### CEHHS Graduate Programs

Spring 2019 to Summer 2020

1. Graduate Programs in Teacher Education, Administration, and School Counseling

* Structural Change
  + A realignment of the “college” designation for both graduate and undergraduate programs brought about a new “college” and reassignment of some of the graduate programs to a newly structured college. With the combination of both restructuring and new national standards for teacher education, most of the graduate moved to the College of Education, Health, and Human Sciences. The following is an account of the past year in that newly reorganized structure.
* Teacher Education
  + All of the graduate programs remain accredited by the National Council for Accreditation of Teacher Education (NCATE). The new national accrediting body – Council for the Accreditation of Teacher Preparation (CAEP) delayed the rollout of graduate accreditation standards until after the undergraduate standards were in place. The following graduate programs affected by the delay and are involved in creating and implementing a phase-in plan:
    - MA in School Counseling
    - M.Ed. in Curriculum and Instruction (Instructional Technology Leadership)
    - M.Ed. in Early Childhood
    - M.Ed. in Early Childhood Special Education
    - M.Ed. in Educational Administration
    - M.Ed. in Literacy
    - M.Ed. in Special Education
    - M.Ed. in TESOL (English as a Second Language)
  + For the programs that do not lead to endorsement, but are a part of the Graduate Teacher Education listings, those programs will follow the same rigor and protocol that those listed above will use. These programs include:
    - Curriculum and Instruction
    - STEAM (Science, Technology, Engineering, Arts, and Mathematics.

The planning and preparation for the phase-in plans involve monthly meetings, work sessions, national standards for each area, aligning standards to programs, artifacts, rubrics, and a system of assessment.

* Master of Public Health

MPH Program Review Assessment Reflection – 4/25/19 - Over the past year, there has been a significant decline in students and course offerings and therefore, samples to evaluate. The only real change to the curriculum (beyond normal textbook updates and refreshes) has been to add a module on grant writing in MPH 599. This change was made due to student feedback received from the practicum work summary questions and end of program evaluations.  Last fall, instructors who taught the research series, MPH 530/598, were gathered together to discuss writing expectations and to share instructor experiences in the course in hopes of raising the standard/expectations for student research writing in the future. Moving forward, the new PD, will be encouraged to continue regularly working with 530/598 instructors on this issue to maintain consistency. Additionally, courses should continue to regularly be revised and refreshed as needed. By June 30, 2019 the following courses will have been revised/refreshed within the past year:  MPH 500, 505, 510, 515, 520, 525. Moving into 19/20 academic year, the next stages of course improvements should include a refresh of all of the specialization courses followed by MPH 530, 598, and 599 being refreshed in 20/21. Although there have been minimal concerns to address, evaluation should continue as we move into the future and the field of public health changes.