



## AAQEP Annual Report for 2023

Provider/Program Name:	Corban University
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	12/31/2028

### PART I: Publicly Available Program Performance and Candidate Achievement Data

#### 1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

##### History

Education, as a vocation, has been a part of Corban’s history since the 1970s when Corban collaborated with other Oregon institutions to assist Corban students in earning their Oregon Teaching License. In 1992, final approval from the Teacher Standards and Practices Commission (TSPC) for the State of Oregon was given to Corban to prepare both elementary and secondary teaching candidates for licensure in the Traditional Undergraduate Program (TUG). As a result of increasing requests for initial teaching license preparation in Oregon, in the summer of 2004 Corban began its Master of Science in Education (M.S.Ed.) and Graduate Teacher Licensure (GTL) programs.

Corban’s education department is designed to provide a foundation for leadership in educational service, both in public and Christian schools. Its courses are designed to give theoretical training, pedagogical content knowledge, pedagogy skills, and practical experience. The education faculty, serving as advisors to the students, are committed to helping them achieve the

competencies necessary for a successful teaching experience; we desire to prepare teachers who will be well equipped to serve in both the public and private sectors of education.

To best serve students for an increasingly diverse K-12 student population, Corban began offering The English for Speakers of Other Languages Endorsement (ESOL) in 2006. Corban's Educator Preparation Program aligns with the greater Corban University mission where we are dedicated to preparing highly effective teacher candidates who will make a difference in the world. This has resulted in Corban being respected as one of the premier institutions of teacher preparation in our region.

### **Mission Statement**

*To prepare educators who will serve in their school community, strive for professional excellence, think from a biblical worldview, and pursue a life that glorifies God.*

### **Diversity Statement**

We are committed to a community that values the worth of every individual. We strive for unity as a diverse community locally and globally. Teachers recognize the assets students bring, the various contexts in which individual students thrive, and must advocate for the needs of all students. Teachers empower students' learning by providing the best learning environments possible and will not discriminate based on students' race, ethnicity, linguistic background, sexual orientation, gender identity, religious belief, socioeconomic status, and academic ability.

### **International Opportunities & Global Impact**

Corban's faculty and staff have developed international relationships that provide one-of-a-kind teaching opportunities around the world. Corban education majors can choose from a variety of short-term teaching opportunities, often over the summer, in places such as Indonesia, South Korea, Peru and Africa.

Corban also partners with a network of five Christian schools in Indonesian ([Sekolah Pelita Harapan](#)). Many Corban graduates decide to spend the first few years of their teaching career at SPH schools or other international schools, to experience a new culture, pay off student loans, and continue to develop their teaching skills in a multicultural setting.

### **Preliminary Licensure Programs**

Programs which are AAQEP accredited are Corban's Preliminary Licensure Programs:

- Undergraduate Preliminary License Elementary Multiple Subjects with ESOL Endorsement
- Undergraduate Preliminary License Single-Subject
- Graduate Teacher Licensure (GTL) Elementary Multiple Subjects
- Graduate Teacher Licensure (GTL) Single-Subjects

## **Undergraduate (TUG) Bachelor of Arts or Bachelor of Science Degree**

*Undergraduate Preliminary License Elementary Multiple Subjects.* The Traditional Undergraduate (TUG) Program in teacher licensing for elementary education at Corban University is designed for individuals seeking to earn a Bachelor of Science or Bachelor of Arts Degree in Elementary Education, a preliminary teacher license in elementary education, and an ESOL endorsement within four years. Students in this program are required to take the ESOL endorsement coursework as part of their degree program; however, recommendation for the ESOL endorsement is contingent upon the successful completion of an ESOL practicum and passing of the NES ESOL Exam. Similarly, students are only recommended for the preliminary license in elementary education upon completion of all necessary TSPC requirements, exams, coursework, and practica. The multiple-subjects program is designed to meet all requirements needed for the degree, preliminary teaching license, and ESOL endorsement.

Both the undergraduate multiple subjects and single-subject programs include coursework in communications, humanities, social sciences, science, and math. The programs also contain coursework that balance education theory and philosophy, general pedagogy and management, content-specific pedagogy and methods, and practicum experiences. Most general education requirements for the degree portion of the program are completed within the first two years. The final two years are more focused on education courses, specific content instruction, and teaching practica. Coursework is primarily offered in person, though some courses are also offered online. The programs are designed to meet all requirements needed for the degree and preliminary teaching license, and ESOL or single-subject endorsement.

*Undergraduate Preliminary License Single-Subject.* The Traditional Undergraduate (TUG) Program in teacher licensing for single-subject at Corban University is designed for individuals seeking to earn a Bachelor of Science or Bachelor of Arts Degree in a Single-subject Field of Education, and a preliminary teacher license in a single-subject program. Students in the program are encouraged to take the ESOL endorsement coursework as part of their degree program, though this is an option, not a requirement. Recommendation for the ESOL endorsement is contingent upon the successful completion of an ESOL practicum and passing of the NES ESOL Exam. Similarly, students are only recommended for the preliminary license in their respective single-subject field upon completion of all necessary Oregon Teacher Standards and Practices Commission (TSPC) requirements, exams, coursework, and practica. The single-subject programs combine all coursework needed for a Bachelor of Science or Bachelor of Arts Degree.

## **Graduate Teacher Licensure Program (GTL)**

This program is designed for candidates who have an accredited bachelor's degree but have not completed a course of study in education. Upon completion of the program, the candidate will be eligible for a Preliminary Teaching License in Oregon. Candidates in the Graduate Teacher Licensure (GTL) program can pursue a multiple-subjects or single-subject endorsement. The following is a list of single-subject endorsements currently offered: Biology, Health, Language Arts, Mathematics, Music, Physical

Education, and Social Studies. The graduate licensure program attracts a wide demographic of candidates due to the flexibility and design of the program. Candidates may already be employed in a school as a paraprofessional, working as a substitute teacher, already teaching on an emergency license, or new to the field of education and seeking a career change. All coursework is designed to fulfill requirements from TSPC so candidates, upon successful completion of the program, can be recommended for a preliminary license.

The program was campus-based, but for the 2023-24 school year began to be delivered primarily through an online format. Some methods courses may still be taught in a hybrid model for students that are local. Some candidates to the graduate teacher licensure program are already employed in a school under an emergency teaching license. In these cases, the clinical placement in the candidate's final semester is conducted in an intern model setting. The candidate's in-building supervisor functions as the cooperating teacher in conjunction with the University Supervisor.

*Graduate Teacher Licensure (GTL) Elementary Multiple Subjects and Single-Subjects.* The Graduate Teacher Licensure (GTL) multiple subjects and single-subject programs are composed of educational theory and philosophy, general education pedagogy and management, content-specific pedagogy and methods, and practicum experiences. The programs are four semesters; the first three semesters involve coursework and a practicum, and the final semester consists of the candidate's final full-time clinical placement. All coursework is offered in manner to allow for candidates to be employed up until the final semester of clinical placement.

### **Public Posting URL**

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.corban.edu/academics/graduate-programs/education/graduate-teacher-licensure/aaqep-accreditation/>

## 2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

**Table 1. Program Specification: Enrollment and Completers for Academic Year 2022-2023**

<b>Degree or Certificate</b> granted by the institution or organization	<b>State Certificate, License, Endorsement, or Other Credential</b>	<b>Number of Candidates</b> enrolled in most recently completed academic year (12 months ending 05/23)	<b>Number of Completers</b> in most recently completed academic year (12 months ending 05/23)
<b><i>Programs that lead to initial teaching credentials</i></b>			
Undergraduate: Preliminary License Elementary Multiple-Subjects	Oregon PK-12 Preliminary License: Elementary Multiple Subjects	33	17
Undergraduate: Preliminary License Single-Subjects	Oregon PK-12 Preliminary License: Single-subject	21	5
Graduate: Preliminary License Elementary Multiple-Subjects	Oregon PK-12 Preliminary License: Elementary Multiple Subjects	1	2
Graduate: Preliminary License Single-Subjects	Oregon PK-12 Preliminary License: Single-subject	4	5
Total for programs that lead to initial credentials		59	29
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
ESOL Endorsement	ESOL Endorsement	15	22
Added Content Endorsement Program	Content Area Endorsement (e.g. Biology)	0	6
Total for programs that lead to additional/advanced credentials		15	28
<b><i>Programs that lead to credentials for other school professionals or to no specific credential</i></b>			

N/A			
Total for additional programs		0	0
TOTAL enrollment and productivity for all programs		74	
Unduplicated total of all program candidates and completers		74	57

### Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

N/A
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## 3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

**Table 2. Program Performance Indicators**

A. <b>Total enrollment</b> in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
74
B. <b>Total number of unique completers</b> (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
57
C. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.
We submitted 53 recommendations for our completers. This number contains all recommendations for Oregon licensure or endorsement made for 2022-23 completers as indicated above in Table 1. Several completers moved out of the state or country

and chose to not apply for licensure or endorsements in Oregon and are in the process of identifying what needs to be done for their current situation. This number also does not include recommendations made during the year for completers of other years.

**D. Cohort completion rates** for candidates who completed the various programs within their respective program's expected timeframe **and** in 1.5 times the expected timeframe.

Program	# of Completers	# of Completers in 1.0 timeframe (percentage)	# of Completers in 1.5 timeframe (percentage)
Undergraduate: Preliminary License Elementary Multiple-Subjects	17	17 (100%)	0
Undergraduate: Preliminary License Single-Subjects	5	5 (100%)	0
Graduate: Preliminary License Elementary Multiple-Subjects	2	2 (100%)	0
Graduate: Preliminary License Single-Subjects	5	5 (100%)	0
ESOL Endorsement (Graduate)	22	21 (95%)	1
Added Endorsement (Graduate)	6	5 (84%)	1

The ESOL Endorsement candidate was simultaneously completing Master's courses, which slowed down the completion timeframe. The Added Endorsement candidate added an extra course, pushing back the timeframe one semester. Neither indicates any issues in the program or difficulty in completing the program in the expected timeframe.

**E. Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

#### *Performance Assessments*

TUG students (multiple subject and single subject candidates) completed a TCPA as a performance assessment in year 1 of the pilot program at Corban for the new option provided by the state. During the spring semester, 22 TUG students completed their TCPA. Of those 22, 14 passed on first try and the remaining 8 passed on the first resubmit. Average scores of passing TCPAs was 63.95 with the target being a score of 54 with no 1s. Of the 8 resubmitted TCPAs, there was an average increase of 3.3, with 5 of

the 8 resubmits addressing one or two rubric rows scored as a 1. 100% of students who submitted the TCPA passed within 1 resubmit.

All 7 GTL completers from the 2022-23 year passed the Oregon requirement of a 35 on the edTPA, 6 on their first submission. Three of the completed submissions needed internal revisions to meet Corban's standard of a 42. 100% of students who submitted an edTPA passed the requirement within 1 resubmission.

### *Content Area Exams*

Out of our 57 program completers for the 2022-23 year, 51 took their content tests. Since it is not required for the program to pass the content test, those six are counted as completers but not recommended for licensure. Additionally, not all tests for this year's completers were taken within the 22-23 school year, but they were included in this chart to give evidence for the completers. The tests taken during the 22-23 school year that were not for the year's completers were not shown on this chart.

Test Name	Number Passed	Total Number of Test Submissions	Pass Rate
Elementary Education I	16	21	0.86
Elementary Education II	16	21	0.86
ESOL	29	30	0.97
English	3	6	0.5
Health	1	1	1
Mathematics	1	1	1
Middle Grades Math	1	1	1
Middle Grades Social Science	0	1	0
Music	2	2	1
Physical Education	6	8	0.75

The six English test submissions were completed by three students. Failed test scores were followed by passing scores in each instance. The one completer who took the Middle Grades Social Science test has not been recommended for licensure. The two failed test scores in Physical Education are from the same student, who is a GTL student and completed their undergrad PE content at a different institution. This student has not yet been recommended for licensure.



F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

We collected an exit survey from our completers regarding how well they felt prepared by the preparation program. 100% of our completers filled out this survey. The responses were overwhelmingly positive with very few critiques that were concentrated from only a few students. Our strongest category was preparing them to “Reflect on and self-evaluate teaching to improve practice” with 100% selecting either Agree (5) or Strongly Agree (23). Our weakest category was “Use technology to enhance instruction” with 8 Strongly Agree, 15 Agree, 3 Neutral, 1 Disagree, 1 Strongly Disagree. All results and comments were reviewed in a faculty meeting.

Another point of data collection of completers comes from OACTE. Oregon Association of Colleges for Teacher Education (OACTE) is the state affiliate for the national organization (AACTE), and the EPP members of OACTE have engaged a professional organization to create and implement a survey of new teachers (within two years of completing a licensure program) and their employers since the 2012-2013 academic year. There is likely variability in how employers score teachers across districts, especially given the size of the district and the number of administrators. This OACTE survey has experienced a declining return and participation rate over the last several years. The 2022-23 data collected reported that Corban had a response rate of 25%, which was the 3<sup>rd</sup> highest response rate of completers of the 11 institutions participating in Oregon. Of the 11 completers who responded, 1 of them was from cohort 1 and 10 were from cohort 2. We anticipate the number of our completers to be included in this survey to decrease even further in coming years because a growing number of our graduates are heading out of state, out of country, or into private schools.

Looking at cohort 2, and the 10 responses from Corban completers, there is a consistent pattern in the responses in comparison to state averages. For every item referencing the completer’s preparation program, responses were above the state average, and in many instances close to a whole point higher on a 1-10 scale (*On a scale of 1 to 10, with 1 meaning no preparation and 10 meaning you started your job with expert level skills with little room for improvement, how well did your teacher preparation program prepare you to perform each of the following duties required by the core teaching standards focused on instructional practice, during the 2022-2023 school year?*). Items from the survey that stood out to our department as we analyzed the data were the following (state average in parenthesis):

- Provides students equitable opportunities to learn by treating as individuals = 8.5 (7.8)
- Develop developmentally appropriate, challenging learning experiences = 8.3 (6.9)
- Maintain effective classroom discipline = 7.9 (5.7)
- Ensure learners apply concepts and methods of the discipline to real-world contexts = 8.6 (6.6)

- Conduct a variety of standards-based formative and summative assessments = 8.9 (7.1)
- Deliver research-based interdisciplinary instruction = 8 (6.6)
- Demonstrate respect for learners and families, even when they are not in your presence = 9.3 (7.7)

Some areas that were identified as possible areas for improvement were (state average in parenthesis):

- Incorporate language development strategies to make content accessible to English Language Learners = 7.3 (6.5)
- Assist students in analyzing subject-specific concepts from multiple perspectives = 7.3 (6.5)
- Engage learners in monitoring their own progress and achievement = 7.3 (6.1)
- Communicate with families from diverse backgrounds to improve learner development = 6.9 (6.4)
- Develop connections to community resources = 7 (5.8)

The survey finished with the following questions, which Corban completers averaged a score of 8.3 for both:

- How well did your teacher preparation program prepare you to adapt to your school environment for the 2022-2023 school year?
- How well did your teacher preparation program prepare you to adapt to your new role as a practicing teacher, during the 2022-2023 school year?

With only 1 response from a cohort 1 completer, there was no readily identifiable information that was useful to the department from that report.

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

Every year Corban receives two pieces of evidence:

*Legends:* Corban University School of Education is a founding and continuing member in the Salem-Keizer Clinical Collaborative, which is a partnership between one of the largest school districts in the state of Oregon and three EPPs – Corban, Western Oregon University, Pacific University. The purpose of the partnership is to strengthen, revise or re-invent how EPPs and K-12 Districts can partner for improvement of teacher preparation. One of the essential agreements in the partnership is the district's sharing of teacher performance data with EPPs – regarding their recent program completers who are currently teaching in the district. That data is based on the district's teacher evaluation instrument (LEGENDS). There is

likely variability in how principals or evaluation supervisors score, especially given the size of the district and number of administrators. Corban and Salem-Keizer recognize that these indicators are high standards for novice teachers.

The 2022-23 Legends report has not been provided to Corban by the district as of the submission of this report. We have asked for it, but there was a transition over the summer in the office that has provided it to us in the past. We hoped to get it prior to this annual report being submitted. Conversation with the new employees in the office are considering how they provide the report to EPPs, not just Corban, so we are in limbo as of when we will receive the report and what data will be included.

*OACTE survey:* The 2022-23 data report only had 1 supervisor complete their survey. With only 1 response from a supervisor for cohort 1 and 2 combined, there was no readily identifiable information that was useful to the department from that report.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

We conduct a survey of all graduating TUG students and GTL students at the end of their program. We ask if they have been hired for a teaching position and note their answers in our alumni tracker. At the beginning of the next school year, faculty collaborates and reports information regarding the completers employment which had been collected via connections. Completers are also prompted to update us with employment information on an alumni update form on our website, through social media, and at completer days. Out of the 7 GTL completers and 22 TUG completers for 2022-2023, we have employment reports for 28 completers. 14 planned to stay in the state, 9 will work in other states, 1 is continuing in a graduate program, 2 are reported as not currently teaching, and 2 went to Indonesia to work with our partners at SPH.

#### 4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

**Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance**

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
TCPA – new Clinical Placement Performance Assessment replacing edTPA - TUG only (1a-1e)	Candidates will receive a 54 on the assessment and no 1's on any rubric row. There are 27 rows, which leads to a minimum of 54 to pass.	<p>22 TUG students completed their TCPA, 14 (63%) passed on first try and the remaining 8 passed (27%) on their first resubmit.</p> <p>100% passed within 1 resubmission.</p>
Capstone (1a-1e)	Candidates must receive a 2 or higher on every rubric row of this assessment to pass. There are 38 rubric rows, so the minimum required total passing score is 76 (41 rows and a 82 score for ESOL endorsements).	<p>22 TUG students and 7 GTL students completed the Capstone assessment.</p> <p>100% of GTL students completed the task and met the requirements on their first submission.</p> <p>12 TUG students (55%) completed the task and met the requirements on their first submission.</p> <p>10 TUG students (45%) completed the task and met the requirement with 1 resubmission, 7 (32%) of the 10 only needed an addition of 1 to 5 points on their resubmission to pass.</p> <p>100% of TUG students completed the task within 1 resubmission.</p>

edTPA – GTL only (1a-1e)	State requires a score of 35, Corban requires students to score at least a 42.	All seven of our GTL completers from the 2022-23 year passed the Orgon requirement, six on their first submission. Three needed internal revisions to meet Corban's standard.
CPAST (1a,1b,1d,1e,1f)	Students must score a 2 or higher on every line of the CPAST.	<p>79% of the 29 completers scored a 2 or higher on each line. The remaining six students received 1s on one or more item. Three of the six students received a 1 on the following items: d,e,f,j,l,m.</p> <p>Item q is about timeliness of submissions and 2 students received a 1 in this area.</p> <p>Other items to note: one student only received one 1 and it was on item q. Removing this student from the group of six, the remaining five had one of the same two supervisors who were both adjuncts and relatively new to supervising. In supervisor training it is explained that candidates need to receive a 2 on each item and if it appears that they will not reach a score of a 2 in an area they should inform the department and work on a plan of support. In all instances this protocol was not followed.</p>

		As a result of this discovery, the department has planned to revisit the outcome expectation of the CFAST and revisit the supervisor training component of scoring the CFAST. Part of the discussion with supervisors surrounding the expected outcomes of the CFAST will focus on individual items of the tool and if the score of emerging (1) is acceptable. For instance, could emerging be an acceptable score for candidates on item q regarding timeliness.
OACTE Completer/Employer Survey (1e,1f)	As a survey of completers, there is no performance expectation linked to completing our program. We desire data to result from this survey to show us the strengths and areas of improvement for our program. We see it as a measure of program success when the resulting data shows Corban completers performing above the mean of the state average.	See information in Table 2.F.

**Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth**

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
TCPA – new Clinical Placement Performance Assessment replacing edTPA - TUG only (2a,2b,2c,2e,2f)	Candidates will receive a 54 on the assessment and no 1's on any rubric row. There are 27 rows, which leads to a minimum of 54 to pass.	22 TUG students completed their TCPA, 14 (63%) passed on first try and the remaining 8 passed (27%) on their first resubmit.

		100% passed within in resubmission.
Capstone (2a,2b,2c,2e,2f)	Candidates must receive a 2 or higher on every rubric row of this assessment to pass. There are 38 rubric rows, so the minimum required total passing score is 76 (41 rows and a 82 score for ESOL endorsements).	<p>22 TUG students and 7 GTL students completed the Capstone assessment.</p> <p>100% of GTL students completed the task and met the requirements on their first submission.</p> <p>12 TUG students (55%) completed the task and met the requirements on their first submission.</p> <p>10 TUG students (45%) completed the task and met the requirement with 1 resubmission, 7 (32%) of the 10 only needing an addition of 1 to 5 points on their resubmission to pass.</p> <p>100% of TUG students completed the task within 1 resubmission.</p>
edTPA – GTL only (2a,2b,2c,2e,2f)	State requires a score of 35, Corban requires students to score at least a 42.	All seven of our GTL completers from the 2022-23 year passed the Orgon requirement, six on their first submission. Three needed internal revisions to meet Corban's standard.
CPAST (2e,2f)	Students must score a 2 or higher on every line of the CPAST.	79% of the 29 completers scored a 2 or higher on each line. The remaining six students received 1s on one or more item. Three of the six students received a 1 on the following items: d,e,f,j,l,m.

		<p>Item q is about timeliness of submissions and 2 students received a 1 in this area.</p> <p>See notes in Table 3 regarding analysis.</p>
OACTE Completer/Employer Survey (2a-2f)	<p>As a survey of completers, there is no performance expectation linked to completing our program. We desire data to result from this survey to show us the strengths and areas of improvement for our program. We see it as a measure of program success when the resulting data shows Corban completers performing above the mean of the state average.</p>	See information in Table 2.F.

## 5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

1. **New Performance Assessment for Clinical Teachers:** During the 2022-23 school year, our department piloted a local performance assessment option for the state in an effort to move away from the edTPA. We were able to collect 2 cycles of data with our students completing the new TCPA during that year. Over the past summer we analyzed the data, gathered information from CTs, TCs, University Supervisors, and scorers to improve the assessment. In preparation for the pilot to become the norm, we updated coursework in EDU331 and EDU531 to provide students a stronger foundation and support to be able to complete the new performance assessment. This year (2023-24) we have incorporated the TCPA into the Capstone Project and both GTL and TUG education students will complete this task during their clinical placement.
2. **GTL Moving to All Online:** For the 2023-24 school year, the GTL program has moved to a completely online program. Prior to this year, 1/3<sup>rd</sup> of the program was online, the other 2/3<sup>rd</sup>s was in person. We have been working to create an excellent student experience in this format, as well as guiding adjuncts and full-time faculty through creating new modes of content and student contact. We are able to use a lot of what we have learned through COVID and online/hybrid instruction, yet there still are some



challenges with having the entire program online. Fall of 2024 will provide the first opportunity to supervise clinical placements virtually and we are working on building these procedures and protocols.

3. **Civil Rights Modules:** During the 2021-22, and 2022-23 school years, we have implemented a re-designed pathway to accomplish state Civil Rights content knowledge for completers. The traditional Civil Rights exam was done away with by the state during COVID and replaced with a different approach to meeting this requirement. Based upon the provisions and standards provided by the state regarding civil rights, our department developed content modules as a part of EDU102 and EDU534 through which students would take and complete and receive a certificate of completion which satisfies TSPC requirements. The 2022-23 year was the first year we fully implemented the completed modules and certification process.

Date sent to AAQEP:	December 11, 2023
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