



HLC Accreditation 2020-2021

Evidence Document

College of Applied Studies

CLES

CLES Concurrent Enrollment Assessment Report 2019-2020

Additional information:

College of Applied Studies
Counseling, Educational Leadership, Educational & School Psychology Department
Concurrent Enrollment Assessment Report 2019-2020

The Department of Counseling, Educational Leadership, Educational & School Psychology in the College of Applied Studies offers concurrent enrollment credit for *CESP 334: Introduction to Diversity: Human Growth & Development*. This course is offered in four area high schools. The high school course is the equivalent of 3 credit hours and is aligned to the *CESP 334: Introduction to Diversity: Human Growth & Development* curriculum.

Students taking this course gain a deeper understanding of child development. Content includes an in-depth study of the interrelatedness of physical, cognitive, social and emotional aspects of development as well as a comprehensive overview of the theories, methods and content of human development. Learning comes from multiple sources: required and non-required reading, group discussions, class projects, individual student development, etc. Course framework has three major dimensions: (1) basic theoretical and research issues, (2) development from an interdisciplinary perspective, (3) applying this understanding to the real world. In our examination of these topics, students view child development as a phenomenon that occurs within a cultural context influenced by family, gender, culture, language, ability, socioeconomics, diversity, and society.

Textbook:

Boyd, D., & Bee, H. (2012). *The developing child* (13th ed.). Boston: Pearson.

Major topics covered in the course for on-campus as well as local high school classes include:

- understanding children's development;
- relating diversity to education;
- interrelatedness of physical, cognitive, social and emotional aspects of development;
- comprehensive overview of the theories, methods and content of human development.
- Influence of family, gender, culture, language, ability, socioeconomics, diversity, and society on child development.

The course outcomes for all sections of CESP 334 offered on-campus and in the local high schools are:

- Articulate theories of growth, development, and learning in all children and demonstrate awareness of these theories as they impact children throughout their lifespan
 - Identify the major milestones of development and apply them to the participant in his or her case study
 - Identify developmental processes from the perspective of the major theories of development; apply the theories to his or her case study participant
- Explain the inter-relatedness of developmental areas and milestones: physical/motor, social/emotional, language/cognitive, adaptive/living skills, and how development influences learning and well-being
- Learn what to observe for to identify typical and therefore atypical patterns of child development in students. Identify the risk-factors for and the characteristics of potential developmental delays and disabilities

- Explain the impact of early experiences- including the spectrum of child and family diversity- on healthy development and learning
- Explain the relationship between biology, maturation, environment, and culture in terms of their impact on typical and atypical growth, development, and learning
- Recognize biases, demonstrate openness toward issues, theories, and orientations in human development

Individuals responsible for the courses meet the Kansas Board of Regents (KBOR) requirements. All of the high school teachers provided a similar culminating experience for students and used the common assessments identified in the resource materials to determine grades. Grades were awarded using the following standard: A = 100-93; A- = 92.9-90; B+ = 89.9-87; B = 86.9-83; B- = 82.9-80; C+ = 79.9-77; C = 76.9-73; C- = 72.9-70; D+ = 69.9-67; D = 66.9-63; D- = 62.9-60; F = Below 60

2019-2020 was the first year *CESP 334: Introduction to Diversity: Human Growth & Development* was offered for concurrent enrollment. There were 40 students enrolled for credit. The Grade breakdown is shown below; and the quality of the course remained consistent across all offerings.

Final Grade	Number of Students
A	24
A-	9
B+	4
B	1
B-	2
C	0
D	0
F	0
Total:	40

College of Applied Studies
School of Education
Concurrent Enrollment Assessment Report 2019-2020

The Department of Curriculum and Instruction in the College of Education offers concurrent enrollment credit for *CI 270 Introduction to the Education Profession* the introductory teacher preparation course.

The course *CI 270 Introduction to the Education Profession* is offered in six area high schools as *Teaching as a Career*. The high school course is the equivalent of 3 credit hours and is aligned to *CI 270 Introduction to the Education Profession* curriculum. In this course students examine the nature of teaching, the roles of collaboration, reflective practice, critical thinking, problem solving, and inquiry. Embedded with the class are electronic classroom observations and common resource materials. Students are engaged in activities using common textbooks, resources, software support, legal briefs and first-hand teaching experience. The textbook in use is:

Ryan, K., Cooper, J.M., & Bolick, C.M. (2016). *Those who can, teach*. (14th ed.) Boston: Cengage Learning.

Major topics covered in the CI 270 course for on-campus as well as local high school classes include:

- techniques for collecting evidence of knowledge, skills, performance, and dispositions of a future teacher;
- analysis of a classroom teacher's role;
- choices and decisions teachers make daily as they plan, instruct, and evaluate;
- personal suitability for the teaching profession;
- understanding schooling in America;
- utilizing an understanding of children's development in classroom decisions
- relating diversity to education;
- meeting needs of English Language Learners (ELL)
- social influences and legal issues;
- technology integration;
- contextual factors and their implications.

The course outcomes for all sections of CI 270 offered on-campus and in the local high schools are:

- observe and interpret interactions between students and educators, to become aware of how learning occurs;
- collect evidence to support the knowledge gained about teaching, learning, and assessment;
- begin to collect evidence from a variety of sources to demonstrate awareness of the skills needed, for becoming a teacher (including English Language Learners (ELL) and those students with special needs);
- demonstrate having appropriate dispositions for becoming a teacher;
- show evidence toward gaining knowledge about standards in education for both content and pedagogy;
- identify tools of inquiry during classroom observations;
- describe and analyze the governance of schools;

- identify technologies used in teaching;
- practice observation and interpretation skills;
- keep a reflective journal of observations.

The CI 320 course surveys the strengths and needs of learners with exceptional needs, including those with physical, sensory and cognitive disabilities and those who exhibit gifts and talents. The effects of cultural differences and human developments on individuals with exceptional needs are explored. Current educational policy, practices and services are reviewed and the course includes diversity content. The textbooks in use are:

Gorski, P. C. (2018). *Reaching and teaching students in poverty: Strategies for erasing the opportunity gap*. (2nd ed.) New York, NY: Teacher's College Press. ISBN: 978-0807758793.

Turnbull, A.P., Turnbull, R., Wheeler, M.L., & Shogren, K.A. (2016). *Exceptional lives: Special education in today's schools* (8th ed.). Upper Saddle River, NJ: Pearson Education.

Major **topics covered in the CI 3220 course** for on-campus as well as local high school classes include:

- Universal Design for Learning
- Culturally Diverse schools
- Understanding the Response to Intervention strategies in relation to English Language learners
- Families & Partnerships w/schools
- Classroom management for the diverse learner, including English Language learners, Students with disabilities, and students identified as gifted/talented.
- Understanding various disability categories, including students with mild/moderate disabilities, students with moderate/severe disabilities.
- History of special education in the U.S. including the history of misdiagnosis of students from culturally diverse background and English Language learners.
- Understanding language bias in special education testing.

The course outcomes for all sections of CI 270 offered on-campus and in the local high schools are:

1. Demonstrate knowledge of diversity, including exceptionalities.
2. Identify and discuss the cultural, social, and legal trends related to the child and adolescent development and the impact on curricular planning for schools.
3. Investigate and debate the biases and demonstrate openness and objectivity toward issues, theories, and orientations in understanding children and adolescents.
4. Describe key terms and concepts relating to diversity, exceptionalities, and culturally responsive teaching.
5. Identify teaching/learning issues for diverse student populations.
6. Describe the characteristics of, service delivery models for, and I identification/assessment procedures related to students with sensory impairments, physical disabilities and other health impairments, cognitive exceptionalities, emotional/behavioral disorders and severe and multiple disabilities.

7. Examine and interpret educational policy and practice through critically reflective oral, written, and visual communication.

Individuals responsible for the courses meet the Kansas Board of Regents (KBOR) requirements by either having a master degree or being enrolled in an MS program. All of the high school teachers provided a similar culminating experience for students and used the common assessments identified in the resource materials to determine grades. Grades were awarded using the following standard: A = 100-93; A- = 92.9-90; B+ = 89.9-87; B = 86.9-83; B- = 82.9-80; C+ = 79.9-77; C = 76.9-73; C- = 72.9-70; D+ = 69.9-67; D = 66.9-63; D- = 62.9-60; F = Below 60.

In addition to coursework, all of the high school students enrolled in *Teaching as a Career* were invited to participate in Future Educators of America (FEA) club activities that provided additional information on teaching as a career.

2019-2020 was the first year CI 320 was offered and the ninth year *CI 270 Introduction to the Education Profession* was offered for concurrent enrollment. There were 39 students enrolled for credit in *Teaching as a Career*. The Grade breakdown is shown below and the quality of the course remained consistent across all six offerings.

Final CI 270 Grade	Number of Students
A	26
A-	10
B+	04
B	
B-	
C	1
D	
F	2

Final CI 320 Grade	Number of Students
A	6
A-	
B+	
B	
B-	
C	
D	
F	
W	2

**Concurrent Enrollment Course Assessment Plan
Modern and Classical Languages and Literatures
February 21, 2021**

Spanish 111 Elementary Spanish I.

This is an introductory course designed to develop the four fundamental skills in language learning: understanding, speaking, reading, and writing. It emphasizes basic structures within the Spanish language and how these are used to create meaning within a range of social contexts. Intended for students with no previous instruction in Spanish; students with previous instruction should take our free placement exam, available on their MyWSU landing page.

Course objectives: See attached course objectives for Spanish 111 as approved by the Spanish division.

How will the course objectives be measured? The concurrent enrollment SPAN 111 course must be essentially the same as the regular course on the WSU campus—i.e., must use the same course materials (text or e-book, online platform [= *Super Site*], syllabus, requirements, and final exam) as the SPAN 111 course on the WSU campus. Each enrolled student must have access to a personal copy of these materials for individual use.

All high school faculty teaching SPAN 111 have a master's degree, or a minimum of 18 hours of graduate work specific to Spanish, in accordance with the Concurrent Enrollment Partnership agreement.

What guides expectation for satisfactory performance? All sections of Spanish 111 have a common final exam, testing all four skills. The concurrent class takes the same final exam, graded using the same rubrics. With ready assistance from the Wichita State Office of Admissions, Modern & Classical Languages collects data from all sections, comparing final grades in the concurrent enrollment class to the WSU-based sections. The decision point for students to meet expectations is 70% on the final exam. To ensure quality and consistency across all sections of the same course, MCLL offers faculty development for concurrent enrollment instructors:

1. Continuing education for high school teachers of concurrent enrollment courses. Teachers will participate in the Spanish section's fall workshop, which includes training on lesson planning, a discussion of Spanish section policies, discussion of the textbook and ancillary materials by a consultant, and training in use of the Vista Higher Learning Supersite platform, Self Service Banner, and Blackboard.
2. MCLL pays registration fees for concurrent enrollment teachers attending one of the following: the Kansas World Language Association conference or the

Sunflower chapter meeting of the American Association of Teachers of Spanish and Portuguese.

3. The MCLL chairperson, or appointed representative, visits high school concurrent enrollment classes and meets with teachers.
4. Wichita State's new Concurrent Enrollment Partnership with Remington HS generated 20 credit hours during the present review cycle.
5. The average level of achievement is computed as follows:

Grade	Number of Students
A	4
B	
C	
D	
F	
Students who stopped attending [F] or withdrew [W] from course	
Avg. for those who completed course	A

Course Objectives for SPAN 111

Textbook: *Vistas*, Lessons 1 – 6. All grammar concepts and vocabulary in these lessons will be studied.

Course Objectives: The following objectives should guide the teaching and assessment of each chapter (including lesson plans, homework assignments, and testing).

Listening:

- 1.) Understand native speakers describing themselves and others and greeting each other in highly predictable, authentic contexts.
- 2.) Understand native speakers talking about their daily routines, their family, and the weather in highly predictable, authentic contexts.

Reading:

- 1.) Read and understand authentic advertisements, schedules and forms.
- 2.) Read and understand basic, authentic texts about university life, personal descriptions, family, pastimes, weather and shopping. (Students should not be expected to understand all words or aspects of such texts but rather the global meaning, or gist.)

Writing:

- 1.) Describe themselves and others in the present tense: activities, university life, family, likes and dislikes, interests, physical descriptions (7-8 sentences).
- 2.) Write a descriptive letter in present tense about daily activities, classes, family, or the weather (7-8 sentences).

Oral Production:

- 1.) Talk about themselves and others in present tense: activities, university life, likes and dislikes, interests, physical descriptions.
- 2.) Produce speech about pastimes, travel, and weather.
- 3.) Use question words and simple, memorized questions (i.e. ¿Dónde está?, ¿Cómo te llamas?, etc.).
- 4.) Can repeat Spanish phonemes when prompted, following an oral model.

Culture:

- 1.) Begin to appreciate the diversity of the Hispanic world (geography, climate, cultures, etc.).
- 2.) Show awareness of appropriate greetings in the Hispanic world: language, kissing and body gestures.
- 3.) Understand last names in the Hispanic world.
- 4.) Show awareness of differences between tú / Ud. and between Uds. / vosotros in everyday interaction.
- 5.) Begin to understand cultural attitudes toward family and living space.
- 6.) Build awareness of the different nomenclature used in the Spanish-speaking world (24-hr schedules, shoe sizes, etc.).

**Concurrent Enrollment Course Assessment Plan
Modern and Classical Languages and Literatures
February 21, 2021**

Spanish 210 Intermediate Spanish.

This is an introductory course in the WSU General Education Program. Course description: *General Education introductory course.* Continues the four fundamental skills in language learning: understanding, speaking, reading, and writing. Emphasizes conversation and cultural readings. Prerequisite: SPAN 112, two units of high school Spanish, or departmental consent.

Course objectives: See attached course objectives for Spanish 210 as approved by the Spanish division.

How will the course objectives be measured? The concurrent enrollment SPAN 210 course must be essentially the same as the regular course on the WSU campus—i.e., must use the same course materials (text or e-book, online platform [= *Super Site*], syllabus, requirements, and final exam) as the SPAN 210 course on the WSU campus. Each enrolled student must have access to a personal copy of these materials for individual use.

All high school faculty teaching SPAN 210 have a master's degree, or a minimum of 18 hours of graduate work specific to Spanish, in accordance with the Concurrent Enrollment Partnership agreement.

What guides expectation for satisfactory performance? All sections of Spanish 210 have a common final exam, testing all four skills. The concurrent class takes the same final exam, graded using the same rubrics. With ready assistance from the Wichita State Office of Admissions, Modern & Classical Languages collects data from all sections, comparing final grades in the concurrent enrollment class to the WSU-based sections. The decision point for students to meet expectations is 70% on the final exam. To ensure quality and consistency across all sections of the same course, MCLL offers faculty development for concurrent enrollment instructors:

1. Continuing education for high school teachers of concurrent enrollment courses. Teachers will participate in the Spanish section's fall workshop, which includes training on lesson planning, a discussion of Spanish section policies, discussion of the textbook and ancillary materials by a consultant, and training in use of the Vista Higher Learning Supersite platform, Self Service Banner, and Blackboard.
2. MCLL pays registration fees for concurrent enrollment teachers attending one of the following: the Kansas World Language Association conference or the

Sunflower chapter meeting of the American Association of Teachers of Spanish and Portuguese.

3. The MCLL chairperson, or appointed representative, visits high school concurrent enrollment classes and meets with teachers.
4. Wichita State's Concurrent Enrollment Partnership generated 2,105 credit hours during the present review cycle.
5. The average level of achievement is computed as follows:

Grade	Number of Students
A	91
B	14
C	7
D	1
F	1
Students who stopped attending [F] or withdrew [W] from course	1
Avg. for those who completed course	3.7, or A-

Course Objectives for SPAN 210

Textbook: *Vistas* 6th ed., chapters 12, 13, 14, 16, & 18. All grammar concepts in these chapters should be covered.

Course Objectives: The following objectives should guide the teaching and assessment of each chapter (including lesson plans, homework assignments, and testing).

Listening/Understanding

- 1.) Understand native speakers giving advice and expressing opinions / feelings in a predictable setting.
- 2.) Understand native speakers discuss plans (future) and possibilities (conditional) in a highly predictable setting.

Reading

- 1.) Read and understand the main ideas from authentic news articles from a Spanish-speaking country.
- 2.) Read and understand short texts reflecting everyday topics and predictable discourse.
- 3.) Recognize opinions and points of view in authentic texts.

Writing

- 1.) Produce 11-12 well-developed sentences on familiar topics and in predictable discourse contexts important to everyday life.
 - 2.) Write a narrative describing future plans.
 - 3.) Write a narrative giving opinions and offering advice.
-

Oral Production

- 1.) Talk about and describe present studies, work, career plans and social life.
 - 2.) Obtain information by asking questions.
 - 3.) Express emotions, offer advice and persuade others in predictable contexts, i.e. environmental issues, work and school related issues, etc.
 - 4.) Speak with proper pronunciation of vowels and the following consonants most of the time: rr, h, b/v, ch, j, hard and soft g and c, and ll. General understanding of word accent.
-

Culture

- 1.) Diversity of the Hispanic world (geography, climate, cultures, etc.).
- 2.) Recognize the diversity of high culture (fine art, music, craft) in the Hispanic world.
- 3.) Social life and inter-personal relations in the Hispanic world.
- 4.) Attitudes toward work in the Hispanic world.

**Concurrent Enrollment Course Assessment Plan
Modern and Classical Languages and Literatures
February 21, 2021**

Spanish 220 Intermediate Spanish Grammar and Composition.

This course reviews the basic structural components of the Spanish language and its major tenses and moods (indicative, subjunctive, imperative), placing special emphasis upon written Spanish through composition assignments. Prerequisite: SPAN 210 or a qualifying score on our departmental placement exam, available through the student's MyWSU portal.

Course objectives: See attached course objectives for Spanish 220 as approved by the Spanish division.

How will the course objectives be measured? The concurrent enrollment SPAN 220 course must be essentially the same as the regular course on the WSU campus—i.e., must use the same course materials (text or e-book, syllabus, assignments, and final exam) as the SPAN 220 course on the WSU campus. Each enrolled student must have access to a personal copy of these materials for individual use.

All high school faculty teaching SPAN 220 have a master's degree, or a minimum of 18 hours of graduate work specific to Spanish, in accordance with the Concurrent Enrollment Partnership agreement.

What guides expectation for satisfactory performance? All sections of Spanish 220 have a common final exam, testing all four skills. The concurrent class takes the same final exam, graded using the same rubrics. With ready assistance from the Wichita State Office of Admissions, Modern & Classical Languages collects data from all sections, comparing final grades in the concurrent enrollment class to the WSU-based sections. The decision point for students to meet expectations is 70% on the final exam. To ensure quality and consistency across all sections of the same course, MCLL offers faculty development for concurrent enrollment instructors:

1. Continuing education for high school teachers of concurrent enrollment courses. Teachers will participate in the Spanish section's fall workshop, which includes training on lesson planning, a discussion of Spanish section policies, discussion of the textbook and ancillary materials by a consultant, and training in use of Self Service Banner, Blackboard, and so forth.
2. MCLL pays registration fees for concurrent enrollment teachers attending one of the following: the Kansas World Language Association conference or the Sunflower chapter meeting of the American Association of Teachers of Spanish and Portuguese.

3. The MCLL chairperson, or appointed representative, visits high school concurrent enrollment classes and meets with teachers.
4. Wichita State's Concurrent Enrollment Partnership generated 78 credit hours during the present review cycle.
5. The average level of achievement is computed as follows:

Grade	Number of Students
A	21
B	5
C	0
D	0
F	0
Students who stopped attending [F] or withdrew [W] from course	1
Avg. for those who completed course	3.8, or A

SPAN 220 Intermediate Spanish Grammar and Composition Course Description

A review of all major tenses in Spanish and the three moods (indicative, subjunctive, imperative); in-depth exploration of structural elements of the language including pronouns, adjectives, adverbs, prepositions, and comparisons. Special emphasis on written Spanish through composition writing. As a grammar review, this course differs in approach and pace from SPAN 111-SPAN 210.

Measurable Student Learning Outcomes

Upon completion of this course, students will be able to:

- 1) apply knowledge of the structure of the Spanish language to perform intermediate-level communicative functions (e.g. comparison, explanation, narration, description, and expression and support of opinions);
- 2) create well-organized, comprehensible, coherent and cohesive written texts that perform intermediate-level communicative functions;
- 3) critically evaluate the topics addressed in intermediate level readings and writing assignments (critical thinking skills);
- 4) analyze and describe how language works as a symbolic system (metalinguistic skills)