Curriculum & Instruction

Licensure and non-licensure programs in a wide range of educational fields are offered within the department at the undergraduate, graduate, and doctoral levels.

Mission Statement

The mission of the Department of Curriculum and Instruction is to provide excellence in teaching, research, and service in the field of education. All programs will be based upon state, regional, and national standards and will reflect the department’s conceptual framework for the preparation of “competent, caring, professionals for a diverse, technological society.”

Program outcomes:

1. To maintain state approval for all licensure programs and continue NCATE accreditation status.

Assessment indicator: Curriculum committees are convened to review individual programs of study based upon changes to state licensure requirements. These committees make recommendations for revisions that go through the approval process in the department, college and university-level. Once university-level approval has been received, the Office of Teacher Education submits the proposals to the Tennessee State Depart of Education for approval.

2. To develop an array of assessment indicators that can be used to track student progress and success in the program and lead to program improvements.

Assessment indicator: Rubric scores earned from candidate electronic portfolio (Ionfolio) allows the unit to track student progress on performance based indicators in the areas of planning, teaching strategies, assessment and evaluation, learning environment, professional growth and communication. Disposition assessment scores submitted at the admissions to the Teacher Education Program, admission to Student Teaching, and Field Experience Evaluation Summaries also provide assessment data on the candidate progress. Summaries provided by ETS are used to monitor candidate progress and make program improvements. In addition, information from Site Evaluation Summaries, and the unit’s Follow-Up Studies collect information useful for evaluating field experiences and overall program satisfaction from current program completers, alumni, and employers of TTU candidates.

3. To increase the number of locations for field and clinical experiences and provide candidates a greater opportunity for involvement with diverse student populations.

Assessment indicator: Field Experience Evaluation Forms, Disposition Assessment Summaries, Field and Clinical Contracts with Local Education Agencies maintained by Office of Teacher Education.

Student learning outcomes (SLO):

The learner will:
1. demonstrate scholarship in subject matter, understand tools of inquiry, and effectively integrate learning across the curriculum;
2. communicate effectively, using verbal, nonverbal, and media techniques to foster active inquiry, collaboration, and supportive interaction in the classroom;
3. demonstrate positive relationships and collaborate effectively with partners in the educational process;
4. accept the responsibility to provide a supportive, safe, and technologically integrated environment and to facilitate learning in ways that promote critical thinking, problem solving and intellectual growth;
5. establish an atmosphere of **respect** and create an environment conducive to learning that considers the values, backgrounds, and learning needs of individual learners;
6. engage in **reflection** that leads to appropriate professional behavior, effective educational decision-making and a commitment to lifelong learning and professional growth.

**Assessment indicators:**

Learning Outcomes are assessed using multiple sources and are reviewed at the following benchmarks for Initial Programs:

- Admission to the Teacher Education program Level
- Candidacy Level I and II
- Internship Level III
- Program Completion Level
- Two Years into Practice Level
- Employer Surveys

Candidate assessment data include:

- Cumulative grade point average—2.5 (SLO #1)
- Grade point average in major field of study—2.0 (SLO#1)
- ACT(22) or SAT(1020) or PRAXIS I Reading (172), Writing (173), and Math (173) (SLO #1)
- PRAXIS II (state licensing exams in each endorsement area required for licensure)
- Portfolio Artifacts (SLO #2, 3, 4, 5, 6)
- Dispositions Assessments (SLO #2, 3, 4, 5, 6)

Graduate (Master’s and Education Specialist) Candidate assessment indicators include:

- Cumulative grade point average 3.0 (SLO #1)
- Sequence of culminating research courses resulting in a final research problem paper (SLO # 1, 2, 3, 4, 5, 6)
- Written/Oral Comprehensive Examinations (SLO # 1, 4, 6)
- Dispositions Assessments (if licensure program candidate) (SLO # 2, 4, 5)

Ph.D. in Exceptional Learning assessment indicators include:

- Cumulative grade point average 3.25 (SLO #1)
- Only one grade of “C” in overall program of study (SLO # 1, 4, 6)
- Annual review by graduate advisory committee (minimum of 4 faculty members) and additional faculty members (# SLO 1, 2, 3, 4, 5, 6)
- Sequence of quantitative research courses taught by different faculty to ensure exposure to different points of view (# SLO 1, 2, 3, 4, 6)
- Sequence of qualitative research courses taught by different faculty to ensure exposure to different points of view resulting in a pilot study presented at professional international or national conference (SLO # 1, 2, 3, 4, 5, 6)
- Written comprehensive examinations conducted by candidate’s graduate committee (SLO # 1, 2, 4, 6)
- Written and oral prospectus defense to graduate advisory committee (minimum of 4 faculty members) for approval of dissertation topic
- Written and oral dissertation defense to graduate advisory committee (minimum of 4 faculty members) for candidacy
Results of Assessments:

1. Praxis II Results for 2006-2010 shows 96-99.8% pass rate in Content Knowledge
2. Praxis II Results for 2006-2010 shows 96-99% pass rate in Pedagogical Knowledge and Skills
3. Dispositional Assessments for Level I candidates for 2006-2010 shows an overall mean score of 2.49. Dispositional Assessment are rated as 1=unacceptable; 2=acceptable; 3=Outstanding.
4. Dispositional Assessments for Level II candidates for 2006-2010 shows an overall mean score of 2.66. Dispositional Assessment are rated as 1=unacceptable; 2=acceptable; 3=Outstanding.
5. Dispositional Assessments for Level III candidates for 2006-2010 shows an overall mean score of 2.67. Dispositional Assessment are rated as 1=unacceptable; 2=acceptable; 3=Outstanding.
6. Program Completers:

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7. Two Years into Practice is measured by an Employer Survey. The survey prompts employers to rate content knowledge, pedagogical knowledge and dispositions. The overall dispositions of TTU Graduates rated as good, very good or excellent by their employers ranged from 77%-98% over the past four year. The professional competencies of “assessment and evaluation” were the lowest observed performance.
8. Portfolio assessment data from spring 2008 through fall 2010 shows 1, 271 candidates meeting or exceeding criteria; 24 not meeting criteria; and 27 received a rating of “other.”
9. Comprehensive Exam pass rate for master’s and education specialist graduate students is 100%.
10. Oral Comprehensive Exam and Portfolio Defense were begun in summer 2011 with our new INSL program. There were 10 program completers with 100% pass rate.
11. Assessments from research courses in master’s program revealed a weakness in statistical knowledge resulting in seeking and gaining approval to add FOED 6820 as a prerequisite for the research design courses. Additionally, the sequence of research courses taught by different faculty allows for triangulation of assessment.
12. Assessment data from the Ph.D. program led to revisions to the program in 2005. Research courses were added to ensure student competency in planning, implementing and presenting of original quantitative and qualitative research. The sequencing of research courses taught by different faculty ensures triangulation of assessment of student academic achievement. A one-semester credit hour introductory course was added to orient new students with program and faculty expectations. Admissions criteria were also increased to ensure qualified applicants, retention and graduation.

Summary:

1. Since the last SACS review TTU has begun piloting the Ready2Teach initiative. In 2010 the Tennessee Board of Regents’ (TBR) proposal for an NCATE Transformation Initiative was approved. The six TBR institutions including TTU are collaborating on the implementation of the teacher education reform Ready2Teach.

Off-Campus Programs/Offerings:

1. 2+2 is an off-campus undergraduate program offered through C & I. It is evaluated the same way on campus programs are evaluated. The instructors are full-time TTU faculty who teach at off-campus locations. Exit exams/major field tests are similarly available to all students; computer-based exams are available on TTU’s campus and paper-based exams are available in Nashville, Knoxville, or Chattanooga. The student’s choice determines the test format. IDEA evaluations are handled similarly to on-campus classes.
2. A variety of courses are offered off-campus through C & I. These courses are evaluated the same way on campus programs are evaluated. The instructors are full-time TTU faculty who travel to off-campus sites to hold classes. Exit exams/major field tests are similarly available to all students; computer-based exams are available on TTU's campus and paper-based exams are available in Nashville, Knoxville, or Chattanooga. The student's choice determines the test format. IDEA evaluations are handled similarly to on-campus classes.