

## **PROGRAM REVIEW REPORT**

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### ***Institution***

***Arizona State University  
Bachelors of Arts in History with a Secondary Education  
Concentration***

### **Review Team Members**

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## ***INTRODUCTION***

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Arizona State Board rule R7-2-604(A) states: The Board shall evaluate and may approve the professional preparation programs which request Board Approval. Rules R7-2-604 and R7-2-604.01 apply to all professional preparation programs in teacher, administrator, school guidance counselor, and school psychology programs that lead to certification. The Board may grant approval for a period not to exceed five years. A copy of Board rules governing the Professional Preparation Approval Process is attached to this document.

The professional preparation program review for Bachelors of Arts in History with a Secondary Education Concentration was conducted on September 17, 2013.

The Arizona State Board of Education and the Arizona Department of Education regard the approval process as a collaborative endeavor to maintain, improve, and ensure educator preparation quality in Arizona. Following are the findings of the review team.

**PROGRAM REVIEW**

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**Program Name:**

***Bachelors of Arts in History with a Secondary Education Concentration***

**Program Description:**

The proposed program aims to build the historical content and the pedagogical, historiographical, and literacy skills necessary for teaching history.

Program/Course sequence (number of credit hours)	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	
Program Description	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	
Meets certification requirements	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	
Unique coursework (one course number cannot reflect an internship for supervisor, principal or superintendent)	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	

Findings of the Team:

<p>9/2013</p> <ul style="list-style-type: none"> <li>• Must include program requirement to meet the U.S. and AZ constitution requirement of a secondary certificate in History.</li> <li>• Team is impressed with the alignment of content and education coursework</li> <li>• Team is impressed with the depth of content</li> <li>• Several syllabi state admission to iTeachAZ Program as a prerequisite.</li> <li>• Unclear whether there are 2 or 3 field/clinical experience courses. Documents are contradictory. Ex. Sec. A p.11, Sec. B p.18, 24 Is there an SED 396 course in the program?</li> <li>• EDP313 focus on pre and early adolescents doesn't seem appropriate for secondary certification. Needs more emphasis on high school age range.</li> </ul>
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- Methods course assignments are heavy in U.S. history and assignments too granular. Ex. HST481 emphasis on Jazz from A-Z history, HST495 emphasis on Salem Possessed. Emphasis should be on a more global application of content.
- HST495 is a course on a historical event rather than a course in teaching methods. Program of Study p. 11 of 113, term 6 HST495: Methods of Historical Inquiry. Syllabi states HST495: The Salem Witch Trial School of Historical, Philosophical, and Religious Studies
- SED478 described as Student Teaching grades 7-12 should be grades 9-12. History is only taught in 9-12.
- Concerned whether there is enough upper division history courses. Are students meeting the history degree requirements?
- Matrix should include only assignments and field experiences that address the standards at an overall level, not every assignment in each course.

Citation(s) in State Board Rule (if applicable):

**R7-2-604.01 (A):** At a minimum, the professional preparation program shall include training in the standards described in R7-2-602 and R7-2-603, a capstone experience, and **alignment with national standards (InTASC, NETS).**

**R7-2-604.01 (C) (1):** Provide the Department with a description of the program being considered for Board approval. This shall include, at a minimum, the criteria for student entry into the program, a summary of the **program course sequence, descriptions** of all required courses, and **verification that the program requires courses that are necessary to obtain a full Structured English Immersion endorsement.**

**R7-2-614 (B); (C); (D):** **Three years of verified teaching experience** in grades Prekindergarten-12 (administrator certification only).

Recommendation(s):

9/2013

- Clarify the upper level history courses/credits required

12/2013

- Information provided that 7 upper level history courses are required

If Unmet, further action required:

9/2013

- Must include program requirement to meet the U.S. and AZ constitution requirement of a secondary certificate in History.
- Clarify which clinical/field experience courses are required
- Remove reference to iTeachAZ Program prerequisites. Implies that the students are in the iTeachAZ Program.

9/2013

- Evidence in appendix A: Students are required to take HST 109 which includes U.S. constitution. Language added: “Students must either complete HST 34: Arizona or passed the Constitution of the United States and Arizona AEPA exam “
- Evidence provided that students are required to take SED 396, SED 397, and SED 496.
- Clarification provided that all undergraduate students that are in a Teacher Preparation program are considered to be in the iTeach AZ program.

**COURSE INFORMATION**

All syllabi provided	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	
Course description	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	
Topics/objectives, competencies clearly identified	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	
Competencies aligned to national standards (InTASC, NETS)	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	

Findings of the Team:

<p>9/2013</p> <ul style="list-style-type: none"> <li>• Unsure whether SED396 Clinical experience is required. If so, there is no syllabus. Listed as a co-requisite for RDG323,TEL311,SPE417</li> <li>• EDP313 focus on pre and early adolescents doesn't seem appropriate for secondary certification. Needs more emphasis on high school age range.</li> <li>• Methods course assignments are heavy in U.S. history and assignments too granular. Ex. HST481 emphasis on Jazz from A-Z history, HST495 emphasis on Salem Possessed. Emphasis should be on a more global application of content.</li> <li>• HST495 is a course on a historical event rather than a course in teaching methods. Program of Study p. 11 of 113, term 6 HST495: Methods of Historical Inquiry. Syllabi states HST495:The Salem Witch Trial School of Historical, Philosophical, and Religious Studies</li> <li>• SED478 described as Student Teaching grades 7-12 should be grades 9-12. History is only taught in 9-12.</li> </ul>
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Recommendation(s):

<p>9/2013</p> <ul style="list-style-type: none"> <li>• Emphasize adolescents rather than pre and early adolescents in EDP313</li> <li>• Emphasize skills and strategies in teaching history in methods courses HST481 and HST495</li> </ul> <p>12/2013</p> <ul style="list-style-type: none"> <li>• EDP313 elaborated course description provided to include adolescent cognitive, physical and social/emotional development.</li> <li>• Clarification provided for HST 481 and HST 495.</li> </ul>
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If Unmet, further action required:

9/2013

- Unsure whether SED Clinical experience is required. If so, there is no syllabus.

12/2013

- SED396 syllabus provided
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**SIGNATURE ASSIGNMENTS**

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Clearly identified	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	
Aligned with evidence on program matrix	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	

Findings of the Team:

<p>9/2013</p> <ul style="list-style-type: none"><li>• Mary Lou Fulton College syllabi include excellent signature assignments in most courses with detailed rubrics aligned to the assignments and associated standards</li><li>• HST prefix courses have no signature assignments and no assignment rubrics included in submission, although syllabi state alignment to several INTASC and NETS standards. This is of greatest concern in the HST480 and HST481 methods courses.</li><li>• HST100, 101, 109, 110 all list several NETS standards being addressed in the course, yet all assignments are papers, quizzes and exams.</li><li>• HST495 states “*failure to turn in this assignment and to receive 70 or more points for it, will prevent a student from receiving any points on the final paper.” Yet there is no asterisk notating the assignment being referenced.</li></ul>
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Recommendation(s):

<p>9/2013</p> <ul style="list-style-type: none"><li>• Clarify the statement in the HST495 syllabus</li></ul> <p>12/2013</p> <ul style="list-style-type: none"><li>• Clarification made to syllabus</li></ul>
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If Unmet, further action required:

<p>9/2013</p>
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- Although signature assignments are not required for all courses, HST480 and 481 methods courses should include signature assignments with clearly identified criteria and performance levels

12/2013

- Matrices have been updated to show standards introduced in methods courses. The standards are assessed for mastery in the education courses.

**RUBRICS FOR SIGNATURE ASSIGNMENTS**

Clearly identified for each benchmark/signature assignment	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	
Clearly identified criteria and performance levels	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	

Findings of the Team:

<p>9/2013</p> <ul style="list-style-type: none"> <li>Mary Lou Fulton College syllabi include excellent signature assignments rubrics aligned to associated standards with clearly identified criteria and performance levels</li> <li>HST courses have no signature assignments or rubrics for signature assignments with clearly identified criteria and performance levels</li> </ul>
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Recommendation(s):

<p>9/2013</p> <ul style="list-style-type: none"> <li>Although signature assignments are not required for all courses it is recommended that signature assignments be included in some history courses with clearly identified criteria and performance levels.</li> </ul> <p>12/2013</p> <ul style="list-style-type: none"> <li>Matrices have been updated to show standards introduced in History courses. The standards are assessed for mastery in the education courses.</li> </ul>
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If Unmet, further action required:

<p>9/2013</p> <ul style="list-style-type: none"> <li>Although signature assignments are not required for all courses, HST480 and 481 methods courses should include signature assignments with clearly identified criteria and performance levels</li> </ul> <p>12/2013</p> <ul style="list-style-type: none"> <li>Matrices have been updated to show standards introduced in methods courses. The standards are assessed for mastery in the education courses.</li> </ul>
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***FIELD EXPERIENCE(S)***

Meets field experience definition (“scheduled, directed experiences in a pre-K – grade 12 setting that occurs prior to the capstone experience”) ARS R7-2-604.	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	
Requirements are clearly identified (embedded or stand-alone).	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	
Benchmark assignments related to field experiences are clearly identified.	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	
Aligned with evidence on program matrix	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	

Findings of the Team:

<p>9/2013</p> <ul style="list-style-type: none"> <li>Some program submission documents include SED396. Unclear whether this clinical experience course is included in the program.</li> <li>Evidence on program matrix should identify the field experience not just the name of the course</li> </ul>
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Recommendation(s):


If Unmet, further action required:

<p>9/2013</p> <ul style="list-style-type: none"> <li>If SED396 is required in the program, include the syllabus, if not, remove references to the course</li> <li>Identify the field experiences that address the standard</li> </ul> <p>12/2013</p> <ul style="list-style-type: none"> <li>SED396 syllabus is included</li> <li>Matrices updated to reflect standards addressed field experience</li> </ul>
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**EVALUATION INSTRUMENT(S) FOR FIELD EXPERIENCE**

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Evaluation instrument(s) tied to national standards (InTASC)	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	
Clearly identified criteria and performance levels are evident in the evaluation instrument(s) for field experience.	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	

Findings of the Team:

9/2013 <ul style="list-style-type: none"><li>Clinical /field experience courses use a Professionalism evaluation and the TAP evaluation. Both are closely tied to national standards with explicit criteria and performance levels.</li></ul>
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Recommendation(s):

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If Unmet, further action required:

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**STUDENT TEACHING (CAPSTONE EXPERIENCE)**

Requirements are clearly identified	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	
Alignment between course description, topics/objectives, competencies, signature assignments for coursework and field experiences and rubrics for coursework	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	

Findings of the Team:

<p>9/2013</p> <ul style="list-style-type: none"> <li>• Requirements for student teaching/capstone experience are clearly identified in the SED478 syllabus and appendix G student teaching handbook</li> <li>• The review team commends ASU for requiring a full semester of teaching, defined as full time, 5 days per week following the Mentor Teacher’s contract hours.</li> <li>• Student teaching/capstone experience is aligned with course descriptions, topics/objectives, competencies, signature assignments, field experiences and associated rubrics</li> </ul>
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Recommendation(s):

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If Unmet, further action required:

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***EVALUATION INSTRUMENT FOR STUDENT TEACHING***

Evaluation instrument(s) tied to national standards (InTASC)	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	
Clearly identified criteria and performance levels are evident in the evaluation instrument(s) for student teaching.	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	

Findings of the Team:

9/2013

- TAP evaluation instrument is used to evaluate student teaching. The TAP instrument is closely tied to national standards with explicit criteria and performance levels.

Recommendation(s):

If Unmet, further action required:

**PROGRAM MATRIX (SEE RUBRIC)**

Assessment of candidate's competency in meeting national standards (InTASC, NETS) aligned with coursework, field experiences, student teaching, and assessments previously identified.	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	** field experiences must be identified on the matrix
Standard 1	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	
Standard 2	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	
Standard 3	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	
Standard 4	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	
Standard 5	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	
Standard 6	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	
Standard 7	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	
Standard 8	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	

Findings of the Team:

<p>9/2013</p> <ul style="list-style-type: none"> <li>Field experiences courses are listed in the matrix, but do not include the field experience addressing the standard</li> <li>Artifacts/evidence need to be provided at the overall standard level. This does not include listing every possible assignment addressing the standard (paper, discussion, quiz, self-reflection, etc.)</li> </ul>
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Citation(s) in State Board Rule (if applicable):

<p><b>R7-2-604.01 (C) (5):</b> Provide the Department with a program matrix that demonstrates that <b>program coursework assessments, field experiences</b> and capstone experience (internship) align with relevant standards as articulated in R7-2-602 or R7-2-603 and with applicable national standards.</p>
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Recommendation(s):

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If Unmet, further action required:

9/2013

- Identify the field experiences that address the standard
- Provide artifacts and evidence at the overall standard level

12/2013

- Program matrix has been revised to reflect specific field experiences , artifacts and evidence providing verification that a level of mastery has been assessed for each InTASC and NETS standard

**ASSESSMENT DATA**

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Plan for collecting data to assess candidate's competency in meeting national standards (InTASC, NETS)	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	
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Findings of the Team:

<p>9/2013</p> <ul style="list-style-type: none"><li>• Submission includes a plan for assessing candidates' competencies in meeting appropriate national standards</li></ul>
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Citation(s) in State Board Rule (if applicable):

<p><b>R7-2-604.01 (C) (3):</b> Provide the Department with a description of the assessment plan for measuring competencies in coursework and field experience. The plan shall require, at a minimum, that <b>candidates demonstrate competencies as articulated in R7-2-602 and R7-2-603 and relevant national standards. This plan shall also describe processes for utilizing performance-based assessments</b> and for providing candidates with necessary remediation.</p>
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Recommendation(s):

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If Unmet, further action required:

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***RECOMMENDATION TO THE STATE BOARD OF EDUCATION***

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***Submit evidence of unmet items in report in order to receive a 3 year recommendation for a new program approval***

***Three (3) Year Approval –new program***

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