Program Report for the
Preparation of Business Education Teachers

Education Standards and Practices Board

C O V E R   S H E E T

Institution: __University of North Dakota_____**State:** __ND__

Date Submittted_____

Name of Preparer: ___Sandra Braathen, Associate Professor, Information Systems and Business Education & Barbara Combs, Associate Dean for Teacher Education_____

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Program documented in this report:
Name of Institution's program: Business Education Teachers_____
Grade levels for which candidates are being prepared: ____7-12_____
Degree or award level: __B.S. Ed with a major in Business Education_____

Is this program offered at more than one site?   ☐   **Yes**   **x No**
If yes, list sites at which the program is offered:_____
_____

Title of the state license for which candidates are prepared
Business Ed/General Business

Program report status:
X Initial review
☐ **Rejoinder**
☐ **Response to national recognition with conditions**

State licensure requirement for national recognition:
ESPB requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Does your institution require such a test? Test information and data must be reported in Section II

☐ **Yes** X **No**

REPORT

I. Contextual Information – Provides the opportunity for institutions to present general information to help reviewers understand the program.

The BSEd with a major in Business Education program is currently housed in the Information Systems and Business Education (ISBE) Department in the College of Business and Public Administration. This major prepares students to teach business education subjects in high schools, junior high or middle schools, and vocational-technical schools in nearly every state in the United States, including K-12 in North Dakota. It prepares students to meet the professional requirements for certification as career and technical education (formerly vocational) coordinators of business and office education programs in North Dakota. A broad general educational background essential for success in teaching is provided. This major also includes a core of courses in business administration, which prepares students for careers in business as well.

The faculty of Information Systems and Business Education at the University of North Dakota is widely respected and consists of specialists in business education, information systems, and career and technical education. Several of the professors are noted authors, consultants, and speakers in the specific areas of expertise.

Students in the business education program may participate in Phi Beta Lambda, a national student business organization which provides opportunities for professional development. Until 2006 Phi Beta Lambda was house in the IBSE Department and ISBE faculty also served as faculty advisors for Phi Beta Lambda. The current Phi Beta Lambda advisor is a College of Business and Public Administration faculty member. Additionally, business education majors who meet the eligibility requirements are able to be inducted into Pi Omega Pi, the national honor society for business education. Members of both organizations are eligible to participate in national conferences. Phi Beta Lambda also affords opportunities to participate in state and regional conferences. The ISBE department is proud to have Megin Burchill, a 2005 graduate of Business Education, earn first place as the Phi Beta Lambda National Future Business Teacher while attending UND and being an active member of the Tau Phi Chapter of Phi Beta Lambda.

After discussions during the fall 2005 semester and early spring 2006 semester, the decision was made to phase out the business education major at the University of North Dakota. At that time, potential students were notified and were assured the opportunity to complete their degree program within a reasonable amount of time. The major courses taught by the ISBE faculty were offered during the fall 2006 semester and the fall 2007 semester and have not been offered since that time. The names of all current and potential business education majors were compiled and shared with Teaching and Learning—these are the only students eligible for admission into the program. It is anticipated that the current majors will complete their degrees by the fall 2009 semester. After that time, it is planned to proceed with the necessary paperwork and procedures to eliminate the major from the University of North Dakota.

Several factors led to the ISBE Departmental decision to phase out the major. First, the faculty believed the business education major at the University of North Dakota has always been a

quality major and the ISBE faculty believes the students are well prepared for careers as business teachers. However, the numbers of students majoring in business education has been low, which has led to several courses taught by ISBE faculty to be consistently designated as "low enrollment" courses. When looking at resource allocation, low enrollment courses are always an area where potential budget cuts can be made.

Secondly, several of the ISBE business education faculty have retired or moved, leaving the department understaffed with full-time faculty devoted to the business education major. Consequently, many of the current faculty members are adjunct or faculty only devoted part-time to the major. Currently, these faculty members are well qualified and have contributed to the strength of the program; however, full-time programs staffed with part-time people will suffer in the long run.

Finally, as the College of business and Public Administration was preparing for its AACSB accreditation review, it became apparent that changes needed to be made in order to have staffing at the academic and professional levels required to meet AACSB accreditation requirements. When faced with the need to recruit and hire full-time PhD faculty members to meet the requirements, budgetary constraints and concerns over low enrollment made it necessary to look at the potential restructuring or elimination of the major. One option strongly considered was offering business education major requirements as on-line courses. However, the faculty believed that on-line courses would not afford students the interaction and hands-on learning opportunities that have been essential to the past success of the program. It was determined that with the other viable programs offered within the state of North Dakota, students would be better served attending one of the other institutions rather than sacrificing quality to enroll in on-line courses at UND. It should be noted that the ISBE faculty do support on-line instruction and the Information Systems major is one of the on-line completion degree programs offered at the University of North Dakota; however, the faculty did not feel comfortable offering the business education major as an on-line degree program.

Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report.

Program: Business Education		
Academic Year	**# of Candidates Enrolled in the Program**	**# of Program Completers**
Sum04-Spr05	17	6
Sum05-Spr06	12	6
Sum06-Spr07	12	3

03020 BUSINESS TEACHER EDUCATION STANDARDS

Directions: Institutions will demonstrate the use of performance assessments within their programs. This documentation must include course description, course syllabi, and college catalogue. (**Please attach a link to college catalogue, course syllabi, and other documentation.**)

The following standards pertain to programs preparing business education teachers. Programs preparing vocational business teachers must, in addition, meet the requirements set by the North Dakota Department of Career and Technical Education.

03020.1 The program requires study of planning, organizing, and administering a business education program. This shall include business and office technology, computer information systems, workplace skills and career opportunities, and advising a student organization in business. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

List course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

> This standard is addressed throughout the business education major coursework. In several required courses, students learn about designing and developing curriculum for business education programs. ISYS 499 and the ISBE 303 courses cover the instructional methodologies and materials available for teaching business education courses. In these classes, students look at defining business education, develop course proposals, develop

unit plans, develop and teach lesson plans, incorporate state and national standards, and develop assessment instruments. Students are required to demonstrate understanding of the rationale for business courses and the benefits of offering business courses as part of course outlines and proposals they prepare.

ISBE 444 addresses how Business Education is part of Career and Technical Education, including the federal legislation which defines and supports business education (individually and as part of CTE). As part of the ISYS 499 and ISBE 303 courses, students also interview business teachers to gain better understanding of their "best practices."

ISBE 444 also includes working with and advising career and technical education student organizations (CTSOs). To gain a deeper understanding of working with student organizations, ISBE 444 students develop a program of work for a CTSO.

ISBE 421 and ISBE 444 both address work based education and have students develop documents to be used in work-based education (contracts, schedules, and student considerations). ISBE 444 also includes the development of a promotional plan for a program.

Assessments

a) The first measure used to assess the extent to which candidates have met this standard is a combination of the position paper score and the midterm and final exam scores from the ISYS 499 General Methods Course. The position paper requires students to research and demonstrate in writing their understanding of the field of business education. Students are asked to include a definition of the field, important legislation related the field, a brief historical background of the field, the population served by the field, recent trends in the field, and challenges and opportunities for the future of the field. Because the paper is assigned early in the course, it affords an opportunity for students and the faculty member to fully discuss the field, clear up any misconceptions, and set the tone for further exploration throughout the course. A copy of the position paper assignment and the scoring rubric is attached to this report as Attachment 1A and Attachment 1B. Additionally, the mid-term and final exam questions for ISYS 499 cover a wide range of business education topics. Both exams are essay exams and afford students the opportunity to demonstrate their understanding of the field at higher cognitive learning levels. Sample midterm and final exam questions are attached to this report as Attachment 1C and Attachment 1D.

b) The second measure used to assess the extent to which candidates have met this standard is a combination of assignment scores and the final exam scores for ISBE 444 Philosophy of Career and Technical Education. Several of the assignments in this course provide an opportunity for students to apply their knowledge of business education, program administration, career and technical student organizations (CTSOs), work-based learning, and public relations. In addition, the final exam includes a variety of questions designed to allow students to demonstrate their

knowledge and understanding of business education program at a variety of cognitive levels. Sample assignments and final exam questions are attached to this report as Attachments 1E through 1J.

c) Additional indirect measures of this standard are included throughout the business education program. While completing various assignments, students are required to demonstrate and utilize their understanding of business education programs and program administration. In both ISBE 421 and ISBE 444 students take field trips and have to opportunity to visit first hand with program teachers and administrators. Class discussions and reflection papers are used to further assess students' knowledge of business education programs. In ISBE 444 and in ISBE 303 students also have the opportunity to learn more about business education programs and program administration by interviewing practicing professionals and writing a reflection paper. A sample of the ISBE 421 training plan assignment and the cooperative education handbook evaluation sheet are attached to this report as Attachment 1K and Attachment 1L.

Results

a. Table 1A: ISYS 499 GENERAL METHODS ASSESSMENT RESULTS

		Fall 2004				Fall 2005				Fall 2006			
		n=7				n=4				n=8			
		A	B	C	D/F	A	B	C	D/F	A	B	C	D/F
Position	Number	2	2	1	2	0	3	1	0	0	1	1	6
Paper	Percent	28.57	28.57	14.29	28.57	--	75.0	25.0	--	--	12.5	12.5	75.0
Midterm	Number	3	1	1	2	2	1	0	1	4	4	0	0
Exam	Percent	42.86	14.29	14.29	28.57	50.0	25.0	--	25	50.0	50.0	--	--
Final	Number	5	2	0	0	4	0	0	0	3	3	2	0
Exam	Percent	71.43	28.57	--	--	100	--	--	--	37.5	37.5	25.0	--

b. Table 1B: ISBE 444 PHILOSOPHY OF CTE ASSESSMENT RESULTS

		Fall 2004				Fall 2005				Fall 2006			
		n=17				n=11				n=16			
		A	B	C	D/F	A	B	C	D/F	A	B	C	D/F
CTSO	Number	15	2			11				16			
Project	Percent	88.24	11.76	--	--	100	--	--	--	100	--	--	--
Philosophy	Number	17				10	1			15			1
Paper	Percent	100	--	--	--	90.9	9.1	--	--	90.9	--	--	9.1
Community Relations Project	Number	3	10	2	1	5	5	1		16			
	Percent	17.65	58.82	11.76	5.88	45.46	45.46	9.1	--	100	--	--	--

		Fall 2004				Fall 2005				Fall 2006			
		n=17				n=11				n=16			
		A	B	C	D/F	A	B	C	D/F	A	B	C	D/F
Final	Number	14	2	0	1	8	1	1	1	2	10	3	1
Exam	Percent	82.35	11.76	--	5.88	72.7	9.1	9.1	9.1	12.5	6.25	18.75	6.25
Work	Number	17				10	1			Data not available			
Based	Percent	100	--	--	--	90.9	9.1	--	--				
Learning													

Student Work Samples Available in Hard Copy Exhibit Room

  a) Exhibit 1A contains sample graded position papers from ISYS 499.
  b) Exhibit 1B contains sample students' midterm exams from ISYS 499.
  c) Exhibit 1C contains sample students' final exams from ISYS 499.
  d) Exhibit 1D contains students' reports of teacher interviews from ISYS 303.
  e) Exhibit 1E contains training plans developed by students for ISBE 421, a Student developed presentation slides for a cooperative education program proposal, and student developed cooperative work experience program evaluation reports prepared for ISBE 421.

03020.2 The program requires study in the various business education areas including accounting (6 semester hours), computer and information systems, general business subjects (6 semester hours), keyboarding (3 semester hours), and business communications, current technology applications (12 semester hours). The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

List course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

Students completing a major in business education are required to complete the following courses as part of the major requirements:

Accounting (6 hours required)
ACCT 200: Elements of Accounting I   3 credit hours
ACCT 201: Elements of Accounting II   3 credit hours

Computer and Information Systems
ISYS 317: Information Systems in the Enterprise   3 credit hours
ISYS 315: Records and Information Management   3 credit hours

General Business Subjects (6 hours required)
ACCT 315: Business in the Legal Environment   3 credit hours

ECON 201: Principles of Microeconomics	3 credit hours
ECON 202: Principles of Macroeconomics	3 credit hours
MGMT 300: Principles of Management	3 credit hours
MRKT 305: Marketing Foundations	3 credit hours

Keyboarding (3 hours required)

BOTE 152: Keyboarding II	2 credit hours
BOTE 202: Keyboarding III	2 credit hours

Business Communications

ISBE 320: Professional Communication for Business	3 credit hours

Current Technology Applications (12 hours required)

ISYS 117: Personal Productivity with Information Technology	1 credit hour
ISBE 147: Word Processing Applications	3 credit hours
ISYS 260: Operating Systems Principles	3 credit hours
ISYS 305: End-User Applications for Business	3 credit hours
ISBE 303: LAN Methods	1 credit hour
ISYS 317: Information Systems in the Enterprise (SAP applications)	3 credit hours

Assessments

a.   The first measure utilized to assess the extent to which candidates have met this standard is completion of the Phase II and Phase III portfolio reviews for Teaching and Learning. As part of each of these portfolio reviews, students are asked to demonstrate how they meet INTASC Principle 1: Knowledge of Subject Matter. An understanding of the various areas comprising business education is necessary for demonstrating completion of INTASC Principle 1. A copy of the INTASC principles is attached to this report as Attachment 2A.

b. The second measure utilized to assess the extent to which candidates have met this standard is monitoring student grades in the courses required to meet this standard. Most of the required courses include opportunities for students to apply the concepts and knowledge they've gained in the course through application activities and practical projects in addition to exams. Additionally, Dr. Braathen currently serves as the academic advisor for all Business Education majors. When a student expresses interest in a business education major, Dr. Braathen completes a status sheet with the grades earned for each required course and helps the student prepare a plan for completion. Periodically, Dr. Braathen updates and reviews the status sheets with the students. This provides an opportunity to monitor students' progress in required courses and to discuss any deficiencies with individual students. Once students are admitted to the teaching and learning secondary education program, they are required to meet with their academic advisor and provide a signature card in order to register for classes each semester. A copy of the business education status sheet is attached to this report as Attachment 2B.

c. A final measure utilized to assess the extent to which candidates have met this standard is monitoring student ability to apply business knowledge and principles when developing and teaching business subjects as part of the methods courses. As one example: in order to prepare a course outline, unit plan, and lesson plans in accounting methods, and to teach their peers in accounting methods, students must have a thorough understanding of accounting. Students must also use their business and accounting knowledge to complete an electronic accounting simulation where they act as both a teacher and a student. As a student, they must utilize accounting knowledge to complete the simulation. As a teacher, they must utilize their accounting knowledge to grade the assignment and evaluate the simulation. Students in General Methods, Keyboarding Methods, LAN Methods and Entrepreneurship Methods also must demonstrate an understanding of business in order to complete course activities and assignments. Sample assignments are attached to this report as Attachments 2C through 2H.

This final measure is more of an indirect measure and numerical statistics are not kept for this measure. However, faculty members do use this as an opportunity to individually address any perceived weaknesses with students.

Results

a. TABLE 2A: RESULTS OF STUDENT PORTFOLIO REVIEWS:

Business Ed. Portfolio Reviews Phase I, II and III N = 25	Unacceptable	Emergent	Target	Exceptional	N/O
Reflective Aspects:Rationale	0%	8%	72%	16%	4%
Reflective Aspects:Self Reflection/Assessment	0%	8%	72%	16%	4%
Professional Aspects: Portfolio content: Demonstration of professional disposition toward work through neatness, organization mechanical correctness and individually.	0%	0%	64%	32%	4%
Interview Aspects: Interview responses demonstrate an understanding of teaching the content area in relation to the INTASC principles and the standards of the discipline.	0%	0%	76%	24%	0%
Interview Aspects: Candidate is able to articulate an understanding of learners and how they construct knowledge.	0%	0%	80%	20%	0%
Interview Aspects: Candidate addresses needs of diverse learners (multicultural	0%	0%	72%	24%	4%

and special needs).				

Interview Aspects: Interview indicates a correlation between the candidate's beliefs and practice of teaching subject area.	0%	0%	36%	0%	64%
Interview Aspects: Demonstrated appropriate dress, poise and demeanor during interview.	0%	0%	68%	28%	4%

Portfolio Rating:	Satisfactory	Unsatisfactory	N/O
N = 25	100%	0%	0%

b. Table 2B: GRADES FROM REQUIRED COURSES—TAKEN FROM TRANSCRIPTS

		2004-05 Graduates N=4			2005-06 Graduates N=6			2006-07 Graduates N=3			2007-08 Graduates N=2		
		A	B	C	A	B	C	A	B	C	A	B	C
ACCT 200	n	2		2	2	3	1	0	3	0	1	0	1
	%	50	--	50	33.3	50	16.7	--	100	--	50	--	50
ACCT 201	n	2		1	0	4	1	0	2	1	0	1	1
	%	50	--	25	--	66.7	16.7	--	66.7	33.3	--	50	50
ISYS 317	n	2	1	1	3	3	0	2	1	0	0	2	0
	%	50	--	--	50	50	--	66.7	33.3	--	--	100	--
ISYS 315	n	3	1		3	3	0	2	1	0	0	2	0
	%	75	25	--	50	50	--	66.7	33.3	--	--	100	--
ACCT 315	n	1	2	1	1	4	1	1	0	2	1	0	1
	%	25	50	25	16.7	66.7	16.7	33.3	--	66.7	50	--	50
ECON 201	n	1	2	1	0	3	3	0	2	1	0	0	2
	%	25	50	25	--	50	50	--	66.7	33.3	--	--	100
ECON 202	n	1	1	2	0	3	3	0	1	2	0	0	2
	%	25	25	50	--	50	50	--	33.3	66.7	--	--	100
MGMT 300	n	1	1	2	1	4	1	1	0	2	0	1	1
	%	25	25	50	16.7	66.7	16.7	33.3	--	66.7	--	50	50
MGMT 305	n	2		2	2	4	0	0	2	1	0	1	1
	%	50	--	50	33.3	66.7	--	--	66.7	33.3	--	50	50
BOTE 152	n	4			6	0	0	2	1	0	2	0	0
	%	100	--	--	100	--	--	66.7	33.3	--	100	--	--
BOTE 202	n	3	1		3	2	0	2	1	0	2	0	0
	%	75	25	--	50	33.3	--	66.7	33.3	--	100	--	--

ISBE 320	n	3	1		4	2	0	2	1	0	1	1	0
	%	75	25	--	66.7	33.3	--	66.7	33.3	--	50	50	--
ISYS 117	n	2	1	1	3	3	0	2	1	0	0	2	0
	%	50	25	25	50	50	--	66.7	33.3	--	--	100	--
ISYS 147	n	3		1	2	4	0	2	1	0	2	0	0
	%	75	--	25	33.3	66.7	--	66.7	33.3	--	100	--	--
ISYS 260	n	3	1		5	1	0	1	2	0	1	1	0
	%	75	25	--	83.3	16.7	--	33.3	66.7	--	50	50	--
ISYS 305	n	4			5	1	0	2	1	0	2	0	0
	%	100	--	--	83.3	16.7	--	66.7	33.3	--	100	--	--
ISBE 303L	n	3		1	3	3	0	3	0	0	1	0	0
	%	75	--	25	50	50	--	100	--	--	50		--
ISYS 317	n	2	1	1	3	3	0	2	1	0	0	2	0
	%	50	25	25	50	50	--	66.7	33.3	--	--	100	--

Student Work Samples Available in Hard Copy Exhibit Room

     a. Exhibit 2A contains samples of students' assignments completed for ISBE 303 courses which demonstrate their knowledge of the business education content area.
     b. Exhibit 2B contains samples of grade sheets from ISYS 305 final access projects. All business education majors are required to complete ISYS 305 and these grades sheets are one example of the required hands-on work students complete.

03020.3 The program requires study of economic systems, business organizations, legal/ethical implications, and entrepreneurship, including global and technological aspects. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

List course number, title and description and any accompanying activities or experiences in which students engage to meet the standard. Also, if you have not already done so, please provide an e-copy of a syllabus for every course listed in this section.

Students completing a major in business education are required to complete the following courses as part of the major requirements:

ACCT 315: Business in the Legal Environment	3 credit hours
ECON 201: Principles of Microeconomics	3 credit hours
ECON 202: Principles of Macroeconomics	3 credit hours
MGMT 300: Principles of Management	3 credit hours
ISBE 303: Methods of Teaching Entrepreneurship	1 credit hour

To ensure students' have a thorough understanding of entrepreneurship, the ISBE 303 course includes several readings which are designed to assist students in understanding and defining

entrepreneurship. Students are asked to provide definitions of entrepreneurship to compare and discuss. Students interview entrepreneurs and/or bankers to better understand the process of starting a new business. Additionally, students develop course proposals for entrepreneurship courses.

Assessments

a. The first measure utilized to assess the extent to which candidates have met this standard is completion of the Phase II and Phase III portfolio reviews for Teaching and Learning. As part of each of these portfolio reviews, students are asked to demonstrate how they meet INTASC Principle 1: Knowledge of Subject Matter. As was discussed previously in standard 03020.2, an understanding of the various areas comprising business education is necessary for demonstrating completion of INTASC Principle 1. A copy of the INTASC Principles is attached to this report as Attachment 3A.

b. The second measure utilized to assess the extent to which candidates have met this standard is several assignments from the ISBE 303 Methods of Teaching Entrepreneurship Course. As part of this course, students complete interviews with either bankers or entrepreneurs regarding the process of starting a business. Sample descriptions of these assignments and grading score sheets are attached to this report as Attachment 3B, Attachment 3C, and Attachment 3D. On the final exam, students are asked to demonstrate their understanding of business and entrepreneurial concepts in essay questions. A sample of final exam questions is attached to this report as Attachment 3E.

c. The third measure utilized to assess the extent to which candidates have met this standard is monitoring student grades in the courses required to meet this standard. As stated in Standard 03020.2, many of the courses include opportunities for students to apply the concepts and knowledge they've gained in the course through application activities and practical projects in addition to exams.

d. A final measure utilized to assess the extent to which candidates have met this standard is monitoring student ability to apply business knowledge and principles when developing and teaching business subjects as part of the methods courses. As stated for the previous standard, in order to prepare a course outline, unit plan, and lesson plans in a given area and to teach their peers in the methods courses, students must have a thorough understanding of the subject areas. This final measure is more of an indirect measure and numerical statistics are not kept for this measure. However, faculty members do use this as an opportunity to individually address any perceived weaknesses with students.

Results

a. Table 3A: PORTFOLIO REVIEW RESULTS FROM T & L

Business Ed.						

Portfolio Reviews Phase I, II and III N = 25	Unacceptable	Emergent	Target	Exceptional	N/O
Reflective Aspects:Rationale	0%	8%	72%	16%	4%
Reflective Aspects:Self Reflection/Assessment	0%	8%	72%	16%	4%
Professional Aspects: Portfolio content: Demonstration of professional disposition toward work through neatness, organization mechanical correctness and individually.	0%	0%	64%	32%	4%
Interview Aspects: Interview responses demonstrate an understanding of teaching the content area in relation to the INTASC principles and the standards of the discipline.	0%	0%	76%	24%	0%
Interview Aspects: Candidate is able to articulate an understanding of learners and how they construct knowledge.	0%	0%	80%	20%	0%
Interview Aspects: Candidate addresses needs of diverse learners (multicultural and special needs).	0%	0%	72%	24%	4%
Interview Aspects: Interview indicates a correlation between the candidate's beliefs and practice of teaching subject area.	0%	0%	36%	0%	64%
Interview Aspects: Demonstrated appropriate dress, poise and demeanor during interview.	0%	0%	68%	28%	4%

Portfolio Rating:	Satisfactory	Unsatisfactory	N/O
N = 25	100%	0%	0%

b. Table 3B: ISBE 303 OF TEACHING ENTREPRENEURSHIP ASSESSMENT RESULTS

		Spring 2005 n=10				Spring 2006 n=7				Spring 2007 n=12			
		A	B	C	D/F	A	B	C	D/F	A	B	C	D/F
Unit Plan	Number	6	4			2	5			4	2	6	
	Percent	60	40	--	--	28.57	71.43	--	--	33.33	16.67	50	--
Materials Review/ Evaluation	Number	7	2	1		5	1	1		6	5		1
	Percent	70	20	10	--	71.43	14.29	14.29	--	50	41.67	--	8.33
Course Proposal	Number	9			1 n/a	5	1		1 n/a	10			2 n/a
	Percent	90	--	--	10	71.43	14.29	--	14.29	83.33	--	--	16.67
Final Exam	Number	7	2	1		6		1		7	1	1	3
	Percent	70	20	10	--	85.71	--	14.29	--	58.33	8.33	8.33	25

c. Table 3C: GRADES FROM REQUIRED COURSES—TAKEN FROM TRANSCRIPTS

		2004-05 Graduates N=4			2005-06 Graduates N=6			2006-07 Graduates N=3			2007-07 Graduates N=2		
		A	B	C	A	B	C	A	B	C	A	B	C
ACCT 315	n	1	2	1	1	4	1	1	0	2	1	0	1
	%	25	50	25	16.7	66.7	16.7	33.3	--	66.7	50	--	50
ECON 201	n	1	2	1	0	3	3	0	2	1	0	0	2
	%	25	50	25	--	50	50	--	66.7	33.3	--	--	100
ECON 202	n	1	1	2	0	3	3	0	1	2	0	0	2
	%	25	25	50	--	50	50	--	33.3	66.7	--	--	100
MGMT 300	n	1	1	2	1	4	1	1	0	2	0	1	1
	%	25	25	50	16.7	66.7	16.7	33.3	--	66.7	--	50	50
ISBE 303 E	n	4	0	0	6	0	0	3	0	0	1	1	0
	%	100	--	--	100	--	--	100	--	--	50	50	--

Student Work Samples Available in Hard Copy Exhibit Room

a. Exhibit 3A contains sample students ISBE 303 Enterpreneurship Methods final exams.
b. Exhbit 3B contains sample student assignments from ISBE 303 courses which require students to demonstrate their understanding of the required content area.

03020.4   The program prepares the teacher education candidate to teach comprehensive business education at the middle level and high school. Teachers are also prepared to assist in keyboarding and computer literacy instruction at the elementary level. Students may also select an area(s) of specialization. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

List course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

Preparation for teaching middle school level students and elementary school students is incorporated in various courses throughout the business education major. First, ISYS 499 addresses teaching middle school students in addition to teaching high school students. In addition to assigned reading and classroom discussion, at various times, students have been asked to present their findings on the differences.

ISBE 303 incorporates a special unit on teaching keyboarding at the elementary level. Throughout the course, students are exposed to a variety of teaching materials and methodologies appropriate for elementary, middle level, and high school students. Students are also given the opportunity to review various levels of keyboarding software package and discuss the appropriateness of the software for the learning needs of students at the various levels. Finally, students majoring in business education are given the option of completing T&L 252 Child Development as a replacement for the secondary education requirement of T&L 350 Adolescent Development. ISBE and T&L faculty have recognized the importance of preparing teachers to work with students at all levels of development and have made this option available for business education majors. The majority of business education majors currently complete T&L 252.

Assessments

a. The first measure utilized to assess the extent to which candidates have met this standard is ISYS 499 General Methods of Teaching Business Education final exam questions. At least one question on this exam specifically addresses teaching middle level students. Sample final exam questions are attached to this report as Attachment 4A.

b. The second measure utilized to assess the extent to which candidates have met this standard is ISBE 303 Keyboarding Methods final exam questions. At least one question on this final exam addresses teaching keyboarding at the elementary school level. Sample final exam questions are attached to this report as Attachment 4B. Sample assignments and grade sheets are attached to this report as Attachments 4C through 4H.

c. The third measure utilized to assess the extent to which candidates have met this standard is completion of the Phase II and Phase III portfolio reviews for Teaching and Learning. As part of each of these reviews students are asked to demonstrate how they have met INTASC Principle 2: Knowledge of Human Development and Learning. Students are asked to provide samples of their work demonstrating their

competence in this area and to write a reflection about the artifact and the principle. A copy of the INTASC principles is attached to this report as Attachment 4I.

Results

a. Table 4A: ISYS 499 GENERAL METHODS TEST RESULTS

		Fall 2004				Fall 2005				Fall 2006			
		n=7				n=4				n=8			
		A	B	C	D/F	A	B	C	D/F	A	B	C	D/F
Midterm	Number	3	1	1	2	2	1	0	1	4	4	0	0
Exam	Percent	42.86	14.29	14.29	28.57	50.0	25.0	--	25	50.0	50.0	--	--
Final	Number	5	2	0	0	4	0	0	0	3	3	2	0
Exam	Percent	71.43	28.57	--	--	100	--	--	--	37.5	37.5	25.0	--

b. Table 4B: ISBE 303 KEYBOARDING METHODS FINAL TEST RESULTS

		Spring 2005				Spring 2006				Spring 2007			
		A	B	C	D/F	A	B	C	D/F	A	B	C	D/F
Final Exam	Number	3	3	1	1	2	3	1	0	3	3	2	2
	Percent	37.5	37.5	12.5	12.5	33	50	17		30	30	20	20

c. Table 4C: PORTFOLIO REVIEW RESULTS—NEEDED from T&L

Business Ed. Portfolio Reviews Phase I, II and III N = 25	Unacceptable	Emergent	Target	Exceptional	N/O
Reflective Aspects:Rationale	0%	8%	72%	16%	4%
Reflective Aspects:Self Reflection/Assessment	0%	8%	72%	16%	4%
Professional Aspects: Portfolio content: Demonstration of professional disposition toward work through neatness, organization mechanical correctness and individually.	0%	0%	64%	32%	4%
Interview Aspects: Interview responses demonstrate an understanding of teaching the content area in relation to the	0%	0%	76%	24%	0%

INTASC principles and the standards of the discipline.					
Interview Aspects: Candidate is able to articulate an understanding of learners and how they construct knowledge.	0%	0%	80%	20%	0%
Interview Aspects: Candidate addresses needs of diverse learners (multicultural and special needs).	0%	0%	72%	24%	4%
Interview Aspects: Interview indicates a correlation between the candidate's beliefs and practice of teaching subject area.	0%	0%	36%	0%	64%
Interview Aspects: Demonstrated appropriate dress, poise and demeanor during interview.	0%	0%	68%	28%	4%

Portfolio Rating:	Satisfactory	Unsatisfactory	N/O
N = 25	100%	0%	0%

Student Work Samples Available in Hard Copy Exhibit Room

    a. Exhibit 4A contains a sample ISYS 499 final exam. Question 6 on this exam specifically addresses teaching business subjects at various levels.

    b. Exhibit 4B contains samples of student presentations developed for ISYS 499, which address the needs of learners at the various levels.

    c. Exhibit 4C contains sample grade sheets from ISBE 303 Keyboarding Methods grade management projects. Although the electronic copies of the projects are not available, one copy of the narrative for a project is also included. This project requires students to identify the school level where their keyboarding course will be taught and incorporate realistic grading standards supported by research. Students develop all aspects of the grade plan (as described in Attachments 4D and 4E above).

    d. Exhibit 4D contains samples of students' ISBE 303 Keyboarding Methods final exams. All questions relate to the teaching of keyboarding and Question 5 specifically addresses elementary keyboarding.

03020.5 The program requires studying the methods of teaching business education. This includes current trends in business education with an examination of a variety of teaching methods and techniques. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

List course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

Students majoring in business education are required to complete a number of methods of teaching business education courses as part of their program requirements. Each of the methods courses incorporates the components of this standard. The required methods courses are listed below as ISYS 499 and ISBE 303. Additionally students also examine trends in the field and demonstrate their knowledge of teaching methodology through preparation of lesson plans and conducting teaching demonstrations with their peers.

ISYS 499: ST General Methods of Teaching Business Subjects   3 credit hours
ISBE 303: Methods of Teaching Entrepreneurship   1 credit hour
ISBE 303: Methods of Teaching Keyboarding   1 credit hour
ISBE 303: Methods of Teaching Accounting   1 credit hour
ISBE 303: Local Area Networking Methods   1 credit hour
ISBE 421: Coordinating Techniques   1 credit hour
ISBE 444: Philosophy of Vocational Education   1 credit hour

Assessments

a. The first measure utilized to assess the extent to which candidates have met this standard is midterm and final exam questions from the ISYS 499 General Methods course. Several of the questions on these exams relate to teaching methodologies and techniques. Copies of sample exam questions are attached to this report as Attachment 5A and Attachment 5B.

b. The second measure utilized to assess the extent to which candidates have met this standard are the final exams from the ISBE 303 methods courses. The exam questions in these courses relate to specific methods for teaching individual subjects as well as teaching techniques which can be utilized across subjects. An example of this is the use of games as an instructional activity. A unit on teaching with games is included in the ISBE 303 Entrepreneurship methods course; however, games could be used as instructional activities in other business courses as well. In addition to types of games which are appropriate for use in the business education classroom, the unit incorporates the importance of making the connection between the game and the business education content through reflection and discussion. Copies of sample final exam questions from these courses are attached to this report as Attachment 5C, Attachment 5D, and Attachment 5E.

c. The third measure utilized to assess the extent to which candidates have met this standard is the development of lesson plans and student teaching demonstrations in the ISYS 499 and ISBE 303 classes. Students are required to demonstrate their knowledge of teaching methods and techniques in both the planning/creation of the lesson plans and in the execution/teaching of those lessons. In addition to demonstrating their own ability to meet this standard through planning, students in these courses are also asked to conduct peer evaluations and to follow up their own teaching demonstrations with reflection papers. Time for class discussion and reflection is built into the teaching demonstration schedules for these courses. Samples of these assignments and the grading forms for evaluating them are attached to this report as Attachments 5F through 5H.

d. The fourth measure utilized to assess the extent to which candidates have met this standard is the position paper assignment from ISYS 499. As part of this paper, students are asked to explore trends in the field as well as the potential future opportunities and obstacles in the field. The position paper assignment and the rubric for grading the paper are attached to this report as Attachment 5I and 5J respectively. Additional sample worksheet and grade sheets are also attached as Attachments 5K through 5M.

e. The fifth measure utilized to assess the extent to which candidates have met this standard is completion of the Phase II and Phase III portfolio reviews for Teaching and Learning. As part of each of these portfolio reviews, students are asked to demonstrate how they meet Principle 2: Knowledge of Human Development and Learning, Principle 3: Adapting Instruction for Individual Needs, Principle 4: Multiple Instructional Strategies, and Principle 7: Instructional Planning Skills. Demonstration of competence in each of these principles requires the students to have a thorough understanding of curriculum development along with the various methodologies and techniques to plan activities in lessons to maximize the learning opportunities and to adequately meet the needs of diverse learners. A copy of the INTASC principles is attached through this report as Attachment 5N.

Results

A. TABLE 5A: ISYS 499 GENERAL METHODS TEST RESULTS

		Fall 2004 n=7				Fall 2005 n=4				Fall 2006 n=8			
		A	**B**	**C**	**D/F**	**A**	**B**	**C**	**D/F**	**A**	**B**	**C**	**D/F**
Midterm Exam	Number	3	1	1	2	2	1	0	1	4	4	0	0
	Percent	42.86	14.29	14.29	28.57	50.0	25.0	--	25	50.0	50.0	--	--
Final Exam	Number	5	2	0	0	4	0	0	0	3	3	2	0
	Percent	71.43	28.57	--	--	100	--	--	--	37.5	37.5	25.0	--

B. TABLE 5B: ISBE 303 METHODS FINAL TEST RESULTS

		Spring 2005				Spring 2006				Spring 2007			
		A	**B**	**C**	**D/F**	**A**	**B**	**C**	**D/F**	**A**	**B**	**C**	**D/F**
LAN	Number	8	0	0	0	4	2	0	0	2	6		
	Percent	100	--	--	--	67	33	--	--	20	60		
Keyboarding	Number	3	3	1	1	2	3	1	0	3	3	2	2
	Percent	37.5	37.5	12.5	12.5	33	50	17		30	30	20	20
Accounting	Number	6	0	0	0	0	4	0	0	5	0	5	0
	Percent	100	--	--	--	--	100	--	--	50	--	50	--

Entrepreneur-ship		A	B	C	D/F	A	B	C	D/F	A	B	C	D/F
	Number	7	2	1		6		1		7	1	1	3
	Percent	70	20	10	--	85.7	--	14.3	--	58.33	8.33	8.33	25

C. TABLE 5C: ISBE 303 TEACHING DEMONSTRATION AND LESSON PLAN RESULTS

Teaching Demonstrations		Spring 2005				Spring 2006				Spring 2007			
		A	B	C	D/F	A	B	C	D/F	A	B	C	D/F
LAN	Number	6	2	0	0	3	3	0	0	8	2	0	0
	Percent	75	25	--	--	50	50	--	--	80	20	--	--
Keyboarding	Number	7	1	0	0	6	0	0	0	8	2	0	0
	Percent	87.5	12.5	--	--	100	--	--	--	80	20	--	--
Accounting	Number	5	1	0	0	4	0	0	0	7	3	0	0
	Percent	83.3	16.7	--	--	100	--	--	--	70	30	--	--
Entrepreneurshp	Number	10	0	0	0	7	0	0	0	12	0	0	0
	Percent	100	--	--	--	100	--	--	--	100	--	--	--

A. TABLE 5D: ISYS 499 GENERAL METHODS POSITION PAPER RESULTS

		Fall 2004				Fall 2005				Fall 2006			
		n=7				n=4				n=8			
		A	B	C	D/F	A	B	C	D/F	A	B	C	D/F
Position Paper	Number	2	2	1	2	0	3	1	0	0	1	1	6
		28.57	28.57	14.29	28.57	--	75.0	25.0	--	--	12.5	12.5	75.0

E. TABLE 5E: PORTFOLIO REVIEW RESULTS—NEEDED FROM T&L

Business Ed. Portfolio Reviews Phase I, II and III N = 25	Unacceptable	Emergent	Target	Exceptional	N/O
Reflective Aspects:Rationale	0%	8%	72%	16%	4%
Reflective Aspects:Self Reflection/Assessment	0%	8%	72%	16%	4%
Professional Aspects: Portfolio content: Demonstration of professional disposition toward work through neatness, organization mechanical correctness and individually.	0%	0%	64%	32%	4%
Interview Aspects: Interview responses demonstrate an understanding of teaching the content	0%	0%	76%	24%	0%

area in relation to the INTASC principles and the standards of the discipline.					
Interview Aspects: Candidate is able to articulate an understanding of learners and how they construct knowledge.	0%	0%	80%	20%	0%
Interview Aspects: Candidate addresses needs of diverse learners (multicultural and special needs).	0%	0%	72%	24%	4%
Interview Aspects: Interview indicates a correlation between the candidate's beliefs and practice of teaching subject area.	0%	0%	36%	0%	64%
Interview Aspects: Demonstrated appropriate dress, poise and demeanor during interview.	0%	0%	68%	28%	4%

Portfolio Rating:	Satisfactory	Unsatisfactory	N/O
N = 25	100%	0%	0%

Student Work Samples Available in Hard Copy Exhibit Room

a. Exhibit 5A contains samples of students' ISYS 499 General Methods midterm exams with questions which pertain to a variety of methods topics.
b. Exhibit 5B contains samples of students' ISYS 499 General Methods final exams with additional questions which pertain to a variety of methods topics.
c. Exhibit 5C contains samples of students' ISBE 303 final exams which contain questions that are both specific to the related content areas and to methods in general.
d. Exhibit 5D contains samples of students' lesson plans and teaching demonstration evaluations from a variety of ISYS 499 and ISBE 303 courses. These teaching demonstrations show students' ability to plan and execute lessons while demonstrating their use of a variety of instructional methods.
e. Exhibit 5E contains samples of students' reaction papers after viewing the video of their teaching demonstrations from a variety of ISYS 499 and ISBE 303 courses.
f. Exhibit 5F contains samples of students' graded position papers written for ISYS 499.

03020.6   The program requires the study of current, appropriate instructional technologies.   The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

List course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

The ISBE 303 LAN Methods course includes presentation, demonstration, discussion, and application of a variety of existing and emerging instructional technologies for teaching face to face, hybrid, or distance delivery courses. Also, instructional technologies professionals present and demonstrate *supplementary* current and emerging instructional technologies in addition to interacting with students regarding these technologies. Teaching demos by students may also cover instructional technologies. Finally, several of the courses required for business education majors have technology components, especially the BOTE, ISYS, and ISBE course requirements.

Assessments

One measure used to assess that students have met the standard is through practical application projects. Students are required to complete activities/projects including but not limited to course management systems, web pages, and Breeze presentations which overlay audio onto presentation slides. Sample application assignments are attached to this report as Attachment 6A through Attachment 6E

A second measure is through grading of instructional technologies research reports and numerous questions on the final exam related to instructional technologies. Sample final exam questions for this course at attached to this report as Attachment 6F and Attachment 6G.

Other indirect measures include formative assessment techniques utilized during classroom discussions, demonstrations, and activities.

Results

a.   TABLE 6A: ISBE 303 LAN METHODS STUDENT ASSESSMENT ABOVE AVERAGE RESULTS

		Spring 2005		Spring 2006		Spring 2007	
		N=8		N=6		N=10	
		A	B	A	B	A	B
Online Mangement Assignment	Number	5	2	6	0	10	0
	Percent	63	25	100	--	100	--
Web Page	Number	n/a		6	0	8	1
	Percent	n/a		100	--	80	10
Technology Assignments	Number	8	0	n/a		8	2
	Percent	100	--	n/a		80	20
Final Exam	Number	4	1	4	2	2	6
	Percent	50	13	67	33	20	60

Students Work Samples Available in Hard Copy Exhibit Room

      a. Exhibit 6A includes samples of students' projects for ISBE 303 LAN Methods. These two assignments required students to demonstrate their ability to utilize instructional technology to develop materials and manage courses.

      b. Exhibit 6B includes samples of students' ISBE 303 LAN Methods final exams. These exams include questions on technology content as well as instructional technology methods and usage.

      c. Exhibit 6C includes samples of students' evaluations for ISBE 303 LAN Methods teaching demonstrations. In addition to demonstrating the students' ability to teach their peers, these teaching demonstrations required students to learn emerging technologies and teach their peers how to use those technologies as teaching tools.

03020.7   Candidate assessment data are regularly and systematically collected, compiled, aggregated, summarized, and analyzed to improve candidate performance, program quality, and program operations. The program disaggregates candidate assessment data when candidates are in alternate route, off-campus, and distance learning programs.

<u>Department of Information Systems and Business Education Assessment Process.</u> During the Fall semester 2005, the ISBE faculty developed a comprehensive assessment plan which was implemented in spring 2006. Unfortunately, the decision to eliminate the business education major was also made early in spring 2006. After spring 2006, each of the ISBE course offerings for the business education major were only offered one more time each. Thus, the department faculty were not able to "close the loop" regarding the assessment efforts as changes were not made to the courses or the program requirements at that point.

<u>Data Collection.</u> Prior to 2005, ISBE faculty regularly reviewed data regarding the business education courses and made changes to the program following less formal procedures. Faculty members reviewed the North Dakota ESPB standards for business education and discussed how to ensure the program was meeting these standards. A matrix was developed to compare the standards with course activities, assignments, and assessment methods. Individually, faculty kept track of the assessment results, but did not report to an assessment coordinator or other named individual. Informal meetings were held with the business education faculty (rather than the entire ISBE faculty) to discuss results and to determine which areas may need to be updated and/or improved upon.

Additional data collected includes the following: (1) Prior to admission into the program, Dr. Braathen will meet with prospective business education majors and will prepare a status sheet and proposed plan for program completion. (2) As part of the application process for admission into teaching and learning, potential business education majors need to meet the admission requirements for teaching and learning as shown in Attachment 7A. (3) Business education majors complete three portfolios and participate in three portfolio reviews as part of their program requirements. Phase I typically takes place as part of the T&L 325 course, Phase II takes place the semester prior to student teaching, and Phase III takes place immediately following student teaching. In their portfolios, business education majors are asked to provide documentation and to write reflections regarding their achievement in meeting all 10 INTASC

principles. In addition, students are asked to further demonstrate their achievement during the portfolio review process. For the majority of Phase II and Phase III portfolio reviews, Dr. Braathen participates in the interview process with a teaching and learning faculty member and the students. Dr. Braathen is able to determine any areas of weakness during the review process and shares that with the ISBE business education faculty so that those areas can be addressed in the relavent courses if necessary. To date, every business education major has successfully completed their reviews with at least a satisfactory completion level. (4) Follow-up surveys of graduates are conducted every ten years. The surveys are sent to graduates from the previous five years. Results of the surveys are used to maintain and improve the quality of the business education major. (5) Business Education majors have been asked to participate in focus groups during their senior year. The focus group activity has typically been associated with the ISBE 470 Senior Seminar course. The group is moderated by an outside person (not ISBE faculty or major), typically a graduate student. The questions asked during the focus group interview relate to the INTASC principles as well as the quality of the program, the faculty, the resources, the College of Business and Public Administration, and the College of Education and Human Development. Feedback from the interview is provided by the moderator in a manner that will not identify the participants. The feedback is then used to maintain or improve the quality of the program.

As was indicated previously, a new ISBE departmental assessment plan was developed during the fall semester in 2005. Following this, early in the spring semester 2006, it was decided by the ISBE faculty to phase out and eliminate the business education major. As a result, the ISBE courses in the business education major were only offered one more time after spring 2006. Therefore, there was not an opportunity to fully "close the loop" with the assessment process. If the program had continued, the faculty would have made changes based on the assessment process results.

Sample changes made as a result of assessment activities prior to 2006 included changing ISBE 303 General Methods from a 1-credit course to ISYS 499 General Methods which is a 3-credit course, adopting ISYS 260 in place of ISYS 308 as a required course to provide more hands-on use of technology, changes in the ISBE 303 LAN Methods course, and discussions of updating the ISBE 303 Keyboarding Methods course to Keyboarding and Computer Application Methods. The changes to ISBE 303 were not yet made, however.

II. Multicultural/Native American /Diversity Standard

The program requires the study of multicultural education including Native American studies and strategies for teaching and assessing diverse learners.

This response is prepared for all programs approved by ESPB. If you are reviewing an undergraduate or initial program only, please read the sections of this response headed *Initial Programs*. For Advanced or Professional Programs, please read the sections of this response headed *Advanced Programs*. Syllabi, vita and cited electronic work samples referred to in the report may be found in the folder labeled "MC-Diversity Standard."

MULTICULTURAL EDUCATION/NATIVE AMERICAN STUDY

Initial Programs

Opportunity to Address/Meet Standard

T&L 433: Multicultural Education: All candidates in the Teacher Education Program at the University of North Dakota are required to complete this course (There is also a correspondence course with the same prefix and title which is offered to those who are in non-UND programs. Rarely, an exception is made for a candidate in the program who is unable to take the on-campus course.)

Course Description

This class takes an anthropological view of multicultural education. It will help students better understand students in culturally diverse classrooms as well as prepare them to teach about cultural diversity. This class examines several cultures but is particularly interested in American Indians of North Dakota. Those original groups include: Lakota, Dakota, and Nakota, Chippewa, and the three affiliated tribes: Mandan, Hidatsa, and Arikara (see attached sample syllabus TL 433).

Assessments/Results

1. Critical Task: Multicultural Teaching is submitted and assessed in LiveText, an on-line data management system. This Critical Task is a research paper based upon an issue in multicultural education. The paper includes a lesson plan which is assessed to determine candidates' ability to apply what they have learned related to diversity. The task was piloted in the spring of 2007 and assessed formally for the first time in the fall of 2007.

Initial Programs Critical Task Assessment Results for Multi-Cultural Teaching

Fall 2007 N=90

Teaching & Learning Standards	Does Not Meet	Fulfills Expectations	Exceeds Expectations
1.2 Teacher candidate uses tools of inquiry to develop content knowledge.	13%	56%	30%
1.3 Teacher candidate selects content to encourage diverse perspectives.	13%	53%	33%

6.2 Teacher candidate uses language to promote learning (e.g., use questioning skills, discussion techniques, delivery style, nonverbal cues).	14%	56%	29%
6.3 Teacher candidate uses media and technology as effective learning and communication tools.	13%	36%	30%
6.6 Teacher candidate's communication skills facilitate partnerships with students, families and colleagues.	15%	52%	32%

Standards 1.3 and 6.6 especially target candidates knowledge and dispositions related to diversity. As indicate in the table 84%-86% of candidates meet or exceed expectations in these categories.

2. Mid-Term Showcase: Candidates work in pairs to create a showcase of a culture that includes engaging hands on learning activities.

Fall 2007	**Multicultural Ed**				
TL433: Section 1: Midterm Showcase Scores	A	B	C	D	F
N = 30	# 30 100%	0%	0%	0%	0%

3. Native American Reservation Field Trip: The class participates in a field trip, to an American Indian reservation school K-12. Each candidate is expected to write a 3-5 page paper reflecting on the field experience. At a minimum, the student should provide answers to the following questions after the field experience: (a) What does education and learning experiences mean to these students; (b) Is the educational system ensuring that the diverse needs of those students are met?

The field trip reflection assessment rubric covers three areas:
(a) Focus (i.e. relevant, specific and clear response to the above questions....10 points);
(b) Perspective (i.e. the student reflects on the field trip from a diverse/multiple perspective...10 points);
(c) Language/Grammar (i.e., the students uses appropriate diversity terminology/ language as well as correct grammar...5 points).

TL 433 Section 1:Fall 2007	A	B	C	D
Field Trip Reflection Scores (N=30)	#26 87%	#4 13%	#0	#0

Student Work Samples

1. For candidate work related to the critical task (#1 above), please click on the any of the documents below:

- Sample 1 Does Not Meet Expectations
- Sample 2 Meets Expectations

- [Sample 3](#) Exceeds Expectations

2. A variety of student work samples related to the showcase will be available in the hard copy exhibit room.

Advanced Programs

Opportunity to Address/Meet Standard

EFR 506: Multicultural Education: Candidates who have not taken T&L 433 as undergraduates are encouraged to take this course. As described in the catalog the course is a "review of the conceptual, historical, and theoretical aspects of multicultural education. A major goal will be to provide educators with the processes for incorporating multicultural education into their own education environments to meet the needs of their culturally diverse students and to increase the cultural awareness and sensitivity of all students. North Dakota/Native American issues are primary elements of this course" (pg.249). (Also, see attached sample syllabi: [EFR 5061](#); [EFR5062](#).

Assessments/Results:

Course Grades

Sections 1-4: SU, 2007					
Course EFR 506: Multicultural Education	A	B	C	D	F
N=28	# 26 93%	#1 3.5%	#0 %	#0 %	#1 3.5%

As indicated by the majority of A's and B's in the chart above, candidates taking this course met or exceeded course goals.

STRATEGIES FOR TEACHING AND ASSESSING DIVERSE LEARNERS

Initial Programs

Opportunity to Address/Meet Standard

T&L 315: Education of Exceptional Students: All candidates in our Early Childhood Education, Elementary Education and Middle Level programs are required to take this course(see attached syllabus [T&L 315](#)).

Course Description: "An orientation course, especially for classroom teachers, stressing the identification, characteristics and educational problems of exceptional children" (college catalog p.184).

TEAM Methods: Candidates in Elementary Education, Early Childhood Education and Middle Level Education take a series of methods related courses that require them to demonstrate an ability to accommodate instruction for students with special needs. Initially, candidates are presented with a case of a virtual student. They view a video and review an IEP and create a lesson plan with accommodations for this student ([see IEP of Nathan](#)). Next, candidates complete a 60-hour field experience. They select a lesson for assessment that includes accommodations for one or more students in their field experience setting.

Integration of Special Needs: The secondary education program has developed an integrated approach to guide candidates' knowledge about and skill in teaching diverse learners (see [Integration of Special Needs within the Secondary Education Program](#) document).

Assessments/Results

Course Grades

Fall 06 - Spring 07					
Course TL 315: Education of Exceptional Students	A	B	C	D	F
N=197	#148 75%	#34 18%	#7 3%	#4 2%	#4 2%

> Over 93% of candidates from spring 2006 to fall of 2007 met or exceeded expectations related to the content of TL315 as demonstrated by the percent of A's and B's awarded.

TEAM Methods: Candidates development and implement a lesson plan and during the 60 hour field experience tied to the methods semester that is submitted and assessed in LiveText, an on-line data management system. INTASC Standard 3 and Program Standard 3.1 are assessed to determine candidates' abilities to accommodate all learners needs. Results from fall 2006-spring 2007 are presented in the table below:

ard: 3.2 TAAL INTASC 3 Teacher candidate plans and adapts instruction for individual needs	Not Met	Met	Exceeds
006	6.4%	70.2%	23.4%
g 2007	13.8%	74.2%	12%

During the 2006-2007 academic year 87.2%-94.6% of candidates met or exceeded the standard related to adapting instruction. The faculty reviewed data in May of 2007 and were disappointed in the lower results in the spring semester. It was at this point that the case of Nathan was developed for implementation in the fall of 2007. We hope to see improvements during the 07-08 academic year.

Integration of Special Needs: Candidates development and implement a lesson plan and during the 60 hour field experience tied to the methods semester that is submitted and assessed in LiveText, an on-line data management system. INTASC Standard 3 and Program Standard 3.1 are assessed to determine candidates' abilities to accommodate all learners needs. The Lesson Plan for secondary programs is submitted and scored only in the fall since this is when the methods courses are offered. At the time of this report, no results are available. Results for fall 2007 will be available in the spring of 2008.

Student Teaching Evaluations: Mid-term and final evaluations during the student teaching semester provide additional evidence that candidates in all of our programs address the needs of diverse learners in their classrooms. Cooperating Teachers and University Supervisors complete these evaluations at mid and end term during the student teaching semester. The results for candidates' in the area of exceptionalities in the fall 2006 and spring 2007 are presented in the table below:

INTASC Standard 3: Teacher candidate plans and adapts instruction for individual needs

	Mid Term N = 86				Final N =86			
Fall 06-Spring 07	Deficient	Developing	Proficient	Not Observed	Deficient	Developing	Proficient	Not Observed
All Programs	0%	30%	58%	12%	0%	10%	75%	15%

As noted in the evaluations 85%-88% of candidates during student teaching are able to adequately address this standard. In addition, 20% of candidates moved from the developing to proficient category by the end of the their student teaching assignment.

Advanced Programs
Opportunity to Address/Meet Standard

EFR 506: Multicultural Education: Candidates who have not taken T&L 433 as undergraduates are encouraged to take this course. The emphasis of the course may vary dependent upon the semester. For example, in the summer of 2007 one section of EFR 506 emphasized issues in special education within the context of the multicultural framework (see syllabus EFR 506).

Assessment /Analysis

Course Grades

Course	A	B	C	D	F
EFR 506: Multicultural Education: Sec3: SU, 2007 N=14	#12 86%	#1 7%	# 0%	# 0%	#1 7%

As indicated by the majority of A's and B's in the chart above, candidates taking this course met or exceeded course goals.

Other important diversity aspects are part of the curriculum in the required courses of EFR 500: Philosophical Foundations of Education, TL 540: Philosophies and Theories of Curriculum, and TL 542: Models of Teaching. In addition, the candidate is required to take an additional three credits of foundations. Typically, they are advised to take EFR 505: Social Foundations of Education or EFR 507 Gender and Education; in either of these latter two courses, candidates study multicultural education, diversity education, and socioeconomic aspects related to access, equality, and equity.

TL 590 ST: Children's Literature in the Classroom. In this course, candidates in the reading specialist and elementary education advanced programs read multicultural literature and critique literature used in classrooms to determine its resonance with all students. Further, students complete projects which explore Native American Literature. The syllabus for TL590ST states the following goal:
- Expand your knowledge of the wealth of literature available for diverse children in classrooms (NBPTS #2)

The goal is met through reading and discussing articles and children's literature and by assignments. Sample readings and assignments are provided to illustrate candidate experiences.

Sample articles on diverse learners (cultural, racial, gender, socioeconomic)

- Enteneman, J., Murnen, T. J., & Hendricks, C. (2005). Victims, bullies, and bystanders in K-3 literature. *The Reading Teacher, 59,* pp. 352-364.
- Livingston, N. & Kurkjian, C. (2005). Circles and celebrations: Learning about other cultures through literature. *The Reading Teacher, 58,* pp. 696-703.
- Louie, B. L. Guiding princiles for teaching multicultural literature. *The Reading Teacher, 59*, pp. 438-448.
- Wason-Ellam, L. (1997). "If only I was like Barbie." *Language Arts, 74*(6), pp. 430-437.
- Yenika-Agbaw, V. (1997). Taking children's literature seriously: Reading for pleasure and social change. *Language Arts, 74*(6), pp. 446-453.

Multicultural and gender-based literature assigned for the course and read by candidates:

- Curtis, C. P. (1995). *The Watsons Go To Birmingham*. Yearling. **ISBN:** 0440414121
- DiCamillo, K. (2000). *Because of Winn-Dixie*. Scholastic. **ISBN:** 043925051X
- Erdrich, L. (1999). *The Birchbark House*. Scholastic. **ISBN:** 0439203406
- Munsch, R. (1980). *The Paper Bag Princess*. Annick Press. **ISBN:** 0920236162
- Ryan, P. M. (2000). *Esperanza Rising*. Scholastic.

Artifacts supplied to illustrate multicultural course experiences are listed here and supplied for perusal.

- PowerPoint by candidate—Contemporary Native Americans and Literature
- Character Comparison between Esperanza in *Esperanza Rising* and Opal in *Because of Winn-Dixie*
- Key Discussant Grade Report on *Birchbark House* with bibliography of Native America book resources and teaching ideas
- Multicultural Book Analysis

TL 590 ST: Writing in the Elementary School Classroom. In part this course is designed to increase candidates' ability to effectively teach diverse children to write, respecting development, culture, gender, and individuality. Though meeting a goal such as this is integrated throughout the semester, specific course readings and activities are devoted to the goal. Readings on gender and writing, specifically paying attention to boys, and culturally conscious writing instruction is also addressed. Multicultural and gender-based readings include the following:

- Dworin, J. E. (2006). The family stories project: Using funds of knowledge for writing. *The Reading Teacher, 59*(6), 510-520.
- Dyson, A. H. (1998). Fold processes and media creatures: Reflections on popular culture for educators. *The Reading Teacher, 51*(5). 392-402.
- Fletcher, R. (2006). Boy writers: Reclaiming their voices. (Chapter 10). Portland, ME: Stenhouse Publishers.
- Fu, D. & Shelton, N.R. (2007). Including students with special needs in a writing workshop. *Language Arts, 84*(4), 325-336.
- Newkirk, T. (2000). Misreading masculinity: Speculations on the great gender gap in writing. *Language Arts, 77*(4), 294-300.

- Rubin, R. & Carlan, V. G. (2005). Using writing to understand bilingual children's literacy development. *The Reading Teacher, 58*(8), 728-739.

One artifact supplied to illustrate linguistic/cultural study of writers is a whole class effort to identify ways to support ELLs in the writing classroom. Candidates reviewed numerous books and articles, identified resources, and gleaned specific practical ideas for supporting young writers. The series of charts that evolved from that activity are supplied as an example of the type of learning event that is integrated in the course to learn about supporting multicultural learners in writing.

Programs for Other School Professionals
In addition to the instruction and assessment in the above programs, the following coursework in Educational Leadership and School Counseling attend to multicultural and diversity issues.

Educational Leadership:
Opportunity to Address/Meet Standard: Courses
> EDL 514: Personnel, Supervision, and Staff Development: Various in-depth discussions regarding diversity occur (e.g., Native American and the BIA system). EDL 516 Policy and Educational Finance: Candidates conduct research on various schools, locations, and issues. An example of a research project may be an exploration of the funding for a Native American school.
> EDL 519: The Principalship: Principals from various schools (including Indian Reservations) discuss the complexity of education and how it affects students, teachers, and communities.
> EDL 501: Leadership, Planning, and Organizational Behavior: Studies include shaping school culture, addressing individual and group needs, setting goals and priorities according to the context of the community.
> EDL 511: Personal Communications and Ethics: Discussions are held on how culture, age, and socioeconomics influences education.

Assessments Include:
> Exams
> Research Papers
> Portfolios

School Counseling:
Opportunity to Address/Meet Standard: Courses

> Coun 518: Group Theory and Process: Addresses the principles and practices of support, task, psycho-educational, and therapeutic groups with various populations in a multicultural context. Includes study of professional issues relevant to group processes, involves participation and leading group experiences.

Coun 531: Psychology of Women, Gender, and Development: This course presents current research and trends in developmental theory, particularly theories pertaining to psychological development of women and men. Issues such as abuse, ageism, depression, eating disorders, emotional experience and expression, heterosexism, feminism, and multiculturalism will be examined as related to the practice of psychology. Learning methods include writing, music, film, group discussion and creative projects.

Coun 532: Multicultural Counseling: "This course offers an introduction to counseling theories and interventions appropriate for American ethnic and non-ethnic minority clients. The values suppositions of various cultural groups will be examined"(college catalog p. 24).

Assessments Include:
    Papers
    Exams
    Presentations
    Counselor Preparation Comprehensive Examination (CPCE)
    Student Internship Evaluation Forms

CURRICULUM EXHIBIT FORM BASIC PROGRAM
EDUCATION STANDARDS AND PRACTICES BOARD
SFN 14381 (05-06)

Institution: University of North Dakota		Major: Business Education
Credits are:	Semester x	Quarter
Credits required for degree: 125		

General Studies	Teaching Specialty	Professional Education
Must total at least 32 credits	Credits required: 63-78	Must total at least 39 credits
<u>Behavioral Sciences</u> Electives in at least 2 areas from the following departments: Anthropology, A&S, Communication, CSD, Economics, Geography, History, Honors, Humanities, Indian Studies, Music, Nursing, Nutrition, Political Science, Psychology, Recreation and Leisure, Rehab Services, Sociology, Social work, Space Studies, T&L. **9 credits Total** <u>Humanities</u> Electives from at least 2 areas in the following departments: Art, EHD, English, Fine Arts, History, honors, Indian Studies, IT, Languages, Music, Philosophy, Political Science, Religion and Theater Arts. **9 credits Total** <u>Natural Sciences</u> Electives in at least 2 areas and 1 lab science from the following departments: Anthropology, Atmospheric Sci, Biology, Chemistry, Computer, Sci, Economics, Geography, Geology, Honors, Humanities, IT, Mathematics, Nutr and Dietetics, Philosophy, Physics, Psychology, Sociology and Space Studies **9 credits Total** <u>Symbolic Systems</u> Engl 110 Composition (3) Engl 120 Composition (3) Comm 110 Public Speaking (3) **OR** Engl 125 **OR** Advanced Composition Course **9 credits Total**	Acct 200, 201 Elements of Accounting I & II (6) Acct 315 Business in the Legal Environment (3) Comm 110 Fundamentals of Public Speaking (3) Econ 201 Principals of Microeconomics (3) Econ 202 Principles of Macroeconomics (3) ISys 117 Personal Productivity with Information Technology (1) ISys 260 Operating Systems Principles (3) ISys 317 Information Systems in Enterprise (3) BOTE 152 Keyboarding II (2) BOTE 202 Keyboarding III (2) ISBE 320 Professional Communication for Business (3) **ISBE 444 Philosophy of Career and Technical Education (3) ISBE 470 Senior Seminar (2) Mgmt 300 Principles of Management (3) Mrkt 305 Marketing Foundations (3) One of Following Concentrations: <u>Concentration I:</u> (for those preparing to teach all business subjects the following are the required courses) ISys 305 End-User Applications ISys 315 Records and Information Management (3) BOTE 147 Word Processing Applications (3) ISYS 499 ST General Methods of Teaching Business Education (3) ISBE 303 Methods of Teaching Business Subjects (3-5)	T&L 325 Exploring Teaching in Secondary Schools (3) T&L 345 Curriculum Development (3) T&L 350 Dev & Ed of Adolescent (3)OR T&L 252 Child Development T&L 386 Field Experience (Optional 1) T&L 433 Multicultural Ed (3) T&L 460 Micro Teaching (3) T&L 486 Field Experience (1) T&L 487 Senior Seminar (1) T&L 495 Independent Study (Optional 1) T&L 486 Student Teaching (16)

	ISBE 421 Coordinating Techniques (2) ISBE 431 Career and Vocational Education of Special Needs Students (3) Concentration II: (for those who wish to teach accounting, business law, data processing, and the basic business subjects. The following additional courses are required: Acct 301, 302 Intermediate Accounting I & II (7) Acct 320 Accounting for Production (3) ISys 305 End-User Applications (3) ISys 315 Records and Information Management (3) ISYS 499 ST General Methods of Teaching Busienss Education (3) ISBE 303 Methods of Teaching Business Subjects (3-5) **ISBE 421 Coordinating Techniques (2) ISBE 431 Career and Vocational Education of Special Needs Students (3) Electives – Approved by the Program Coordinator (6) ** Required for office education coordinators in reimbursable vocational programs.	
32 Total	**63-78 Total**	**39 Total**