

Program Information and Mission Statements

Counseling and Development, MEd

College or Unit	College of Education
Department	Counseling, Leadership, and Educational Studies
Academic Year	2021 - 2022
Date Submitted	2022-09-09 14:44:02 by Harris, Lisa W.S
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Program Mission Statement	The mission of the Counseling and Development Program is to provide a rigorous, engaging, and transformational experience for skilled and adept counselors-in-training. Faculty work tenaciously to build culturally-responsive and supportive relationships with students in order to implement a developmental, integrative, experiential and strengths-based curriculum. The program goal is to develop ethical professional counselors who are leaders, consultants, advocates, collaborators, and change agents.
Department Mission Statement	The Counseling, Leadership, and Education Studies department prepares candidates to meet the needs of 21st Century learners, families, and clients through degree programs offered at the undergraduate and graduate levels in both teacher education and non-licensure degree programs.
Unit Mission Statement	We prepare professionals to become lifelong leaders, learners, and contributing citizens who demonstrate excellence in their fields in order to serve individuals, schools, partner organizations, and the community. Our work is grounded in a rich heritage that creates a culture of caring, excellence, and innovation.
University Mission Statement	Winthrop University provides personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber within a context dedicated to public service to the State of South Carolina...The values of service, excellence, diversity, community, and leadership provide the foundation of Winthrop's continuing development and shape Winthrop's continuing success...Winthrop students acquire and develop knowledge, skills, capabilities, and values that enrich their lives and prepare them to meet the needs and challenges of the contemporary world, including the ability to communicate effectively, appreciate diversity, work collaboratively, synthesize knowledge, solve complex problem, and adapt to change. [Full mission statement: https://www.winthrop.edu/president/default.aspx?id=1620]
Assessment Plan Comments	

Program Outcomes

Program Outcome 1	The Counseling and Development Program will align the curriculum with the 2016 CACREP Standards.
Alignment of outcome with the Winthrop Plan, if applicable	
Alignment of outcome with the College's Strategic Plan, if applicable	COE Goal 6: Maintain national accreditation for all COE programs.
Alignment of outcome with the University Learning Competencies (ULCs), if applicable	
Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)	Our program continues to provide rigorous and skill building experience for our students during an evolving post COVID environment. All students continue to make satisfactory progress to program completions. Feedback from Practicum and Internship supervisors has been extremely positive. All graduating students have passed the Counselor Preparation Comprehensive Examination (CPCE) a national exam

Activities (based on prior year's Continuous Improvement Action Plan) During 2021-2022 AY SLO was reviewed and CACREP 2016 Standards were updated in all Syllabi to reflect accurate outcomes.

Assessment Method 1 CACREP Mid-Cycle Review

Target The Counseling and Development Program will receive approval of CACREP Mid-Cycle Review from the accrediting body.

Assessment Results Due to COVID the Mid-Cycle Report has been delayed in the review process at CACREP.

Discussion of Assessment Results

Assessment Method 2 CACREP Standards Evaluation Plan

Target The program will develop Student Learning Outcomes for courses taken in the first-year.

Assessment Results The Student Learning Outcomes were reviewed and updated to include 2016 CACREP Standards in all syllabi.

Discussion of Assessment Results Minor changes are required with assessments in limited courses due to online learning.

Continuous Improvement Action Plan for next year Start the CACREP Self-Study due in July 2023. Review the Curriculum Map to see if updates are required. Increase faculty discussion on assessments in course.

Program Outcome 2 The Counseling and Development Program will maintain a healthy level of enrollment.

Alignment of outcome with the Winthrop Plan, if applicable

- Goal 1: Enrollment growth and increased retention and graduation rates

Alignment of outcome with the College's Strategic Plan, if applicable COE Strategic Goal 1: Enhance recruitment, retention, and program completion of diverse, high quality students. (Aligns with WU Goal 1)

Alignment of outcome with the [University Learning Competencies \(ULCs\)](#), if applicable

- WU-ULC 1: Graduates think critically and solve problems.

Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)

First year enrollment increase in our program,

2018 – 14 students

2019 – 21 students

2020 – 24 students

2021 – 25 students

Retention consistently 96%

Ethnic Background

Asian: 1

Hispanic: 2

Black or African American: 15

International: 2

Two or more races: 2

White: 26

Gender

Male 7

Female 41

Post-Graduate School Counseling Certification Program

2019 – 3 students

2020 – 6 students

2021 – 11 students

Activities (based on prior year's Continuous Improvement Action Plan)

Continuation of on campus open house and zoom open house at various times in the fall 2021.

Continue to monitor students' academic, professional, and personal development. Use the Professional disposition guidelines to help students meet the challenges within the program.

Assessment Method 1	Admission numbers for by cohort
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Target The Counseling and Development Program will admit a full cohort of 25 students each summer

Assessment Results The program continues to meet its recruit target on new cohorts. The number of students accepting admission for Summer 2022 was 30.

Discussion of Assessment Results The program continues to meet its target of new students. We are admitting more Community Mental Health students and only 7 to 5 School Counseling Students. South Carolina and North Carolina have a shortage of School Counselors. We need to discuss new ways to attract more students into the School Counseling track.

Assessment Method 2	Retain admitted cohorts to graduation at a 96% rate.
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Target The Counseling and Development Program will retain all admitted students from 2020 - 2021.

Assessment Results The program had two students disenroll from the program to seek other opportunities at Law School and other professional careers.

Discussion of Assessment Results Our retention efforts have been exceptionally good. Student satisfaction with the program has been positive.

Continuous Improvement Action Plan for next year Seek out new ways to recruit students in the School Counseling track.

Create better ways to attract and retain students.

Student Learning Outcomes

Student Learning Outcome 1 Students will develop a professional counseling identity.

Alignment of outcome with the Winthrop Plan, if applicable

Alignment of outcome with the College's Strategic Plan, if applicable

COE Strategic Goal 2: Expand student development within and beyond coursework. (Aligns with WU Goal 2)

Alignment of outcome with the SACS Comprehensive Standard pertaining to Graduate Programs:

9.6 Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured...

(b) to ensure engagement in research and/or appropriate professional practice and training.

- WU-ULC 2: Graduates are personally and socially responsible.

Alignment of outcome with the [University Learning Competencies \(ULCs\)](#), if applicable

Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)

Our program requires Practicum I course, not required by CACREP. The course allows students to develop their counseling skills and create a professional identity early in their development. Students are encouraged to conduct research and do presentations at the South Carolina Counseling Conference each year. One of the requirements for graduation is a Special Project. Each student is required to complete a special project in professional identity, service, or advocacy which can include any of the following, Scholarship Project, Professional Conference Project, or Community Action Project.

Activities (based on prior year's Continuous Improvement Action Plan)

(Work in Progress)

The faculty will continue to work collectively in 2022-2023 to design a new Professional Fitness Review system that will facilitate collection of meaningful data that supports the development of candidates across the two-year program.

Assessment Method 1

Professional Fitness Review (PFR) – Year One

This dispositional assessment was developed by program faculty to assess first-year students' adherence to aspects of ethical counseling practice as well as the development of professional counselor identity development.

Target Students will score a minimum of 3 out of 4 in all areas of the Professional Fitness Review.

Assessment Results All students received satisfactory scores on the Professional Fitness Review.

Discussion of Assessment Results The review process was not as in-depth as in the past due to COVID concerns. Discussions were with faculty members individually and not as a group.

Assessment Method 2

Professional Fitness Review (PFR) - Year Two

This dispositional assessment was developed by program faculty to assess second-year students' adherence to aspects of ethical counseling practice as well as development of professional counselor identity development.

Target Students will score a minimum of 3 out of 4 on all areas of the Professional Fitness Review.

Assessment Results	All students received satisfactory scores on the Professional Fitness Review.
Discussion of Assessment Results	The review process was not as in-depth as in the past due to COVID concerns. Discussions were with faculty members individually and not as a group.
Continuous Improvement Action Plan for next year	To return to face to face monthly faculty meetings to discuss students' progress in the programs each semester.
Student Learning Outcome 2	Students will apply the Multicultural Counseling Competencies when working with clients.
Alignment of outcome with the Winthrop Plan, if applicable	
Alignment of outcome with the College's Strategic Plan, if applicable	COE Strategic Goal 2: Expand student development within and beyond coursework. (Aligns with WU Goal 2)
Alignment of outcome with the SACS Comprehensive Standard pertaining to Graduate Programs:	<p>9.6 Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured...</p> <p><u>(b) to ensure engagement in research and/or appropriate professional practice and training.</u></p> <ul style="list-style-type: none"> WU-ULC 2: Graduates are personally and socially responsible.
Alignment of outcome with the University Learning Competencies (ULCs), if applicable	
Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)	Students are encouraged to conduct research and do presentations at the South Carolina Counseling Conference each year. One of the requirements for graduation is a Special Project. Each student is required to complete a special project in professional identity, service, or advocacy which can include any of the following, Scholarship Project, Professional Conference Project, or Community Action Project.
Activities (based on prior year's Continuous Improvement Action Plan)	Return to more interactive learning with student presentations.
Assessment Method 1	<p>CSDV 605 (Diversity Issues in Counseling) Final Case Study</p> <p>This assessment is the final examination for this course. Students are presented with a memoir at the beginning of the semester. At the conclusion of the semester, students must respond to series of questions addressing different aspects of the Multicultural Counseling Competencies.</p>
Target	Students will score 85/100 on this examination.
Assessment Results	Students scored above 90% on the Final Case Study. The course was taught in a hybrid format.
Discussion of Assessment Results	Students scored well on the Final Case Study. Students also did well in the Diversity area on the CPCE exam.
Assessment Method 2	<p>Counselor Preparation and Comprehensive Examination (CPCE)</p> <p>This exam is designed to assess the knowledge and skills identified by the Council for the Accreditation for Counseling and Related Educational Programs. It consists of 160 multiple choice questions.</p>
Target	Students are expected to score within one standard deviation below the mean in Social and Cultural Diversity. For this examination period, the mean was 10.4 with a standard deviation of +/- 2.4 for a target of 8.0 or higher.
Assessment Results	Our students scored a mean score was 10.4. Students score range 7 to 14. One student did not meet the standard and successfully retested.

Discussion of Assessment Results

COVID-19 Pandemic impacted normal testing procedures again this year. Software upgrades were needed in the computer lab, testing was delayed by two weeks. Two students waited until the CPCE was offered online in March due to COVID. Most students performed well in this content area. Only one student needed to retest.

Continuous Improvement Action Plan for next year

Students are encouraged to conduct research and do presentations at the South Carolina Counseling Conference each year. One of the requirements for graduation is a Special Project. Each student is required to complete a special project in professional identity, service, or advocacy which can include any of the following, Scholarship Project, Professional Conference Project, or Community Action Project.

Improve communication with the testing provider.

Student Learning Outcome 3

Students will explain human growth and development theories as they apply to the counseling process.

Alignment of outcome with the Winthrop Plan, if applicable

- Goal 2: Enhance quality of the student experience

Alignment of outcome with the College's Strategic Plan, if applicable

COE Strategic Goal 2: Expand student development within and beyond coursework. (Aligns with WU Goal 2)

Alignment of outcome with the SACS Comprehensive Standard pertaining to Graduate Programs:

9.6 Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured...

(a) to include knowledge of the literature of the discipline.

- WU-ULC 2: Graduates are personally and socially responsible.

Alignment of outcome with the [University Learning Competencies \(ULCs\)](#), if applicable**Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)**

CSDV 614 Human Growth and Development is taught online. The instructor meets via zoom at the beginning of the course with students to provide an orientation and introduction to course, content and assessments requirements.

Activities (based on prior year's Continuous Improvement Action Plan)

In addition to the Theory of Change paper in CSDV 623. Two reflection papers are required on two of the four stages of life in CSDV 614 and a Final Exam.

Assessment Method 1

CSDV 623 (Advanced Counseling Interventions) Theory of Change Assignment

During their final semester, students complete a Theory of Change (Reflection) assignment in which they articulate their professional theory of how and why people change. This assignment includes articulating the existing human development theories associated with their approach.

Target

Students are expected to score 80/100.

Assessment Results

All Students scored above 90 % on the Theory papers in CSDV 623. In CSDV 614 Stages of Life Papers all students scored above 82%. Final Exam only one student scored less than 80%. Average score on Final Exam was 96%.

Discussion of Assessment Results

Scores were consistently high on all assessments. CSDV 614 is one of the first courses taught to the new cohort. We will remind students of the importance of being timely with assignments.

Assessment Method 2

Counselor Preparation and Comprehensive Examination

This exam is designed to assess the knowledge and skills identified by the Council for the Accreditation for Counseling and Related Educational Programs. It consists of 135 multiple choice questions.

Target	Students are expected to score within one standard deviation below the mean in Human Growth and Development. For this examination period, the mean was 10.4 with a standard deviation of +/- 2.4 for a target of 8.0.
Assessment Results	Our mean score: 2022 = 11.0, 2021 = 10.8, and 2020 mean score 12.2
Discussion of Assessment Results	Student scored well in Human Growth and Development. The content of this area is included in one of the first courses taken in the two-year program.
Continuous Improvement Action Plan for next year	Continue to monitor students' performance in CSDV 614 and continue to add more resources to the course.
Student Learning Outcome 4	Students will differentiate among career assessments to inform client needs and growth.
Alignment of outcome with the Winthrop Plan, if applicable	
Alignment of outcome with the College's Strategic Plan, if applicable	COE Strategic Goal 2: Expand student development within and beyond coursework. (Aligns with WU Goal 2)
	Alignment of outcome with the SACS Comprehensive Standard pertaining to Graduate Programs:
	9.6 Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured...
	(a) to include knowledge of the literature of the discipline.
Alignment of outcome with the University Learning Competencies (ULCs), if applicable	<ul style="list-style-type: none"> WU-ULC 2: Graduates are personally and socially responsible.
Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)	Students were actively involved in their preparation for the CPCE exam.
Activities (based on prior year's Continuous Improvement Action Plan)	Students took the initiative to facilitate study groups, and researched study material prior to CPCE exam in January 2022.
Assessment Method 1	CSDV 603 (Career Development) Final Exam Students will be presented with a case study at the conclusion of the semester to which they are expected to apply appropriate career assessments and provide justification for their selections.
Target	Students will score a minimum of 80% on the CSDV 603 Final Exam.
Assessment Results	This year the instructor added 11 quizzes to the course during the semester. A final reflective paper was added on Career Development. The scores on the quizzes were consistently above 90% and the final reflective paper scores about 93%. Final Exam was not given and will be reviewed in 2023.
Discussion of Assessment Results	Students were very relieved at the end of the semester not to have a final. There are substantial number of assignments in CSDV 603. A review of all assignments will be conducted 2022 – 2023.
Assessment Method 2	Counselor Preparation and Comprehensive Examination This exam is designed to assess the knowledge and skills identified by the Council for the Accreditation for Counseling and Related Educational Programs. It consists of 135 multiple choice questions.
Target	Students are expected to score within one standard deviation below the mean in Career Development. For this examination period, the mean was 11.4 with a standard deviation of +/- 2.2 for a target of 9.2.

Assessment Results	Our mean scores were 12.0 - 2022 and 11.8 - 2021. The mean score in 2020 was 10.2.
Discussion of Assessment Results	Student continue to score above the national score in Career Development.
Continuous Improvement Action Plan for next year	Review assessment. Guest Speakers to present on Career topics to students. Introducing students to the South Carolina Occupational Information System (SCOIS) in CSDV 603.
Student Learning Outcome 5	Students will demonstrate foundational counseling skills that are informed by theory.
Alignment of outcome with the Winthrop Plan, if applicable	
Alignment of outcome with the College's Strategic Plan, if applicable	COE Strategic Goal 2: Expand student development within and beyond coursework. (Aligns with WU Goal 2)
Alignment of outcome with the University Learning Competencies (ULCs), if applicable	<ul style="list-style-type: none"> WU-ULC 2: Graduates are personally and socially responsible.
Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)	Student evaluation continued to meet and exceed required standards.
Activities (based on prior year's Continuous Improvement Action Plan)	The Program must continue to make connections with Site Supervisors and review evaluations.
Assessment Method 1	CSDV 610B and 612 Midterm Evaluations Students receive a final evaluation at the conclusion of their Practicum II experience. During this experience, students implement foundational helping skills.
Target	Students will score "Good", "Very Good" or "Superior" in 3 areas of foundational skills.
Assessment Results	All student evaluations were rated "Good" or higher. Our students continued to perform well. All students receiving ratings 3 and above with over 80% receiving "Very Good or Superior".
Discussion of Assessment Results	Practicum II students continue to develop their foundational skills. Students in their second internship CSDV 612 performed "Very good" or "Superior".
Assessment Method 2	CSDV 610B and 612 Final Evaluations Students receive a final evaluation at the conclusion of their Practicum II experience. During this experience, students implement foundational helping skills.
Target	Students will score "Very Good" or "Superior" in 3 areas of foundational skills.
Assessment Results	Our students continued to perform well. All students receiving ratings 3 and above with over 80% receiving "Very Good or Superior".
Discussion of Assessment Results	Practicum II students continue to develop their foundational skills. Students in their second internship CSDV 612 performed "Very good" or "Superior".
Continuous Improvement Action Plan for next year	The Program must continue to make connections with Site Supervisors and review evaluations as well as acquire new sites for students' practicum and internships opportunities. Review students' evaluation of our program and their site supervisors. Faculty discussion on what we can do to improve their counseling skills.
Student Learning Outcome 6	Students will assess the implementation of group counseling procedures.

Alignment of outcome with the Winthrop Plan, if applicable

Alignment of outcome with the College's Strategic Plan, if applicable

COE Strategic Goal 2: Expand student development within and beyond coursework. (Aligns with WU Goal 2)

Alignment of outcome with the [University Learning Competencies \(ULCs\)](#), if applicable

- WU-ULC 2: Graduates are personally and socially responsible.

Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)

A new instructor from University of Alaska Fairbanks with extensive experience teaching group counseling courses.

Activities (based on prior year's Continuous Improvement Action Plan)

Students working in small groups each week. The group process was evaluated by students and instructor. The feedback was well received by students.

Assessment Method 1

CSDV 606 (Group Counseling) Group Counseling Observation

Students complete an observation and assessment of an active counseling group in the community. Students write an assessment of this group based on group counseling theory, skill, and practice.

Target

Students will participate at a "satisfactory" level in course meetings and the group counseling session. They will participate in the process group, supervised by the instructor. Guidelines are established for roles and participation.

Assessment Results

All students received a minimum of "Satisfactory" on all assignments. The instructor did an excellent job on integrating lessons learned in a course for a virtual environment to 2022.

Discussion of Assessment Results

Student feedback was incredibly positive.

Assessment Method 2

Counselor Preparation and Comprehensive Examination

This exam is designed to assess the knowledge and skills identified by the Council for the Accreditation for Counseling and Related Educational Programs. It consists of 135 multiple choice questions.

Target

Students are expected to score within one standard deviation below the mean in Group Counseling. For this examination period, the mean was 12.1 with a standard deviation of +/- 2.6 for a target of 9.5.

Assessment Results

Our students' mean score was 11.8.

Discussion of Assessment Results

Student continued to score well in Group Counseling and Group Work.

Continuous Improvement Action Plan for next year

A new faculty member will be teaching CSDV 606 next year with experience in conducting groups in schools and Community Mental Health. A new faculty member will be teaching CSDV 606 next year with experience in conducting groups in schools and Community Mental Health.

Student Learning Outcome 7

Students will integrate basic concepts of qualitative and quantitative assessment into practice.

Alignment of outcome with the Winthrop Plan, if applicable

Alignment of outcome with the College's Strategic Plan, if applicable

COE Strategic Goal 2: Expand student development within and beyond coursework. (Aligns with WU Goal 2)

Alignment of outcome with the [University Learning Competencies \(ULCs\)](#), if applicable

- WU-ULC 2: Graduates are personally and socially responsible.

Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)	Students perform well in EDCI 640 Research Methods and on the CPCE exam.
Activities (based on prior year's Continuous Improvement Action Plan)	Student driven research in qualitative and quantitative research for the CPCE.
Assessment Method 1	CSDV 607 (Assessment and Testing) Progressive Case Study Assessment Students complete a case study throughout the course with opportunities to apply the assessments and skills learned to the case. At the conclusion of the semester, students are asked to select and justify their selection of the assessment and skills to utilize in assessment with the case study. Student progress is assessed utilizing a rubric.
Target	Students will receive a minimum of "Satisfactory" on all areas of the assignment rubric.
Assessment Results	Students performed very well on the 4 Progressive Case Study Assessment Analysis. All scored above satisfactory on all areas of the rubric.
Discussion of Assessment Results	The course was offered online due to COVID-19, students continued to do well.
Assessment Method 2	Counselor Preparation and Comprehensive Examination This exam is designed to assess the knowledge and skills identified by the Council for the Accreditation for Counseling and Related Educational Programs. It consists of 135 multiple choice questions.
Target	Students are expected to score within one standard deviation below the mean in` Assessment. For this examination period 2022, the mean was 9.3 with a standard deviation of +/- 2.4 for a target of 6.9.
Assessment Results	Our students scored 9.5.
Discussion of Assessment Results	Assessment concepts are not taught in most of our courses. Our students continue to score well in this area.
Continuous Improvement Action Plan for next year	Continue to integrate research into appropriate courses.
Student Learning Outcome 8	Students will design a research methodology that will be used to inform their practice.
Alignment of outcome with the Winthrop Plan, if applicable	
Alignment of outcome with the College's Strategic Plan, if applicable	COE Strategic Goal 2: Expand student development within and beyond coursework. (Aligns with WU Goal 2)
Alignment of outcome with the University Learning Competencies (ULCs), if applicable	<ul style="list-style-type: none"> WU-ULC 2: Graduates are personally and socially responsible.
Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)	Students continue to do research, presentations and the Special Project to meet graduation requirements.
Activities (based on prior year's Continuous Improvement Action Plan)	Students presented at North Carolina Counseling conferences and South Carolina Counseling conferences.
Assessment Method 1	CSDV 623 (Advanced Counseling Interventions) Final Theory Paper Students complete a final theory paper in which they explore the history and training required for a counseling theory they will use as a foundation for their practice. With this they will develop a plan to ensure their practice is informed by research as well as evaluate the effectiveness of their practice.

Target	Students will receive a minimum of "Satisfactory" on all areas of the assignment rubric.
Assessment Results	All students scored above 95% on the Theory Paper.
Discussion of Assessment Results	Student typically score very well in assignments during this course the last semester in the program.

Assessment Method 2	<p>Counselor Preparation and Comprehensive Examination</p> <p>This exam is designed to assess the knowledge and skills identified by the Council for the Accreditation for Counseling and Related Educational Programs. It consists of 135 multiple choice questions.</p>
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Target	Students are expected to score within one standard deviation below the mean in Research and Evaluation. For this examination period, the mean was 11.6 with a standard deviation of +/- 2.7 for a target of 8.9.
Assessment Results	Our students scored 11.9 in the Research and Program Evaluation area.
Discussion of Assessment Results	Our students continue to perform well on Research and Evaluation on the CPCE.

Continuous Improvement Action Plan for next year	Faculty will continue to attend Professional Development conferences to learn new intervention techniques and methods to bring into the classroom. Discover new opportunities for students to conduct research and present at local and state conferences.
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Documentation supporting every data claim is to be submitted with the Continuous Improvement Report. Supporting documentation should include all planning documents and materials that demonstrate progress toward achieving stated outcomes. These may include, for example, rubrics, rubric results, samples of student work, minutes of decision-making meetings, surveys, survey results, scores on subject area tests, licensure results, curricular revisions, or other appropriate information.

Supporting Documentation

File

[Curriculum Map with assessment.pdf](#)