends of the 70s also found the staffing patterns of schools becoming more stable. With fewer new teachers entering the classroom, attention in the College shifted toward developing and upgrading inservice opportunities for area school administrators and teachers.

The decade also witnessed society’s exploration and acceptance of the role of education in its sociocultural context. Programs in Rehabilitation Education, Personnel Counseling, and Mental Health Counseling were subsequently created for the preparation of “professionals to work with people” in the

non-school setting. In 1980 the College was renamed the College of Education and Human Services to recognize the scope and importance of all programs in addressing the needs of the citizens it was created to serve.

In common with most teacher preparation institutions in the nation, enrollment trends in the College continued to decline through the early 80s. Priority was subsequently given to an analysis of these trends and the alignment of program requirements with prevailing state and NCATE guidelines. In serving as a test site for early pilots of the National Teachers Examination, program outcomes were scrutinized, and a complete redesign of all teacher education programs was in place for the NCATE on-site review in October 1983. Program redesign was further rewarded in a 1984 independent research study that ranked the College's teacher education programs among the top 11 in the nation.

The second half of the 80s was characterized by a striking increase in the public's concern for education and the human services, increased employment opportunities for graduates, and enrollment projections and trends far stronger than they had been for a decade. The College was also challenged with the task of addressing dramatic changes in state and NCATE standards and in clarifying its place and role in the administrative structure of a maturing institution seeking to clarify its own mission and unique *metropolitan university* identity.

The College of Education and Human Services has emerged in recent years as one of the leaders in the national educational reform movement. Our College was selected in 1993 as one of 16 settings in the United States for membership in John I. Goodlad's National Network for Educational Renewal (NNER). In that same year, the National Educational Association (NEA) recognized the College as one of 18 college and university partners in its National Center for Innovation. Partners selected for the one-year program represented teacher education institutions with exemplary efforts that offered promising practices to advance educational change.

The two CEHS publications, *Milestone One: A Synthesis Report* and *Milestone Two: A Pathway for Educational Renewal*, chronicled the efforts of the CEHS between 1992 and 1995 through its *Partners Transforming Education: School•University•Community* initiative to review and restructure its education of educators programs based on Goodlad's Nineteen Postulates ([Appendix A](#)) in collaboration with school, university, and community partners.

Focusing on the NNER basic agenda of *the simultaneous renewal of schools and the education of educators*, the CEHS currently works with partner schools in the Dayton Public Schools, Fairborn City Schools, Celina City Schools, Middletown City Schools, and Trotwood-Madison City Schools. Three of these districts have sizable minority populations.

The CEHS also coordinates and provides leadership to ED LINK-12 (Educational Leadership Information Network K-12), which consists of 38 school districts, 9 counties, 180,000 pupils, 9,240 teachers, and 370 administrators to promote the simultaneous renewal agenda. A key part of the strategy for simultaneous renewal is further addressed in the direct involvement of arts and sciences faculty in the general education of future teachers (a "pre-ed" curriculum), in helping future teachers gain subject matter knowledge, and in working directly with the schools.

To help advance the agenda on the political front, the College works through the NNER with the Education Commission of the States and with the American Association of Colleges for Teacher

Education. Ties are also maintained with other major reform efforts, such as the Coalition for Essential Schools and the former Holmes Group (soon to be the Holmes Partnership). The CEHS continues to be a member of the Teacher Education Council of State Colleges and Universities (TECSCU) and the Council of the Great City Colleges of Education (an affiliate of the Council of Great City Schools).

Relationships of Non-education Programs Offered in the Unit

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) has recently conferred continuing accreditation of the school counseling (M.Ed.) and community counseling programs through 2003. The degree program in rehabilitation counseling with a concentration in severe disabilities received accreditation by the Council on Rehabilitation Education (CORE) through 1996. Rehabilitation programs are scheduled for CORE reaccreditation review during the 1996-97 academic year. Only the School Counseling M.Ed. program is an NCATE reviewed program.

Considerable collaboration exists between the faculty in Human Services and the other departments of the College. Many of the Human Services faculty teach or co-teach course work in teacher education. With backgrounds in education earlier in their careers, they currently consult and deliver a wide variety of services to pK-12 schools and participate in the dialogue and planning for possible changes in the Education of Educators program.

Mission and Focus of the College

As a metropolitan university, Wright State recognizes that the preparation of teachers, educational leaders, and human services professionals serves a primary function in meeting the educational, cultural, and social needs of citizens in the Miami Valley. In its commitment to *working with others to better understand and improve the human condition*, the College concentrates on teaching, research, and service to enhance the contributions which education and human services make to enrich the lives of individuals within the region served by Wright State University.

The College works in collaboration with others to:

- Prepare individuals for professional careers as teachers, clinicians, researchers, administrators, supervisors, and in other roles in education and human services.
- Provide continuing professional development opportunities for individuals in education and human services.
- Produce, interpret, and apply knowledge in education and human services and develop effective methods and materials to strengthen professional practice.
- Provide professional expertise and other resources to the region and elsewhere to help meet education and human service needs and to respond to fundamental issues in these fields.
- Contribute other intellectual and material resources to develop policies, design programs, and conduct other activities that will advance the professions of education and human services.

Outlined in the document *Shaping Our Future*, this new commitment to forge collaborative and partner relationships with regional organizations emerged in accord with the 1988 University-wide strategic

planning initiative that resulted in the adoption of the metropolitan university construct. The CEHS revised its strategic plan in 1991, and its mission is currently guided by the twelve goals contained in that plan.

Planning of the College

In 1993 Wright State University revised and renamed its strategic plan, *Mapping the Future: Our Priorities for the Mid -1990s*. The University is currently engaged in a strategic planning process that will be adopted as a new five-year strategic plan in 1998. The CEHS will engage in strategic planning during the 1996-1997 Academic Year and in 1997 will adopt a strategic plan with new and/or revised goals. This new CEHS strategic plan will guide the College until 2003.

Vision of the College

The College of Education and Human Services is committed to *working with others to better understand and improve the human condition*. As a College we have the opportunity to make significant contributions in collaboration with school, university, and community partners, in the education of educators and human services professionals. In the coming year, the College will adopt a new mission statement and strategic plan that will allow the various components of the College, with its faculty, students and staff, to address the following:

- the education of educators - initial and advanced
- the education of human services professionals
- the scholarship of teaching, inquiry, and application
- consultation and service within the metropolitan region

The College is committed to the standards of NCATE and to implementing effective preparation programs for educators to meet the proposed new *Ohio Standards for the Preparation of Educational Personnel*. The vehicles to drive us toward excellence are our involvement with John I. Goodlad's National Network for Education Renewal, commitment to NCATE standards, and, in the Human Services, our commitment to the standards of CACREP and CORE.

The CEHS recognizes responsibility as a faculty to provide effective models of instruction and to deliver programs and instruction grounded in the latest theory and research in both the education of educators and in the human services. The General Education program at WSU and sound undergraduate programs in the disciplines provide for a strong foundation in the content areas in which teacher education students prepare themselves to teach our nation's youth. The strong undergraduate preparation of our teacher education students as developing professionals and problem solvers provides the foundation for the continuing professional development and skill acquisitions made available to our students in the CEHS graduate programs.

NCATE Accreditation Status

- In March 1980 all basic and advanced programs were granted initial NCATE accreditation through September 1986.

- An NCATE Interim Visit took place on October 17–19, 1983, and the College of Education and Human Services was subsequently granted accreditation for three years beyond the usual seven-year approval period.
- A full Institutional Report was prepared for the April 8–11, 1990 on-site visit, and in September 1990 the NCATE Unit Accreditation Board granted accreditation to the unit until the spring of 1995.
- In May 1994 the College requested a one-year delay of the on-site visit (until the fall of 1996) primarily due to future changes in the Ohio Department of Education's teacher education certification standards and the major initiatives taking place between the College and external partners in the redesign of its teacher education program. In June 1994 the accrediting body agreed to schedule the next on-site visit for the fall of 1996.

CATEGORY I: DESIGN OF PROFESSIONAL EDUCATION

Standard I.A: Conceptual Framework(s) (Initial & Advanced)

The basic structure of the College's initial conceptual framework ([Appendix B](#)) has not changed since the 1990 visit. However, the framework has been modified to integrate Goodlad's Nineteen Postulates. This has emanated from the extensive participation of over 400 partners outside the CEHS (*Milestones One and Two*) in working with us in our four-year process of *Partners Transforming Education*.

In 1990, for example, the framework was entitled *A Model for Teacher Education: Teacher as Problem Solver and Developing Professional*. Through dialogue and reflective inquiry, the title has become *A Model for the Education of Educators: Educator as Problem Solver and Developing Professional*. The change in title emphasizes the impact of Goodlad's postulates on the ongoing simultaneous renewal of both teacher educators and other educational professionals as a collaborative, mutual process. The modified model also addresses our nation's increasing heterogeneity and reflects the acceptance of educational technology as a fundamental component of the teaching and learning process.

The further articulation of this framework strengthens its role in serving as the foundation on which the advanced-level programs can build. These advanced programs have their own unique

frameworks which then become a logical extension of our *Educator as Problem Solver and Developing Professional*.

The Department of Human Services continues to follow the curriculum framework in place at the 1990 NCATE visit: *The Human Services Professional as Problem Solver and Developing Professional*. The Department of Educational Leadership continues to build on the philosophy contained in the document *Knowledge Base Model for the Preparation of Educational Leaders* (July 1989). These advanced programs have considered the 19 Goodlad Postulates, and their influence is observed in the numerous collaborative relationships established by the Departments within the College and the University, and with educational and human services organizations in the Miami Valley and southwestern Ohio.

Standard I.B: General Studies for Initial Teacher Preparation

The General Education (GE) program at Wright State University was implemented in the fall of 1987 when the Academic Council and the University Faculty approved the GE program for all baccalaureate programs. The WSU faculty believes a university education should promote intellectual growth, cultivate informed understanding, encourage breadth and flexibility of perspective, and foster a critical examination of social, cultural, and scientific realities. The General Education program has three purposes and seeks to:

- sharpen critical thinking, problem solving, and communication skills as a basis for lifelong learning.
- cultivate an awareness of the moral and ethical insight needed for participation in the human community.
- increase knowledge and understanding of the past, of the world in which we live, and how both past and present have an impact on the future.

These purposes are embodied in a program covering a broad spectrum of skills and knowledge, and organized to provide a coherent educational experience. Since 1987 the GE program has made good progress in achieving these purposes in the prescribed distribution of 57 quarter hours required of all undergraduate students and divided into four areas:

- Communication and Mathematical Skills
- The Western Experience
- The Non-Western World
- Understanding the Contemporary World

The GE program requirements are monitored by the University Curriculum and Academic Policies Committee of the University Academic Council. The CEHS has a representative on this committee. Numerous changes have been made to the GE program since its initial approval and the CEHS has adopted the GE program as the general education foundation for all of its programs. Gregory Bernhardt, currently serving as the CEHS Dean, chaired the WSU General Education Task Force from 1992–1994—the most recent comprehensive review of GE at WSU in preparation for the 1996 North Central Association of Colleges and Schools visitation.

The WSU faculty has recently approved a Writing Across the Curriculum (WAC) program that will designate certain GE and program major courses as Writing Intensive. The CEHS faculty has been involved in this process through representation to the University Academic Council.

Standard I.C: Content Studies for Initial Teacher Preparation

All candidates continue to follow an approved sequence of courses and experiences designed to develop an understanding of the structure, skills, core concepts, dispositions, methods of inquiry, and uses of technology for the content area they are preparing to teach. All programs are approved by the State of Ohio Department of Education (ODE), NCATE, and appropriate specialty groups or learned societies.

The Ohio Department of Education is considering the approval of new teacher education standards and has signed a new partnership agreement with NCATE. A modification to the normal protocol required

for continuing accreditation has been approved by NCATE, and folios may be submitted for review after the State Board of Education approves the new standards. Accordingly, Wright State University will submit folios for review after the State Board of Education approves the new standards and a revised NCATE/Ohio protocol is written defining the implementation guidelines of the new standards.

Standard I.D: Professional and Pedagogical Studies for Initial Teacher Preparation

The initial teacher preparation program at both the undergraduate and graduate levels continues to follow a three-step process described as Phase I, Phase II, and Phase III (Appendix B):

- Phase I encompasses the foundations of education and includes an introduction to education; teaching in a multicultural/pluralistic world; learning theory and problem solving; human development; and the use of computers and related technology in instruction and professional productivity.
- Phase II focuses on teaching skills, classroom management, evaluation and assessment strategies, curriculum methods and materials, and the application of technological tools for the subjects they plan to teach.
- Phase III is the culminating portion of the initial program during which students engage in full-time teaching for an entire quarter and take the capstone course ED 440, The Teacher in School and Society. This course also leads the students through the process of completing an initial portfolio for the entire preparation program.

Although the basic program structure has not been changed, the program itself has been under constant evaluation, and the many improvements correlate with the Nineteen Goodlad Postulates (Appendix A):

- The Phase III course ED 440 has been restructured so as to accomplish its objectives more effectively and to enable the students to give full attention to their student teaching during the heart of the quarter. (Postulates 4, 5)
- The “Block Option” for Phase I provides a more intense initial field experience and better coordinates the field experience with course content. Since Spring Quarter 1994, all block sections, with one exception, have been in a culturally diverse school setting. (Postulates 9, 12-14)
- There is added supervision of field experiences in Phase I and II. (Postulates 6, 15)
- The electronic portfolio has been introduced. (Postulates 8, 9, 11)
- ERIC system terminals are now housed in the CEHS Educational Resource Center (ERC). (Postulates 7, 8)
- More teacher education majors are now electing to take course work in special education to enhance their knowledge and skills. (Postulate 10)
- A Phase II pilot block schedule for elementary education majors is scheduled for Winter Quarter 1997. (Postulates 8, 9, 12-14)
- Use of our Partnership Schools and their professional staffs as an integral part of our instructional

program has been vastly increased. For example, our partner school in Dayton hosts a Phase I Block each quarter of the academic year. (Postulates 8, 9, 15)

- Some of the content portions of our program have been revised over the past three years to be more consistent with the new standards of the learned societies and the new Ohio curriculum models. This is an ongoing process. (Postulates 4, 18, 19)

The most significant change has been the piloting and subsequent revision of our new Professional Year Program (PYP) at the graduate level. Our pK-12 Partners have been very involved in this entire process through participation in *Partners Transforming Education* and PYP school governance councils.

Characteristics of the Professional Year Program (PYP) include:

- Goodlad Postulates and NNER agenda as the foundation.
- Students have a year-long involvement with a school.
- Diverse field experiences.
- Course syllabi revised with input from our clinical faculty at the pK-12 level and with particular attention to our pluralistic society and trends in instructional technology.

Highlights of Professional Year Program development include:

- The major revision of the former “Accelerated Program,” both in philosophy and in structure.
- PYP development as a result of the *Partners Transforming Education* process.
- Pilot in 1995-96 (21 students: 11 elementary and 10 secondary/pK-12).
- Pilot revised for 1996-97 (28 students: 15 elementary and 13 secondary/pK-12).

Standard I.E: Integrative Studies for Initial Teacher Preparation

Programs of study build on a knowledge base that integrates and unifies the curriculum, courses, and field experiences, and are reflected in meaningful goals or outcomes. The *Education of Educators* outcomes assist faculty in developing meaningful learning experiences throughout the programs of study. As a result, all students will have the opportunity to develop the knowledge, dispositions, and performances to demonstrate competency in:

1. Oral, written and nonverbal communication. (Postulate 7)
2. Problem solving and decision-making in relation to the education process and system. (Postulates 7, 10, 11, 14, 16)
3. Diagnostic and prescriptive teaching for each area of preparation. (Postulates 10, 15)
4. Facilitating effective democratic interaction which provides a supportive environment for students, parents, professionals, peers, and community. (Postulates 10, 12, 13)
5. A broad background in the social sciences, the natural sciences, and the humanities. (Postulates 7, 12)
6. The content areas to provide an adequate base for the teaching-learning situation. (Postulates 7, 8, 10)
7. A repertoire of approaches, techniques, and skills reflecting basic theories of learning, motivation, and instructional design which will provide alternatives for planning, implementing and evaluating instruction in a variety of settings and for diverse pupil populations. (Postulates 8, 10, 14, 15)
8. Understanding social, psychological, cultural, technological, and philosophical forces in order to

- make sound educational decisions. (Postulates 12, 14, 16)
9. Understanding of the culture, organization, and administration of the American educational system and other selected educational systems and the increasing interdependency between/among other human service agencies and the schools. (Postulates 9, 10, 12)
 10. The legal and ethical responsibilities of a professional educator in a highly technical and diverse world. (Postulates 6, 9, 11-13)
 11. Child and adolescent growth and development. (Postulate 7)
 12. Analysis and evaluation of one's own performance skills as they relate to teaching behavior and the implementation of resulting self-improvement strategies. (Postulates 9-11, 15)
 13. Clarifying personal values and objectives to develop a dynamic personal philosophy of education and to apply the philosophy to the educational process. (Postulates 9-11)
 14. Selecting, modifying, implementing and evaluating an appropriate curriculum for diverse learners using appropriate technology and based upon a fundamental respect for diversity as a basic principle in a pluralistic, democratic society. (Postulates 8, 10, 13, 14)

All teacher education candidates are required to complete the following requirements to ensure that the candidates can create meaningful learning experiences for all students:

- A well-defined general education program that provides a strong foundation for professional education. (Postulates 1, 7)
- A well-defined teaching major designed and based on the recommendations of learned societies, professional associations, and state teacher education standards. (Postulates 3, 7, 8, 18)
- A professional education program that provides opportunities for the integration of learning. (Postulates 4, 7, 10-13, 15)
- A minimum of 300 hours of well-designed, diverse field/clinical experiences prior to student teaching. (Postulates 9, 10)
- A student teaching experience which requires that candidates demonstrate the ability to successfully integrate general, content, and professional and pedagogical knowledge to create meaningful learning experiences for all students. (Postulates 8-16)
- The demonstration of general, content, and professional and pedagogical knowledge in achieving the 14 outcomes of the Teacher Education program contained in the final *Student Teaching Evaluation* assessment. (All Postulates 1-19)

Standard I.F: Advanced Professional Studies

The CEHS advanced professional programs for the continuing preparation of teachers or other school personnel are built upon the strong foundation outlined in the CEHS model for the initial education of educators (Appendix B). Many advanced programs require a teaching certificate and, where appropriate, classroom teaching experience to qualify for a professional certificate/license (e.g., principalship). For those programs which do not require a teaching certificate, an appropriate bachelor's degree from an accredited institution is required (e.g., Student Affairs in Higher Education).

Candidates for advanced professional degrees in the Department of Educational Leadership must complete graduate-level foundation course work in advanced educational psychology, leadership for school improvement, advanced social foundations of education and/or philosophy of education. At least

one course in educational statistics and research is also required to provide the requisite research design and statistical analytical skills to complete, as appropriate, a thesis, an action research study and an article, or a case study for inclusion in a portfolio.

Advanced professional programs continue to be guided by specific discipline-based knowledge in each field specialty and are structured on the recommendations of the appropriate specialty group including CACREP, CORE, AASA, NASP, NAESP, CEC, ALA, ISTE, AASL, AECT, ASCD, NBEA, MEA, AVA, AAHPERD, ACPA, AASL, ASCT, ISTE. Faculty assigned to advanced programs are actively engaged in the application of knowledge consistent with the practitioner-focused nature of their specialty areas.

The Teacher Leader program, offered by the Department of Educational Leadership, is the largest graduate program offered at WSU and continues to receive overwhelming acceptance by educators in the region. Over the past seven years it has grown from a few sites and a small number of students to over 500 students and 16 sites. The program is designed to further develop professional knowledge and skills of pK-12 teachers who are committed to remaining in the classroom as practitioners.

Standard I.G: Quality of Instruction (Initial & Advanced)

Teaching in both initial and advanced programs is consistent with the conceptual framework(s) and reflects knowledge of research and best practice. A rich learning environment is engendered through the presence of a diverse faculty in terms of education, experience, race, and gender.

College faculty continue to maintain active memberships in a wide variety of professional organizations, and a number serve in major leadership roles at the state and national levels. The many awards earned since 1990 in recognition of scholarship, teaching, and service verify the presence of intellectual inquiry and a dedication to teaching in the classroom.

Learning about and *learning with computers* have become major themes for the faculty to explore and have been supported by the 1994 appointment of an Assistant Dean for Technology and Communication and the addition of a technical support person to the staff. The Assistant Dean's major responsibility is to assist faculty in developing technical skills for instructional needs, electronic communication, and professional productivity. In addition, Wright State's Center for Teaching and Learning and the Division of Computer and Telecommunication Services offer workshops, demonstrations, and technical support enabling members of the faculty to integrate computers and technology in their field of specialization.

Academic support is provided through three libraries that have more than 650,000 bound volumes and 5,000 current journal subscriptions. Wright State is a leader in providing electronic access to library resources and serves as the host site for the new OhioLINK state-wide library system. The University is also proceeding with the installation of TURNPIKE, a network configured to link the entire campus to both internal and external information resources. Most CEHS faculty are now connected to this wide-area network.

Effective teaching is the prime component of the College's promotion and tenure process and affects compensation guidelines as well. Student evaluations of instruction contribute to the process, and standardized University instructional evaluations are distributed in the classes at the conclusion of each term. Several CEHS faculty have also developed their own midterm evaluations as part of studies

conducted by the Center for Teaching and Learning.

Students are encouraged to clarify their personal dispositions and reflect on classroom observations and performances through program-mandated portfolios. Critical thinking and problem solving are organizing elements or themes infused throughout all undergraduate and graduate programs and are observed in course syllabi, class assignments, assessment instruments, thesis and research projects, and student portfolios.

Standard I.H: Quality of Field Experiences (Initial & Advanced)

Field and site-based experiences are viewed as linking the CEHS theoretical framework and practice of education, advocating that not all education happens in the traditional classroom (Postulates 10, 15). Sites represent a variety of educational and community venues, ages, and student populations. These sites are collaboratively supervised by department and school district educators. Student evaluations and feedback from cooperating educators enhance the supervision and educational experiences.

The quality of field experiences at the initial level has been enriched by the following changes that have taken place since 1990: (Postulates 9, 15)

- Partnership agreements with districts offering candidates greater opportunities to work with students from a broader range of cultural and ethnic backgrounds and minority populations (Celina, Dayton, Fairborn, Middletown, Trotwood).
- Extensive training of field-based educators to be an integral part of the instruction team (Celina, Fairborn, Trotwood).
- More utilization of cooperating educators as clinical instructors in all phases of the initial program.
- Block option for Phase I students, and a Winter 1997 Pilot Block for Phase II, Elementary Education.
- A revision of the urban/non-urban settings definition for field placements to culturally diverse settings, as well as the methods for recording such data on a student-by-student basis.

Students on internship and/or practicum field placements in advanced programs continue to collaborate with University faculty and site supervisors in the development of goals, content, evaluation, and the logistics of their site experiences. Specialty area handbooks for practicum experiences and/or internships reflect collaboration in the development of field placements and stress the importance of experience in diverse settings with underrepresented groups for personal and professional growth.

As an example, in the manual developed by the Department of Educational Leadership, *Guidelines for Practicum Classes and Portfolio Development*, it is clearly stated that all practicum students must have a documented experience in a setting which is socially, socio-economically, and culturally diverse. The criteria for a diverse setting is defined, and a specific number of clock hours are to be spent in a multicultural site for the student to meet this requirement. Students are to arrange for work at an alternate site using personal leave, professional leave, or other arrangements with employers to meet this expectation. The procedures and policies for the field placement of school counseling graduate students in the Human Services Department are found in the *Graduate Practicum and Internship Manual*.

Standard I.I: Professional Community (Initial & Advanced)

The College of Education and Human Services works closely with professional colleagues within the University and with community educational and human service agencies. Collaborative relationships developed to improve programs of study and the quality of education in the schools have been and continue to be a major strength of the College. Inspired by our affiliation with the NNER, in recent years the College has substantially extended the scope of these relationships. The following programs and activities represent a few of the many examples to be found in the exhibits:

- Division of Professional Practice and Research ED Link-12 Networks (Middle Cities, West Central, Southwest).
- *Partners Transforming Education* initiative.
- Five Partnership School Districts (Celina, Dayton, Fairborn, Middletown, Trotwood).
- Six full-time faculty with dual appointments in the CEHS and the College of Science and Mathematics.
- Assistance provided by students in the School Nurse Certification program at a PYP site.
- Collaborative role in the School Governance Councils at PYP sites.
- Simultaneous renewal initiatives with Partner Schools (teachers, administrators, and staff).

Currently, six full-time faculty members are jointly appointed in the College of Education and Human Services and in the College of Science and Mathematics. These joint appointments have allowed for a committed partnership between the two colleges. Advisory committees in mathematics and in science have been established and include the joint appointees as well as faculty from each college. This interaction allows for articulation and integration of content with pedagogy in a more effective manner and actualizes a shared vision of what their students are to be and do as educators (Postulates 2,4,7,8). In addition, we have an additional faculty member with a joint appointment with the CEHS and the WSU Lake Campus.

Department of Educational Leadership faculty in advanced professional preparation programs continue to regularly meet by specialty area to collaborate in program planning and the evaluation of all facets of the curriculum. Faculty also meet across specialty areas on issues of content and pedagogical skills (e.g., professional knowledge and the infusion of technology in instruction). The Department as a whole meets to discuss issues common to all areas, such as portfolio assessment of student professional practice, supervision of field placements, and procedures for thesis proposals.

Faculty in the Department contribute teaching and consulting services within the College and interact with ED LINK-12 Network professionals to refine program content in educational administration, conduct research, and promote the simultaneous renewal of pK-12. Two new programs, Higher Education Administration and Student Affairs in Higher Education, have affiliated the faculty with colleagues in other colleges or divisions to develop curricula and organize student field experiences and internships. A number of these colleagues also serve as adjunct faculty in the two programs.

Offered at WSU through the Department of Educational Leadership, the Southwestern Ohio Vocational Education Personnel Development Center (SWOVEPD) serves to renew and improve the quality of vocational education in 18 regional Vocational Education Planning Districts. One of five grant-funded centers in the state, programs of study comprised of classroom experience, field-based teaching, and on-site mentoring are developed and coordinated with local school district personnel.

The Department of Health, Physical Education, and Recreation is actively involved in collaborative arrangements within WSU and with the Dayton, Beavercreek, and Fairborn school districts. In 1995 two faculty members were transferred to the College of Science and Mathematics for the increased support of science foundation course offerings. The School Nurse Certification program works closely with the College of Nursing and Health, and there are ongoing research efforts with the WSU Institute for Rehabilitation Research and Medicine. Interdisciplinary course work in health education exists within the College and, through the School Nurse Certification program, the Department provides assistance at a PYP site.

CATEGORY II: CANDIDATES IN PROFESSIONAL EDUCATION

Standard II.A: Qualifications of Candidates

The College continues to admit and retain quality students demonstrating the potential for success in the teaching profession (Postulate 6). All applicants for teacher certification—undergraduate degree, postgraduate certification, and/or graduate degree/certification—must complete a multifaceted, holistic admissions process. Details of monitoring and advising the progress of candidates (Standards II.A, C, D) are found in Appendix C.

Beginning in 1996 all undergraduates and graduate initial teacher certification/licensure candidates applying for admission to the College are interviewed by the Undergraduate Admissions Committee or by the PYP Partners. This has been a goal of the Committee that began with the interviewing of about 5 percent of all applicants in the fall of 1994, to a total of 50 percent during December 1995, and reaching 100 percent as of June 1996.

The interview is one component of the undergraduate admission assessment process, which also includes completion of 45 academic credit hours with a 2.5 GPA, minimum scores of 172 on all sections of the Pre-Professional Skills Test (PPST), solid recommendations, a writing sample, and a career self-assessment statement. Underrepresented groups are also given special consideration in the admission process as a part of our efforts to diversify the teaching force. For example, both gender and minority status become factors in the admission decision process. Males in elementary or secondary English, females in secondary science and math, and minorities in all fields may be given preference when other factors are equivalent.

All graduate students must first seek admission to the School of Graduate Studies. For example, to monitor the quality of students admitted to its programs, as of 1995-96 the admission process for graduate students in the Department of Educational Leadership includes an interview with the Department's Admissions Committee and recommendations from supervisors. Students seeking admission to Educational Specialist Degree programs must now demonstrate work experience and/or substantial related field experience in the area in which they seek advanced professional preparation. Candidates for the School Counselor (Department of Human Services) program meet similarly high standards and an interview is required for admission.

The College continues to attract strong candidates to the teaching profession. The University has an outstanding Honors Program, and each year between 15–20 education majors are enrolled in this select group. One of these students was recently awarded the prestigious Heritage Scholarship through a

selection process overseen by the Office of the President.

In addition to the numerous University scholarships offered to incoming freshmen, continuing undergraduates, and graduate students, in 1995-96 the College awarded approximately \$16,000 to outstanding education majors. Tuition waivers were also granted in Summer 1995 to three PYP students who are members of underrepresented groups.

Standard II.B: Composition of Candidates

Wright State University has publicly stated its determination to establish and maintain an environment of academic excellence in which all members of the University community will have an equal opportunity to develop and utilize their full potential. The University and the College have initiated an extensive number of events and programs since 1990 to enhance the diversity of its student body.

Although a complete summary of these activities has been prepared as an exhibit, the following represent a few examples of these initiatives:

- *The Horizons in Education Program* (1990–94)
A summer program for high school juniors designed to recruit and retain underrepresented students interested in teaching as a possible career choice.
- *Wright Track, A Summer Bridge to WSU* (1995–Present)
An early start program developed to attract underrepresented groups of incoming, first-year students. Program activities include the enhancement of mathematics, reading, and writing skills and an opportunity to learn more about college life and their intended major.
- *The Developing Future Teachers Project* (1995–Present)
A partnership program model encouraging minority middle school students to aspire to and prepare for elementary and secondary teaching careers.

The College is encouraged that its efforts to recruit and retain a diverse enrollment have produced the positive trends observed in statistics on student ethnicity from 1990–1996 (a minority student increase from 3.4 percent in 1990 to 5.7 percent in 1995). It is anticipated these positive trends will continue considering the current urgency and focus being devoted to issues of multiculturalism and diversity throughout the University.

CEHS Student Ethnicity (1990–1996)

Ethnicity	Fall 95	Fall 94	Fall 93	Fall 92	Fall 91	Fall 90
Unknown	13	7	11	3	7	0
Native American	3	5	1	2	3	1
Asian American	6	3	3	4	3	5
African American	79	71	55	58	51	50
Hispanic	9	15	13	13	7	5
White	1594	1861	1802	1886	1804	1708
Non Resident	5	4	8	8	8	5
Total	1709	1966	1893	1974	1883	1774

Standard II.C: Monitoring and Advising the Progress of Candidates

Student advising is seen as a significant educational activity at Wright State University, and considerable attention is given to the evaluation of its programs to improve the services it provides the student body.

In 1989–1990 the College initiated a revised advising format for the undergraduate program. It was designed to have the faculty assume primary advising responsibilities for undergraduates, and the certification advisors were to serve in a support role. Although faculty advising is the accepted norm at the graduate level, after three years of effort it was acknowledged that our undergraduates continue to seek assistance during the regular hours maintained by the certification advisors.

Therefore, the College has been working to improve the accessibility and assistance provided by certification advisors, while still encouraging students to meet regularly with the faculty. For example, in the fall of 1996 all faculty advisors are to schedule group or individual meetings with their advisees. Specific objectives of these meetings will be reviewed at the September CEHS Retreat.

As outlined in Appendix C, significant changes have been made in the practices and procedures that constitute the overall monitoring and advising process. Since the 1990 NCATE visit, the College has clarified, refined, and improved its ability to monitor and advise the candidate in a timely, accurate fashion. Improvements have been made and continue to be modified based on suggestions and feedback from students, our graduates, members of the faculty, and Student Services Office personnel. Additional changes, too, have evolved in the organization and delivery of these services:

- The roles of the certification advisor and the faculty advisor have been further defined to enhance the expertise and the extent of monitoring and advising required to effectively guide the student through his or her particular program. Advisor roles are well publicized in (1) the packet of information supplied to the student upon application to the College, (2) in the letter informing the student of his/her acceptance to the College, and (3) in the *Undergraduate Teacher Education and Certification Guidebook*.
- Certification advisors and personnel in the Office of Student Services now report to the Office of the Dean. The reorganization emphasizes the importance of these functions in augmenting the overall mission of the College.
- A part-time transcript evaluator was added to the staff in 1994-95, and a third full-time certification advisor was hired in 1995-96.
- Certification advisors are available to meet with students on a weekly schedule that includes a selection of walk-in hours, evening hours, group advising sessions, and time set aside for individual appointments.
- Personnel in the Office of Student Services attend monthly staff meetings and with the formation of the University Academic Advising Council now share in a dialogue of campus-wide advising issues and policies.
- The PYP has initiated conversations about a possible decision to move much of teacher education to

the graduate level.

- The majority of students now use the University's automated registration system, Raider Express, to register for classes each quarter.
- Advances in technology on campus have upgraded the ability of personnel in the Office of Student Services to respond in a timely fashion in carrying out their duties. The WSU "Student Information System" now enables the certification advisor to analyze a student's academic history and produce appropriate advising reports. A local network within the Office also serves as a means of internal correspondence and assists in the maintenance of data pertaining to admission records.

No major changes have taken place in the advising of graduate students. Upon admission to a graduate program, students are assigned a faculty advisor with whom they are to plan a course of study. The advisor assumes the responsibility of guiding the students through the appropriate sequence of courses, and in these one-on-one relationships there exists opportunities for professional guidance and mentoring.

Standard II.D: Ensuring the Competence of Candidates

The array of assessments that measure a candidate's progress through a given program and ultimate competency upon graduation have become more performance based in recent years to validate the transfer of learning theory to applied practice (Postulate 4). Standards of professional practice and professional judgment are being explored by the faculty through research, dialogue, and classroom observation.

- Portfolios are now required of all undergraduates as a tool for the authentic assessment of professional growth and development and to set the framework for continuous inquiry and introspection throughout the student's teaching career (Postulates 7, 8). In keeping with current trends in technology, a number of the June 1996 graduates created electronic portfolios.
- The College is proud of the scores achieved by our students on the National Teachers Exam (NTE). Wright State students consistently earn mean scores above the national average, and several achieve scores in the 90-100 percentile.
- Surveys of our graduates provide valuable indicators of overall program quality and serve to guide and direct future modifications in the College's continuous focus on strengthening all aspects of its teacher education programs. In 1991 an exit study was compiled based on questionnaires submitted by students completing student teaching from the fall of 1990 through the spring of 1991. A second exit study, for that same time period, was also compiled for all graduate programs offered by the College.
- In the spring of 1996 a survey was conducted of graduates from the fall of 1989 through the fall of 1996 who had completed student teaching at the WSU Lake Campus. The survey primarily concentrated on current employment and how teaching positions were obtained by the graduates.
- In April 1996 the Office of Student Services released the results of an intensive survey of graduates of all undergraduate and graduate programs offered by the College for the period December 1991 through August 1995. Time has been set aside at the Fall CEHS Faculty Retreat for every department to analyze the study and to develop a plan to utilize this feedback in future program modifications.

At the graduate level, in addition to existing graduation criteria, a variety of review procedures (portfolios, written or oral exams, demonstrations using technology) are now required to ensure the depth and quality of assessment in all graduate programs offered by the College.

CATEGORY III: PROFESSIONAL EDUCATION FACULTY

Standard III.A: Professional Education Faculty Qualifications (Initial & Advanced)

Faculty in the College of Education and Human Services model the belief that teachers and teacher educators should be in a constant state of development and renewal (Postulate 4). They are involved in their professional communities and are actively engaged in scholarly activities. Faculty vitae provide evidence of commitment and growth in their fields of specialization. Forty-eight (48) out of fifty-one (51) faculty have doctorates, with one instructor currently engaged in doctoral completion. All faculty have appropriate degrees and most have pK-12 experiences in their area of university teaching.

All College faculty are teacher scholars with clear expertise in their respective fields of teaching. Faculty vitae provide evidence of the nature of such expertise. Additionally, annual reports of the College document scholarly activity of faculty. Nearly 100 percent regularly attend professional meetings, give presentations, and/or publish manuscripts. The faculty continue to be active in professional associations, and since 1990 an impressive list has been compiled of those serving in leadership positions and/or receiving awards for teaching, scholarship, and service.

The extent of community service rendered by College faculty is highly consistent with the metropolitan university mission. Many faculty serve on boards of trustees of agencies, services, and public entities. Professional service is another endeavor exemplified by the many contributions to accreditation teams, inservice planning and training, partnerships with schools and human service agencies, and other collaborative ventures. The CEHS works closely with the Southwest Ohio Project Discovery Program housed on campus and supports the University Counseling Services in the Department of Human Services.

Field experiences are supervised by members of the faculty and other educators selected for their expertise in teaching and/or administration. All school-based faculty and cooperating teachers are certified in their fields of specialization and meet Ohio Department of Education standards for professional education faculty.

The grant and research activity of the faculty continues to thrive. The CEHS faculty and staff work closely with pK-12 schools and agencies to develop RFP's for Ohio Department of Education (ODE) and Ohio Bureau of Rehabilitation (OBR) grant initiatives. Annual reports chronicle this activity, and a complete summary of the grants awarded to the College is found with the exhibits. Following are examples depicting the scope and significance of these awards:

- In March 1996 the ODE utilized federal Goals 2000 money to award a \$454,000 grant to the Western Region Assessment Project, a collaborative partnership with Wright State University, the University of Dayton, Central State University, Greene County Career Center, and the Western Region Professional Development Center, along with nine school districts. The CEHS will use funds from the grant for computers, faculty release time, and portfolio assessment.
- The Department of Human Services is now in its second year of funding by the U. S. Department of Education for the *Developing Future Teachers Project*. The \$167,000 grant is aimed at encouraging minorities to enter the teaching profession and targets urban middle school minority students in the

Dayton City and Jefferson Township School Systems. Project components include a summer enrichment program and, following high school, eligibility for tuition remission and participation in the Wright State Summer Bridge Program. The ODE has approved additional funding until September 1997 through a \$47,000 *Diversifying the Teaching Workplace Grant*.

- The *Reading Recovery Program* is a major outreach activity that encompasses more than 20 school districts in the region. Since 1990 over \$366,000 has been awarded to the College by the ODE to provide clinical course work, on-site visits, and inservice training to Title I reading teachers. *Reading Recovery* is designed to help the lowest first-grade student read as well as the average first-grade student through intensive individual instruction over a period of 15–20 weeks.

Standard III.B: Composition of Faculty (Initial & Advanced)

The College is committed to the recruitment of a diverse faculty. Nearly half of the faculty and staff hired since 1987 are female and 23 percent are African-American. The utilization of minorities on the faculty is a positive trend supported by national availability data from the National Research Council. The College's Affirmative Action Plan (1994–1999) includes five-year staffing objectives which target goals and methodologies for increasing the numbers of female and minority faculty.

CEHS Faculty - Actual Faculty July 1996		CEHS Budgeted 1995-96 FTE Faculty	
Gender	CEHS Full Time		
Females	27	Total FTE Faculty	47.38
Males	24	Adjunct	26.87
Total	51	Instructor/Lecturer	4.00
Ethnicity	CEHS	Assistant Professor	12.57
African American	6	Associate Professor	18.82
Asian	0	Professor	12.33
Hispanic	1	Tenured FTE	33.49
White	44	FTE Grad. Assistant	8.58
Total Faculty	51	(1 FTE = .33 GA)	

Standard III.C: Professional Assignments of Faculty (Initial & Advanced)

Some faculty assignments in the College are all or primarily at the undergraduate level, some are all or primarily at the graduate level, and others have assignments that are a combination of undergraduate and graduate courses.

The instructional load for all CEHS faculty ranks is 30 quarter hours for the academic year. Adjustments are made in the instructional load of faculty with exceptionally heavy assignments relating to theses, research papers, and other teaching responsibilities at the graduate level. Adjustments for these roles and for extensive independent study assignments may be made through recommendations by the Department Chair and approval by the Dean.

In recent years the Educational Leadership faculty load has exceeded 30 quarter hours because of an unusual combination of faculty resignations, early retirements, rapid enrollment increases, and budgetary constraints. The current Provost and Dean are committed to meeting NCATE guidelines for faculty load, and a plan has been recently proposed to bring the College into compliance. This plan meets

NCATE guidelines for undergraduate and graduate faculty teaching load.

Year	Faculty Workload		Average Course Section Size
	Student FTE	Per Faculty FTE	
Fall 1990	13.90		15.01
Fall 1991	14.37		14.57
Fall 1992	14.67		13.82
Fall 1993	15.39		14.42
Fall 1994	14.99		14.17
Fall 1995	14.09		13.41

Standard III.D: Professional Development of Faculty (Initial & Advanced)

The professional development of faculty is supported through a number of programs that include sabbatical leave, the availability of continued academic course work at WSU without charge, and various teaching and research incentive grants. Since 1990, the Center for Teaching and Learning has become a major faculty development resource on campus. Faculty from the College regularly support Center activities either as presenters or as participants in various seminars and technology workshops. The University has also increased opportunities for faculty development in technology through the Division of Computer and Telecommunication Services (CaTS).

The College provides ample opportunity for professional growth and development. Each year a retreat is scheduled for the entire College. The focus of the 1995 retreat was technology; the 1996 retreat will include sessions on expanding partnerships, and a keynote session addressing issues of higher education presented by the interim president of the Carnegie Foundation. The Fall Retreat also features a presentation on school-based social services by two of our NNER colleagues from Miami University, another Goodlad-affiliated institution.

A recent sampling of College-sponsored professional development activities and events includes:

- Faculty participation in the Goodlad Associate seminars held in Seattle.
- Provision of Goodlad and NNER resources for faculty reference.
- An annual allotment of at least \$400 for professional development or travel to meetings.
- Co-sponsoring of speakers with the College of Science and Mathematics.
- A three-day workshop hosted by the Division of Professional Practice and Research featuring Dr. Rita Dunn and the theme "Teaching Students Through Their Individual Learning Styles."
- A two-weekend seminar hosted by the Division of Professional Practice and Research with Dr. Robert Anderson on "Nongradedness: Helping It To Happen."
- Faculty presentations and videos at faculty meetings encouraging inquiry, dialogue, reflection, and research.
- Services to faculty that strengthen professional practice continue to be supported by the Educational Resource Center (ERC).

The College of Education and Human Services continues the practice of conducting an annual comprehensive evaluation of each faculty member's objectives and accomplishments in teaching, scholarship, and service. Professional development is an integral part of decisions affecting salary increases and promotion and tenure at Wright State University.

CATEGORY IV: THE UNIT FOR PROFESSIONAL EDUCATION

Standard IV.A: Governance and Accountability for the Unit (Initial & Advanced)

The College of Education and Human Services is the responsible unit for professional education programs at Wright State University (Postulate 3). The CEHS is organized into four academic departments: the Department of Educational Leadership, Department of Human Services, Department of Health, Physical Education and Recreation, and the Department of Teacher Education. Department Chairpersons report directly to the CEHS Dean.

All professional education programs are housed in one of the four CEHS academic departments. The College of Liberal Arts, Department of Music, operates the Music Education Program in collaboration with the CEHS. The final recommendation and endorsement for all professional education programs, initial and advanced, rest with the CEHS, and the Dean and/or his designee. An organizational chart is found in Appendix D.

CEHS faculty govern themselves through the CEHS Faculty Council. The Council is made up of elected faculty representatives from the four academic departments. The Faculty Council's standing committees (Undergraduate Student Affairs, Graduate Student Affairs, Faculty Affairs, and the Curriculum Committee) are all chaired by faculty members and report all recommendations and actions to the Council. The decisions related to the policies and procedures for academic programs and faculty rights and responsibilities rest with the faculty.

In 1994 the unit underwent a department restructuring. The Department of Educational Technology merged with the Department of Educational Leadership as one department. Special education and early childhood moved into the Department of Teacher Education. Business and marketing education, vocational education, the SWOVEPD Center, computer education, and library media became part of the Department of Educational Leadership. These reorganizations were brought about to facilitate tasks and improve the communication and articulation of programs.

The College of Education and Human Services Faculty Council reviewed, revised, and edited the *CEHS Policies and Procedures* manual during the 1995-96 academic year. All faculty were encouraged to participate in the process and review all policies and procedures. In Fall Quarter 1996, a revised copy of the *CEHS Policies and Procedures* manual will be distributed to all CEHS faculty and staff.

The Dean holds biweekly meetings with the Dean's Cabinet, where policy recommendations are made to the faculty and the CEHS Faculty Council regarding all aspects of the College's business, including budgeting. The Department Chairpersons meet biweekly in alternate weeks with department faculty to facilitate individualized operating procedures, curriculum decisions, and to make recommendations to the Dean for consideration in the operation of the College.

Standard IV.B: Resources for Teaching and Scholarship (Initial & Advanced)

The University provides regular allocations for the acquisition of library resources, print and video, and regular support for serials. Library resources are available in electronic and actual formats. (Details are in the exhibits.) The University has created a Multimedia Center as a component of its Center for Teaching and Learning. The Multimedia Center has enabled the development of multimedia skills for CEHS faculty, especially for faculty in the Department of Human Services who have all attended professional development sessions devoted to developing multimedia presentations for ongoing course work in their standard curriculum.

The University provides for expanded Professional Development Leaves (sabbaticals) for faculty who wish to spend up to three quarters on leave at full pay. Research and Sponsored Programs and the WSU Alumni Association make faculty research and development funds available annually to faculty on a competitive basis.

All CEHS faculty have office computers and software appropriate to their instructional assignment. Many faculty have a laptop computer assigned for home or off-campus usage. Currently, all faculty are networked or have modems providing access to printers, the World Wide Web, and electronic mail. Faculty have been encouraged to utilize technology in their courses when appropriate. Distance learning capabilities are increasing in use through new facilities at the Russ Center and at the WSU Lake Campus.

The Educational Resource Center (ERC) is totally supported by the College of Education and Human Services. It has a long history of serving both pK-12 and University faculty at all levels of instruction. The mission of the ERC is to serve as a role model in the use of modern technology and to support the preservice and inservice preparation of exemplary educators. Staff development and support of instructional technology efforts by students and faculty continue to be part of the role of the ERC and its staff.

The ERC provides access to the most current multimedia equipment, distance learning capabilities, telecommunications, and production equipment to area educators and CEHS faculty, students and staff. A technical assistant, originally hired at half time, has been increased to eighty percent during 1996-97. It is hoped this will soon become a full-time position to keep pace with a growing need for network support, software application assistance, and technical troubleshooting.

Standard IV.C: Resources for Operating the Unit (Initial & Advanced)

Adequate resources exist to operate the College.

CEHS Operating Budget 1990–96

Fiscal Year	Budget for CEHS	Budget for WSU	Percent of CEHS Compared with WSU
1996-97	6,163,902	191,168,419	3.22
1995-96	6,212,222	179,131,851	3.47
1994-95	6,357,754	172,237,619	3.69
1993-94	6,146,369	170,220,219	3.61
1992-93	5,635,524	152,610,175	3.69
1991-92	5,438,558	152,949,703	3.55
1990-91	5,275,547	146,517,074	3.60

Future Directions

The College of Education and Human Services is committed to *working with others to better understand and improve the human condition*. In the coming academic year, the College under new leadership will adopt a new mission statement and strategic plan that will allow the various components of the College with its faculty, students and staff, to address the following:

- **the education of educators - initial and advanced**
- **the education of human services professionals**
- **the scholarship of teaching, inquiry, and application**
- **consultation and service within the metropolitan region**

We are committed to the standards of NCATE and to implementing effective preparation programs for educators to meet the proposed new "Ohio Standards for the Preparation of Educational Personnel." The vehicle to drive us toward excellence is our involvement with John I. Goodlad's National Network for Education Renewal and, in the human services, our commitment to the standards of CACREP and CORE.

The CEHS is committed to the NNER Agenda of Simultaneous Renewal in pK-12 and Higher Education. The CEHS will actively pursue its mission of a metropolitan college within a metropolitan university. The next five years will witness the implementation of changes to our initial and advanced programs that further develop our commitment to diversity, technology utilization, strengthening of content knowledge, professional development schools, and simultaneous renewal partnerships with area school districts as we jointly move towards the year 2000 with a shared goal of better teachers, better schools, and an improved future for families and youth.

NINETEEN POSTULATES NECESSARY FOR THE
SIMULTANEOUS RENEWAL OF SCHOOLS
AND THE EDUCATION OF EDUCATORS

Postulate One. Programs for the education of the nation's educators must be viewed by institutions offering them as a major responsibility to society and be adequately supported and promoted and vigorously advanced by the institution's top leadership.

Postulate Two. Programs for the education of educators must enjoy parity with other professional education programs, full legitimacy and institutional commitment, and rewards for faculty geared to the nature of the field.

Postulate Three. Programs for the education of educators must be autonomous and secure in their borders, with clear organizational identity, constancy of budget and personnel, and decision-making authority similar to that enjoyed by the major professional schools.

Postulate Four. There must exist a clearly identifiable group of academic and clinical faculty members for whom teacher education is the top priority; the group must be responsible and accountable for selecting diverse groups of students and monitoring their progress, planning and maintaining the full scope and sequence of the curriculum, continuously evaluating and improving programs, and facilitating the entry of graduates into teaching careers.

Postulate Five. The responsible group of academic and clinical faculty members described above must have a comprehensive understanding of the aims of education and the role of schools in our society and be fully committed to selecting and preparing teachers to assume the full range of educational responsibilities required.

Postulate Six. The responsible group of academic and clinical faculty members must seek out and select for a predetermined number of student places in the program those candidates who reveal an initial commitment to the moral, ethical, and these responsibilities is central to this program.

Postulate Seven. Programs for the education of educators, whether elementary or secondary, must carry the responsibility to ensure that all candidates progressing through them possess or acquire the literacy and critical-thinking abilities associated with the concept of an educated person.

Postulate Eight. Programs for the education of educators must provide extensive opportunities for future teachers to move beyond being students of organized knowledge to become teachers who inquire into both knowledge and its teaching.

Postulate Nine. Programs for the education of educators must be characterized by a socialization process through which candidates transcend their self-oriented student preoccupation's to become more other-oriented in identifying with a culture of teaching.

Postulate Ten. Programs for the education of educators must be characterized in all respects by the conditions for learning that future teachers are to establish in their own schools and classrooms.

Postulate Eleven. Programs for the education of educators must be conducted in such a way that future teachers inquire into the nature of teaching and schooling and assume that they will do so as a natural aspect of their careers.

Postulate Twelve. Programs for the education of educators must involve future teachers in the issues and dilemmas that emerge out of the never-ending tension between the rights and interests of individual parents and special-interest groups and the role of schools in transcending parochialism and advancing community in a democratic society.

Postulate Thirteen. Programs for the education of educators must be infused with understanding of and commitment to the moral obligation of teachers to ensure equitable access to and engagement in the best possible K-12 education for all children and youths.

Postulate Fourteen. Programs for the education of educators must involve future teachers not only in understanding schools as they are but in alternatives, the assumptions underlying alternatives, and how to effect needed changes in school organization, pupil grouping, curriculum, and more.

Postulate Fifteen. Programs for the education of educators must assure for each candidate the availability of a wide array of laboratory settings for simulation, observation, hands-on experiences, and exemplary schools for internships and residencies; they must admit no more students to their programs than can be assured these quality experiences.

Postulate Sixteen. Programs for the education of educators must engage future teachers in the problems and dilemmas arising out of the inevitable conflicts and incongruities between what works or is accepted in practice and the research and theory supporting other options.

Postulate Seventeen. Programs for the education of educators must establish linkages with graduates for purposes of both evaluating and revising these programs and easing the critical early years of transition into teaching.

Postulate Eighteen. Programs for the education of educators, in order to be vital and renewing, require a regulatory context with respect to licensing, certifying, and accrediting that ensures at all times the presence of the necessary conditions embraced by the seventeen preceding postulates.

Postulate Nineteen. Programs for the education of educators must compete in an arena that rewards efforts to continuously improve on the conditions embedded in all of the

postulates and tolerates no short cuts justified in the name of ensuring a supply of teachers.

A Model for the Education of Educators

Educator as Problem Solver

and

Developing Professional

**College of Education and Human Services
Wright State University
Dayton, OH 45435**

Revised July 8, 1996

Model for the Education of Educators

Educator as Problem Solver and Developing Professional

While this model is designated for the initial preparation in Teacher Education, it serves as the foundation for all of the other advanced certificates/licenses, whether they be in administration, supervision, counseling, or some other field of study. This conceptual framework is built upon three distinct phases followed by a fourth phase—Graduate and Continuing Professional Education/Development. Each of the advanced certificate/license programs has its own model which builds upon this conceptual framework and is reflected in the individual curricular Programs of Study. Each Advanced Program fits within the fourth phase of the framework.

What follows in this document is an explanation and description of the basic conceptual framework which leads to the initial teaching certification/licensure. The two major strands of the framework have their own component elements which are listed below:

Developing Professional	Problem Solver
<ul style="list-style-type: none">• Philosophy of Education• Curriculum Development• Ecology and Organization of the Schools and Community-School Relations• Self as Teacher in a Diverse World• Professional and Specialty Organizations and Legal/Professional Issues• Portfolio as Process and Product of Documenting the Developing Professional	<ul style="list-style-type: none">• Subject Matter Knowledge and General Knowledge• Human Development and Principles of Learning• Instruction and Classroom Management for Diverse Learners• Creativity, Hypothesis Generation, Technical Know-how, and Evaluation Abilities• Educational and Instructional Technology for Teaching and Learning

The College of Education and Human Services has structured its teacher education program to produce practitioners who view themselves as problem solvers and developing professionals. The College believes all educators should view themselves as professionals constantly in the process of continually reexamining themselves regarding such issues as philosophy of education, curriculum

development, beliefs about self, involvement in professional organizations, and involvement with the school and community. An ongoing professional portfolio process facilitates this process. Such development must include a continuing analysis of alternative ways for simultaneous renewal of pK-12 and Teacher Education for pupil needs, instructional methodologies, and ways to meet the changing conditions within which formal education exists.

This developmental/renewal process should begin during the undergraduate and/or initial certification/licensure program of study and continue throughout the professional life of the educator. Therefore, the emphasis upon the educator as a developing and renewing professional should be a part of the initial certification/licensure work, the advanced graduate programs, and professional and continuing education programs.

Problem solving is viewed by the College as the highest form of professional activity. In order to solve educational problems, the practitioner must utilize several related abilities in a coordinated and concerted manner. Problem solving for educators requires:

- basic knowledge of the content field of study involved,
- knowledge of the students and their diverse backgrounds,
- the total ecology of the school,
- expertise in learning theory and human development,
- proficiency in instruction - classroom management - instructional technology,
- the ability to generate a variety of alternative solutions, and
- the skills necessary to evaluate formally and authentically the alternatives available.

This combination of skills, problem solving, and those of the developing professional, permits the educator to perform as a fully functioning and effective educator of today's youth. Furthermore, such an educator is better prepared to face the unanticipated problems of the future. This model is further detailed in the list of 14 specific outcomes contained in this document.

Phases of the Education of Educators Program

The College of Education and Human Services implements its education of educators program through a developmental sequence designed to foster the professional development of its students. The components of the program are:

- Phase I Introductory Period and Professional Education (Foundations)
- Phase II Generalist/Specialist Period and Professional Education
- Phase III Student Teaching Period and Professional Education
- Phase IV Graduate and Continuing Professional Education

Throughout all program components, students will develop the knowledge, performances (skills), and dispositions (attitudes/values) necessary to demonstrate the following competencies.

Educator As A Developing Professional

Philosophy of Education:

- In understanding the role of social, psychological, philosophical, biological, and technological forces in making sound educational decisions.
- In inquiring into the nature of teaching and schooling as a reflective practitioner.
- In committing to the moral, ethical, and enculturating responsibilities to be assumed.
- In analyzing the issues and dilemmas that emerge out of the never-ending tension between rights and interests, individual parents and interest groups, and the role of the school in transcending parochialism while advancing community in a democratic society.

Curriculum Development:

- In selecting, modifying, implementing, and evaluating an appropriate curriculum for learners accounting for their many diversities and utilizing appropriate instructional tools to meet their differing learning modalities.

Ecology and Organization of the Schools and Community-School Relations:

- In understanding the ecology, organization, and administration of the American system of public and private education, and its relationship to our diverse society.

Self As Educator In a Diverse World:

- In analyzing and evaluating one's performance skills as they relate to teaching behavior and the use of appropriate technology to address the many differences within the student body.
- In clarifying personal values and objectives, developing a dynamic personal philosophy of education, and applying that philosophy in the educational process in the context of an increasingly complex society.
- In engaging in regular self-evaluation of personal and professional development in the role as an educator working within the society and the educational system.

Professional and Specialty Organizations and Legal/Professional Issues:

- In understanding the legal and ethical responsibilities of a professional educator to meet the individual needs of learners with unique backgrounds, cultures, and families.
- In initiating into habits of reading, thinking, and talking about contemporary educational issues.

- In reading major educational periodicals, books, and other publications as well as viewing/discussing relevant media programming.
- In engaging in intellectual discussions, formal and informal, throughout their preservice program of study and then throughout their careers.

Educator As A Problem Solver

Subject Matter Knowledge and General Knowledge:

- In a broad knowledge base in the social sciences, the natural sciences, mathematics, and the humanities.
- In oral, written, and nonverbal communication.
- In the field of technology for communications, learning, and studying.
- In the content areas sufficient to provide an adequate base for the teaching/learning situation to be effective.

Human Development and Principles of Learning:

- In understanding child and adolescent growth and development.
- In understanding the complex issues of nature vs. nurture and the role of culture in development.

Instruction and Classroom Management for Diverse Learners:

- In diagnostic and prescriptive teaching for each area of preparation accounting for diversity of individuals.
- In appropriate use of computers and other technology.
- In facilitating effective democratic interaction, which provides a supportive environment for students, parents, professionals, peers, and community.
- In developing a repertoire of approaches and techniques reflecting basic theories of learning, motivation, and instructional design including the use of current technology which will provide options for planning, implementing, and evaluating instruction in a

variety of settings and for a variety of learners from differing backgrounds and with differing needs.

- In developing procedures for the reliable evaluation of the content, skills, performances, and dispositions being sought by the school.

Creativity, Technical Know-how, and Evaluation Abilities:

- In problem solving and decision making in relation to the educational process drawing upon technical tools as appropriate.

Each of the competencies listed above is detailed in the course syllabi. Each syllabus provides detailed lists of objectives categorized, as knowledge, performances (skills), and dispositions (attitudes and values). In addition, each course syllabus provides knowledge-based references which support these competencies.

Outcomes

To have the knowledge, dispositions, and performances to demonstrate competency in:

- Oral, written, and nonverbal communication.
- Problem solving and decision-making in relation to the education process and system.
- Diagnostic and prescriptive teaching for each area of preparation.
- Facilitating effective democratic interaction which prods a supportive environment for learners, parents, professionals, peers, and community.
- A broad background in the social sciences, the natural sciences, and the humanities.
- The content areas to provide the adequate base for the teaching-learning situation.
- A repertoire of approaches, techniques, and skills reflecting basic theories of learning, motivation, and instructional design which will provide alternatives for planning, implementing, and evaluating instruction in a variety of settings and for the diverse planning of learners.
- Understanding social, psychological, cultural, technological, and philosophical forces in order to make sound educational decisions.

- Understanding of the culture, ecology, organization, and administration of the American educational system and other selected educational systems and the increasing interdependency between/among other human service agencies and the schools.
- The legal and ethical responsibilities of a professional educator in a highly technical and pluralistic world.
- Child and adolescent growth and development.
- Analysis and evaluation of one's own performance skills as they relate to teaching behavior and the implementation of resulting self-improvement strategies.
- Clarifying personal values and objectives to develop a dynamic personal philosophy of education and to apply the philosophy to the educational process.
- Selecting, modifying, implementing, and evaluating an appropriate curriculum for diverse learners using appropriate technology and based upon a fundamental respect for diversity as a basic principle in a pluralistic, democratic society.

Monitoring and Advising the Progress of Candidates Initial Teacher Preparation Programs

Entrance to the University

Open admissions policy

Proficiency placement testing in math and English

Course selection based on results

Study skills and developmental education opportunities available as needed

Advising for pre-education by the University Division

➔ **ORIENTATION** for incoming pre-education students and their parents by CEHS personnel during summer orientations.

Freshman Year

Extensive General Education program (57 Qtr. Hrs.)

➔ Writing Across the Curriculum in General Education and in all academic majors (Fall 1996)

➔ University Division advising by a specific advisor assigned to future teacher education candidates

➔ Opportunity to enroll in an orientation course (UD 101) that explores careers in education

Admission to Undergraduate Teacher Education

→ Applicant receives a packet of information with complete details and instructions on the admissions process and a *Tips and Helpful Hints* fact sheet

→ Holistic admissions process for undergraduate level (including those with a completed undergraduate degree) which contains the following criteria

1. Completion of at least 45. Qtr. Hrs. of college-level work
2. A minimum, cumulative GPA of 2.5
3. Minimum score of 172 in each section of the PPST exam
4. Writing sample
5. References
6. Career self-assessment
7. Character (no felonies) form
8. Interview

→ All applicants are interviewed by an Admissions Committee subcommittee. Interview reports are then submitted to the Admissions Committee

→ Consideration is given to all criteria and an admission decision is made:

1. Full admission
2. Admission with conditions, such as specific mentoring mandated, required use of WSU Writing Center, etc.
3. Action tabled for more information or a second interview with different committee members
4. Admission denied
5. Re-application possible

→ Students are informed of committee action by letter, which also indicates the quarter they may begin Phase I (enrollment management planning)

Entrance to Teacher Education Program

Formally transferred to the College (major number is updated and records are obtained)

Assigned a Faculty Advisor

For records purposes, assigned a Certification Advisor

Given a Program Checksheet for specific area of certification

→ Invited to a special ORIENTATION ADVISING SESSION

→ Urged to see both advisors—Faculty and Certification Advisors ASAP

→ Teacher Education Student Handbook provided to each student

Ongoing Monitoring and Advising to Ensure

Competence of Graduates

- ➔ “Walk in” open advising hours now extended to include some evening hours
- ➔ Advisor Grams (turn in written question and receive a written answer within a day)
 - Appointments with Faculty and/or Certification Advisors
 - On-going advising and monitoring of GPA
 - Mandatory Advising is required if a student’s GPA falls below 2.0
 - A “Concern Conference” may be called at any time between the student and/or the Faculty/Certification Advisors to discuss and resolve particular concerns about grades, attitude, or behavior that may inhibit effectiveness in the chosen field
- ➔ A newsgroup is available for the posting and reading of frequently asked questions. Student Services Office has an E-mail address for Electronic Advisor Grams and a Web Page site on the Internet.
- ➔ Periodic student surveys and follow-up studies are conducted as a key part of continuous program improvement through observation, inquiry, analysis and evaluation

Phase I:

- ➔ CEHS faculty oversight of field experiences is provided each quarter
CEHS Faculty Mentor assigned for the Phase I
Cooperating Teachers provide assessment and feedback for all field experiences in Phases I, II, and III
- ➔ ORIENTATION TO PHASE I required for students prior to starting courses
Portfolio development/reflection process initiated in Phase I
Phase I exit interview held with Phase I Faculty Mentor
Phase I exit survey of students given for program evaluation and feedback

Phase II:

ORIENTATION TO PHASE II Field Experiences conducted in Phase I courses prior to next quarter registrations

Senior Checks of program progress mailed to students

Advisors check criteria for eligibility for Student Teaching:

2.5 cumulative GPA

2.5 cumulative GPA in major field for secondary or k-12

No grade below a “C” in any Phase I or II ED, EDS, EDE, or EDT course

Completion of about 2/3 of content requirements

Diversity of field experiences is checked prior to Phase III placement assignments are made

- ➔ Students must pass the NTE in General Knowledge, Professional Knowledge, and their specialty areas if required by the state of Ohio

Phase III:

- ➔ ORIENTATION (required) and application for Phase III - Student Teaching
Sessions held at various times and on different days to accommodate students
- ➔ GROUP SEMINAR on the certification application process
- ➔ GROUP SESSION within ED 440 on the job search process provided by Student Services Office personnel
Portfolio is revised, completed, and evaluated within ED 440, the capstone course usually taken with or after student teaching
- ➔ Certification advisors complete graduation and/or certification checks
Final evaluation of student teaching by the Cooperating Teacher and the CEHS Faculty Supervisor. Evaluation form integrates the Conceptual Framework and is correlated with the 14 Program Outcomes or goals of the Teacher Education program
- ➔ Phase III exit surveys of students and Cooperating Teachers completed for program evaluation and feedback
CEHS faculty vote to approve/disapprove all students recommended for graduation by the Certification Advisors