



Northampton
Community College

Secondary Education

Associate in Arts

PROGRAM AUDIT

2010 - 2015

Elizabeth Tyler Bugaighis, Ph.D.

Education & Academic Success Division

March 2016

Program Purpose

Northampton Community College is committed to providing an excellent foundation for students in the program Secondary Education. The College offers the first two years of the baccalaureate degree. Completion of the associate in arts degree allows for a smooth transition to a four-year institution for advanced courses leading to a degree and certification for secondary level teachers.

Northampton's program is flexible to allow students to select courses for their individual transfer needs. We encourage Secondary Education majors to talk with staff at the college or university to which they wish to transfer to so that they can then select NCC courses to meet the transfer school's specific requirements.

This audit document reviews the Secondary Education program as it existed from 2010 through academic year 2014-15. It is important to note that in recent years the Commonwealth made significant changes to Pennsylvania teacher certification creating new early education and middle level certificates, and eliminating elementary education certification. Secondary education certificates continue to span grades 7 through 12.

Northampton Community College responded to these changes by modifying the Early Childhood Education A.A.S. program, discontinuing the Education A.A. program, and creating three new programs: Middle Level Education: Grades 4-8, A.A., Secondary Education, A.A., and Secondary Education: Math/Science, A.S.

Curriculum

The associate in arts degree in Secondary Education is a 62 credit program. The degree introduces students to the field of education and includes the hours and competencies for Stage 1 & 2 field experiences as defined by the Pennsylvania Department of Education (PDE). The structure of the curriculum also includes transfer electives oriented toward a content area, and general education core courses.

Program outcomes for the degree provide the guideposts for the curriculum and are stated below.

Program Outcomes

Graduates of the program will be able to:

- Explain the philosophy of secondary education and its grounding in the social, philosophical, and historical foundations of education.
- Describe the range of cognitive and developmental differences of all adolescents and the implications of these differences for teaching and learning.
- Identify and apply strategies that provide adolescent students with appropriate skills in making the transition from middle-level to high school, and then to full adult citizenship.
- Explain the historical, legal, and philosophical frameworks of special education to describe current trends, evidence-based practices, and resources relevant to the education of children with exceptionalities.
- Summarize the process of acquiring multiple languages and literacy skills, and the sociocultural characteristics of English Language Learners.
- Practice being a positive role model and tutor to adolescent students by upholding high professional standards in the school setting during 40 hours of early field experience.

Specifically, the Secondary Education curriculum includes 10 credits of education and a 3 credit literature course developed specifically for Middle Level and Secondary Education majors:

- EDUC115 Education for All Teachers (10 hours field work)
- SPEC160 Introduction to Special Education (10 hours field work)
- EDUC260G Adolescent Development and Cognition (10 hours field work)
- ENGL215G Multicultural Adolescent Literature (10 hours field work)
- EDUC105 Pre-Service Academic Assessment (PAPA) preparation (1 credit)

Additionally, all students take 6 credits of mathematics, a lab science course, and four social science courses. Students select six transfer elective courses that align with their intended baccalaureate program. This degree program matches well with students pursuing certification in English and Social Studies. Please note that students who wish to become public school art teachers are encouraged to enroll in Northampton's Individualized Transfer Studies major. Northampton developed a transfer guide that uses the Individualized Transfer A.A. program to align to art education at Kutztown University. This pathway has been very effective in creating a smooth transition between the two institutions for those intending to be art teachers.

Modification to the curriculum of the degree has been very minor over this time period. A comparison of the 2010 and 2014 curriculum appears in Appendix A. The only change is the addition of the course EDUC260G Adolescent Development and Cognition. This course replaces EDUC252G Educational Psychology, which most transfer institutions were no longer accepting because it covered the kindergarten through grade twelve span. For a number of years Educational Psychology remained an elective course. However, to provide a focus on the important issues of adolescent learning and development, education faculty members developed the adolescent psychology course to replace it.

The competencies related to Stage 1 and 2 field experience as defined by the Pennsylvania Department of Education (PDE) are embedded into the core education courses, as noted above. Faculty members have constructed the appropriate assignments, which include observation of and supervised work with school children, along with reflective assignments, to meet the competencies. Consult Appendix B for a chart with the alignment of courses and assignments with PDE field experience competencies.

Northampton Community College prides itself on maintaining a solid general education core. Students complete courses that help to cultivate key skills in writing, oral communication, computer literacy, quantitative literacy and science, as well as to broaden exposure to the arts, humanities, and social sciences. The general education core includes outcomes for diversity and global awareness, information literacy, and critical thinking and problem solving, all key competencies for future educators.

Program Faculty

Through the years spanned in this audit, there has been great stability in the teaching staff. Three faculty members anchored the program throughout the time span covered by this audit document. In the spring of 2016, Judith Buenaflor, Associate Professor of Education was re-assigned to the English Department, but she continues to teach the Multicultural Adolescent Literature course which is populated mainly by education students.

Dr. Annette Bruno teaches at the Bethlehem Campus, and Dr. Nancy Moreau teaches at the Monroe Campus. Dr. Bruno and Dr. Moreau have extensive public school experience, and both have earned tenure at Northampton as well as promotion to the rank of professor. They distinguish themselves in their department and also by engaging in substantive college-wide activities and service.

In recent years, full-time faculty have taught all sections of the courses in the major with the exception of Introduction to Special Education and the one-credit PAPA preparation course. There has also been a dedicated, stable cadre of part-time instructors to teach both of these courses. The names and credentials of both full and part-time faculty members appear below.

Secondary Education Program: Full-Time Faculty Members

2010-2015

Bruno, Annette	B.S. Bloomsburg University; M.Ed. Kutztown University; Ed. D. Widener University
Moreau, Nancy	B.S. Pennsylvania State University; M.Ed. Pennsylvania State University; Ph.D. Copella University
Buenaflor, Judith	B.A. Rosemont College; M.A. Kutztown University; M. Ed. Kutztown University; Ed.S. Walden University

Secondary Education Program: Adjunct Faculty Members

2010-2011

Bruck, Kristen	B.S. Penn State; M.Ed. Kutztown University
Cunconan-Lahr, Robin	B.S. University of Iowa; M.S. Iowa State University; J.D. Drake University Law School
Kennedy, Trieste	B.S. Bloomsburg University; M. Ed. Cedar Crest College
Pretopapa, Jessica	B.A. Shippensburg University; M.Ed. Wilkes University
Stifel, Susan	B.A. Queens University; M.Ed. University of North Carolina
Theisen, Laurie	B.S. Bloomsburg University; M.Ed. McDaniel College

2011-2012

Bruck, Kristen	B.S. Penn State; M.Ed. Kutztown University
Cunconan-Lahr, Robin	B.S. University of Iowa; M.S. Iowa State University; J.D. Drake University Law School
Kennedy, Trieste	B.S. Bloomsburg University; M. Ed. Cedar Crest College
Pretopapa, Jessica	B.A. Shippensburg University; M.Ed. Wilkes University
Theisen, Laurie	B.S. Bloomsburg University; M.Ed. McDaniel College

2012-2013

Cunconan-Lahr, Robin	B.S. University of Iowa; M.S. Iowa State University; J.D. Drake University Law School
Pretopapa, Jessica	B.A. Shippensburg University; M.Ed. Wilkes University
Theisen, Laurie	B.S. Bloomsburg University; M.Ed. McDaniel College

2013-2014

Cunconan-Lahr, Robin	B.S. University of Iowa; M.S. Iowa State University; J.D. Drake University Law School
Perry, Janet	B.A. Houghton College
Pretopapa, Jessica	B.A. Shippensburg University; M.Ed. Wilkes University
Theisen, Laurie	B.S. Bloomsburg University; M.Ed. McDaniel College
Yeager, Roberta	B.S. Mansfield University; M.Ed. Mansfield University
Young, Kimberly	B.S. East Stroudsburg University; M.S. East Stroudsburg University

2014-2015

Cunconan-Lahr, Robin	B.S. University of Iowa; M.S. Iowa State University; J.D. Drake University Law School
Kennedy, Trieste	B.S. Bloomsburg University; M. Ed. Cedar Crest College
Pretopapa, Jessica	B.A. Shippensburg University; M.Ed. Wilkes University
Yeager, Roberta	B.S. Mansfield University; M.Ed. Mansfield University

On the administrative level there have been several changes worth noting. First, by fall 2007 enrollments in education majors had swelled to over 1,200 students. Enrollments overall at NCC also saw steep increases from 2001 (6,216 students) through the high point of 2011 (11,350 students). The increases in students led to a reorganization from three academic divisions to four. In 2009 the education departments moved from the division of Humanities & Social Sciences to the newly created division of Education & Academic Success. This division contains the five education majors, two child care centers, a healthy number of grants and contracts in early childhood education through the community education division, and the learning center. The division, headed by Dr. Elizabeth Tyler Bugaighis, also encompasses the annual humanities programming for the college, and the responsibilities for college-wide retention and graduation initiatives.

During the years this document covers, NCC had three separate departments under the dean of education. Faculty members in education and special education reported directly to the dean, faculty members in early childhood education reported to the director of early childhood education.

Now all faculty members and students in the five education majors are in one department housed under the director of education. The restructuring became effective in spring 2016 and rolled the middle, secondary, and special education programs into the span of responsibilities of the director with the appointment of Ms. Christina Lincoln to the position. The purpose of the change is to bring all five associate degree programs and many shorter term certificates and diplomas under one roof, to create a unified department and capitalize on cross-collaborative efforts.

Enrollment

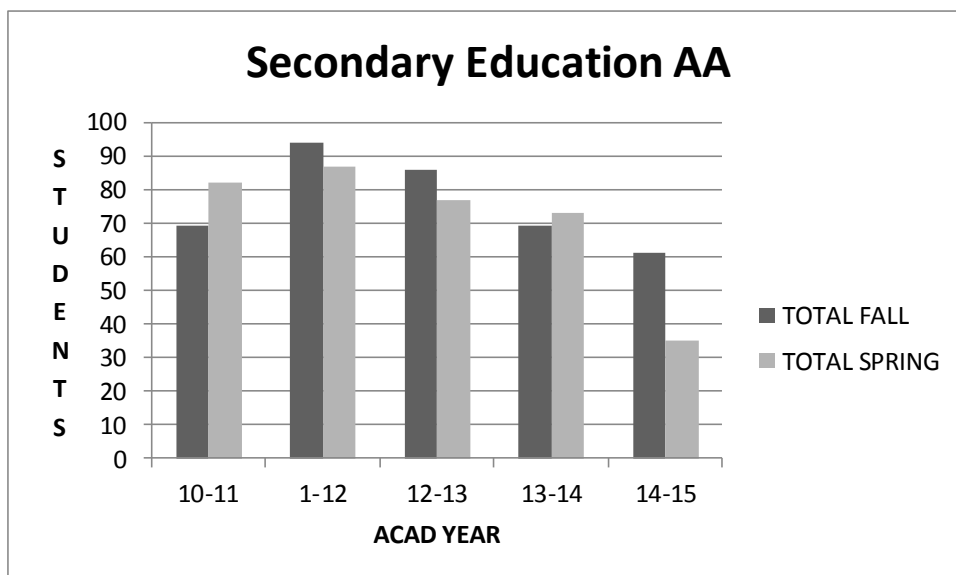
The Secondary Education degree can be completed both on the Bethlehem and the Monroe Campuses. Currently, the only education courses in the program available online are SPED160 Introduction to Special Education and EDUC105 Pre-Service Academic Assessment (PAPA) preparation. Students may take all of the other course work outside of the education courses, online. The availability of online courses as an option keeps the degree accessible and gives students the flexibility to schedule courses in a way that allows them to combine full or part-time study with work and family obligations.

The table and bar chart below show that enrollment in the Secondary Education degree is declining. This downward trend is consistent with enrollments statewide in all sectors of higher education in teacher education programs.

As typical of the community college student population generally, the major enrolls both full and part-time students. Enrollment is sometimes larger in the spring than fall semesters which is attributable to the nature of community college students who often “stop-out” for a semester or two and then return.

Secondary Education Majors A.A.

	10-11	11-12	12-13	13-14	14-15
FALL					
FULL-TIME	57	66	51	41	44
PART-TIME	12	28	35	28	17
TOTAL FALL	69	94	86	69	61
SPRING					
FULL-TIME	56	60	48	51	23
PART-TIME	26	27	29	22	12
TOTAL SPRING	82	87	77	73	35



Program Outcomes for Secondary Education Majors

There are two sources of information about how Secondary Education majors perform. The first is assessment data drawn from faculty members' evaluation of student performance against course and program outcomes. The second measure of success of students comes from the NCC Placement Report.

Described below are the results of two assessment projects conducted by faculty members.

TITLE: EDUC 115- SLOC Project- Assessment #1
 Completed by: Annette Bruno, Judith Buenaflor, Nancy Moreau

The Background: During Fall 2012 and spring 2013, the Education Department conducted a Student Learning Outcome Assessment for the Middle Level and Secondary Education programs at NCC. The Learning Outcome assessed was:

EDUC115 Education for All Students

- Students will define the role of teachers at different levels (Pre-K-4, 4-8, 7-12), analyze their own strengths and interests, and find a match to a suitable certification level

The Assessment's Purpose: This assessment was conducted to determine which experiences from the EDUC 115- Education for All Students course were most helpful to students in clarifying the level of certification they would like to pursue.

The Procedure: In FA12, a pre and post course survey resulted in a decision to slightly revise the questions on the assessment survey to specifically address the importance of all of the course activities in aiding the students' decision to teach and at what level to teach. Questions on the pre and post surveys asked about the students' major, whether they wanted to be a teacher, and what grade level they wanted to teach. Questions only included on the post survey asked students to describe, in their own words, the effect that the assignments: Memories of a Teacher, Philosophy of Education, Mrs. B's Classroom, and Field Experience had on their decisions. They were asked which of the above had the most effect and what was the most important thing they had learned from each.

The Results: Twenty-one students completed the pre-course survey (14-Bruno; 7-Moreau). Thirteen (62%) were secondary education majors; all (100%) wanted to be teachers. Twelve (52%) reported wanting to teach at the high school level. There were various subject area majors given.

Sixteen students completed the post-course survey (10-Bruno; 6-Moreau). Nine (56%) were secondary education majors. Fourteen (88%) still reported that they wanted to be teachers; 8 (50%) at the secondary level. Majors varied.

Unfortunately, there were only eight students who completed both the pre-course and post-course survey. Of these, there was only one who was not sure about becoming a teacher. There were not many changes of desired grade level or subject areas. Therefore, it was difficult to make any recommendations based on this assessment.

Impact on the Program:

Although the sample number of pre and post-course survey returns was low, the field experience requirement was overwhelmingly chosen as the key to helping the students determine their career path. Their written responses mentioned:

- "Observing let me into the life of the classroom"
- "I learned that good teachers make it look easy"
- "Not every day goes as planned"
- "Every day is new and different"
- "You need classroom management skills"

The results of this assessment project show these experiences to be valuable to students when trying to clarify their desire to teach and the level at which to teach.

TITLE: Program Assessment: Capstone Project for Education Students

Completed by: Annette Bruno, Judith Buenaflor, Nancy Moreau

The Background: During Fall 2014 through the present, the Education Department conducted a Program Assessment for the Middle Level and Secondary Education programs at NCC. Below is a list of the Learning Outcomes which relate to this assessment.

EDUC260G Adolescent Development and Cognition

- The students will demonstrate, in written work and oral presentations, an understanding of the major concepts, principles, theories, and research related to adolescent cognitive, social, sexual, emotional, and moral development.
- Reflect on the art and science of teaching
- Utilize knowledge of individual and cultural differences of adolescents to design examples of positive learning environments for all students.
- Practice a variety of strategies and techniques for adapting instruction in order to assure comprehension and success for students of diverse background and students with varying abilities in all phases of learning.

EDUC115 Education for All Students

- Students will demonstrate an understanding of effective teaching and good classroom management to create successful learning environments.
- Students will recognize the unique characteristics and needs of English Language Learners.

ENGL215G Multicultural Adolescent Literature

- Develop an appreciation for various communication/language styles
- Apply critical thinking to explore different cultures

SPED160 Introduction to Special Education

- Use universal design for learning and inclusive practices, knowledge, and skills

The Assessment's Purpose: The assignment selected for the program evaluation was the Lesson Plan and Presentation. The purpose of looking at this assignment was to assess its value as a culminating assignment and to determine what, if any, course review may be necessary to ensure that the above outcomes are met.

The Procedure: In FA14 and SP15, EDUC260G students were asked to write and present a Lesson Plan to their class. Students were given a template for the Lesson Plan as well as the rubric (see below) to be used to assess the Lesson Plan. Each student was walked through the process of writing and presenting a Lesson Plan and each student's rough draft of the Lesson Plan was reviewed by her/his professor.

The Results: Nineteen students presented the Lesson Plans to their classes. For the FA14 and SP15 students, the results are listed below:

- 15 were Proficient/Above Average
- 3 were Basic/Average
- 1 was Below Basic/Did not meet expectations

Impact on the Program

Post-assessment, a new rubric shown as Appendix C, was developed, and, because every student is expected to be proficient/above average, it was decided that students should have more practice with teaching mini-lessons; this practice will start in the first course EDUC115. Also, beginning in FA 2015, Lesson Plans must state which

educational theorists the Plan addresses. A section on differentiation was also added. It is hoped that these steps will improve Presentations and Lesson Plans in SP 2016.

Graduates

Moving from current students to students who completed the program, the Secondary Education program produced 35 graduates over the period of time this audit covers. Twenty-two of them continued to baccalaureate institutions as anticipated. Eleven of the graduates transferred to East Stroudsburg University and five to Moravian College. Other transfer institutions were: Kutztown University, West Chester University, Lehigh University, Slippery Rock University, and Penn State.

Please note that prior to the inception of the Secondary Education program, students enrolled in the Education A.A. program which served as the pathway into teaching careers in the public schools grades Kindergarten to 12th grade. Students enrolled in the Education A.A. degree had the option to remain in that degree if they were near completion. Therefore, students continued to graduate from this program. From 2009 through 2014, 190 students graduated from the Education A.A. degree program. As the table below demonstrates the enrollment shifted away from the Education A.A. to the three new associate degree programs in teacher education.

Academic Year	Number of Graduates Education A.A. Degree
2009	72
2010	85
2011	28
2012	4
2013	0
2014	1
Total	190

Refer to Appendix D which contains all the Placement Report data for the Secondary Education program.

Program Cost & Income

The Secondary Education Program has seen declining revenue due to declining enrollments. The program remains in the middle of the pack in terms of the rankings of programs from most expensive to least expensive, as seen on the Academic Audit Financial Data table available in Appendix E. The program's cost per full-time equivalent (FTE) is running just a slightly above the institutional average.

Summary

A review of the prior five years of the Secondary Education associate in arts degree program demonstrates that strongest features of the program are the full-time faculty members who deliver a solid curriculum using pedagogy which prepares students well for transfer. Faculty members have begun a program of assessment which will

continue to inform them about needs for curricular revision or improvement. In Dr. Bruno, Mrs. Buenaflor, and Dr. Moreau students have exposure to highly credentialed and experienced teacher-educators. The cadre of adjunct instructors who teach Introduction to Special Education gives them access to teachers still in the field in many cases.

The Secondary Education degree prepares students for success at their transfer institutions. Students accumulate the knowledge, skills and early field experiences they need to transfer smoothly to a baccalaureate teacher certification preparation program. Like the majority of NCC transfer students, graduates tend to gravitate toward the state universities in the closest proximity to the Lehigh Valley.

Enrollment in the major is the biggest concern at this point in time. While NCC seeks to build the enrollment in this major, the continuation of the program does not present a specific issue. Students who major in Middle Level and both Secondary Education programs all take the same core education courses. One potential source of students recently came to light – students already enrolled at NCC. Some students have elected not to major in education but rather in liberal arts or general studies with an intent to become an education major after transfer. The dean and faculty members are currently strategizing how to do better outreach to students upon their initial contact with the College. We feel that we can best serve the needs of education majors if they are enrolled in education courses and advised by education faculty members from their first semester at NCC.

Conclusions

- Well-prepared and dedicated professionals teach in the Secondary Education program.
- The Secondary Education program serves as a solid transfer program for pre-service teachers.
- The Secondary Education program is on solid financial footing.
- The Secondary Education program would benefit from increasing enrollment.

Recommendations

- Continue to alter curriculum as mandated by the Pennsylvania Department of Education.
- Continue to monitor partner transfer institutions for curricular changes, and maintain close working relationships to ensure a seamless transfer.
- Continue to assess course and program level outcomes, and use results to improve the program.
- Continue outreach efforts to recruit and retain students.

Appendices

Appendix A	Curriculum 2010-11, 2014-15
Appendix B	Field Experience Competencies, PDE
Appendix C	New Lesson Plan Rubric
Appendix D	Placement Reports Classes of May 2011-May 2014
Appendix E	Financial Data

Appendix A Curriculum 2010-11, 2014-15



Northampton Community College

Fall 2010 Entry Secondary Education Associate in Arts Degree

Course Code	Course Title	Credits
First Semester		
CMTH102	Speech Communication	3
EDUC115	Education for All Students	3
ENGL101C	English I	3
MATH_____	Mathematics Transfer Elective (QL) +	3
_____	Social Science Transfer Elective (SIT) +	<u>3</u>
		15
Second Semester		
ENGL151C	English II	3
SPED 160	Intro to Special Education	3
MATH_____	Mathematics Transfer Elective (QL) +	3
_____	Social Science Transfer Elective (SSHB)	3
_____	Transfer Elective +	<u>3</u>
		15
Third Semester		
EDUC105	Praxis I Preparation	1
_____	Social Science Transfer Elective (SIT or SSHB) +	3
_____	Transfer Elective +	<u>12</u>
		16
Fourth Semester		
ENGL215G	Multicultural Adolescent Literature	3
	(A/H) (WI)(D)	
_____	Social Science Transfer Elective (SIT or SSHB) +	3
_____	Science Transfer Electives (SCI) +	4
_____	Transfer Elective +	<u>6</u>
		16
Total Credits		62

+ Transfer Electives must be selected with the advice of an academic advisor so that courses will transfer to the students' intended transfer institution, and, correspond to the area of content the student will teach at the high school level.

- . EDUC105 Praxis I Preparation course helps students to prepare for the standardized Praxis exam. The course is not otherwise AA/AS applicable and is not transferable.
- . ENGL215G fulfills one Writing Intensive requirement. One other course must be taken as writing intensive. ENGL215G also fulfills the Diversity elective.
- . Taking both ENGL101C and ENGL151C satisfies the general education Computer Literacy Requirement.

Appendix A Curriculum 2010-11, 2014-15



Northampton Community College

**Fall 2014 Entry Secondary Education
 Associate in Arts Degree**

Course Code	Course Title	Credits
First Semester		
CMTH102	Speech Communication	3
EDUC115	Education for All Students	3
ENGL101C	English I	3
MATH_____	Mathematics Transfer Elective (QL) +	3
_____	Social Science Transfer Elective (SIT) +	<u>3</u>
		15
Second Semester		
ENGL151L	English II (Literature)	3
SPED 160	Intro to Special Education	3
MATH_____	Mathematics Transfer Elective (QL) +	3
_____	Social Science Transfer Elective (SSHB)	3
_____	Transfer Elective +	<u>3</u>
		15
Third Semester		
EDUC105	Pre-Service Academic Assessment (PAPA) Preparation	1
EDUC 260G	Adolescent Development & Cognition (WI)	3
_____	Social Science Transfer Elective (SIT or SSHB) +	3
_____	Transfer Elective +	<u>9</u>
		16
Fourth Semester		
ENGL215G	Multicultural Adolescent Literature (AH) (WI)(D)	3
_____	Social Science Transfer Elective (SIT or SSHB) +	3
_____	Science Transfer Electives (SCI) +	4
_____	Transfer Elective +	<u>6</u>
		16
Total Credits		62

+ Transfer Electives must be selected with the advice of an academic advisor so that courses will transfer to the students' intended transfer institution, and, correspond to the area of content the student will teach at the high school level. Refer to transfer guides.

. EDUC105 Pre-Service Academic Assessment (PAPA) Preparation course helps students to prepare for the standardized exam. The course is not otherwise AA/AS applicable and is not transferable.

. EDUC 260G and ENGL 215G fulfill the Writing Intensive requirement. ENGL215G also fulfills the Diversity and Global Awareness elective.

. Taking both ENGL101C and ENGL151L satisfies the general education Computer Literacy Requirement.

Appendix B **Field Experience Competencies** **Pennsylvania Department of Education**

The Pennsylvania Department of Education (PDE) has developed a general set of field experience and student teaching competencies that are required for certification. All Instructional I certifications will replace the field experience hours with competency-based assessments for Stages 1, 2 and 3 field experiences. The purpose of the Stage 1 & 2 Field Experience is to provide pre-service teachers with appropriate classroom experiences at the introduction of their course work. These experiences are meant to help the pre-service teacher determine if teaching is an appropriate career choice. For those pre-service teachers who decide to pursue teacher certification, the field experiences will progress from the Stage 1 & 2 Field Experiences to Stage 3 Pre-student Teaching and finally Stage 4 Student Teaching. All field experiences are directly related to material presented in the various education courses.

Program providers will continue to report the hours assigned to each stage of field experience. However, the emphasis in the guidelines has shifted from hours to the competencies expected to be demonstrated through field experience(s).

Stage 1 and Stage 2 Competencies

Stages 1 and 2: All Instructional I Certificates Pre-K-4; 4-8; Special Education Pre-K-8; Special Education 7-12; K-12, Secondary 7-12; Teacher Intern; and Endorsements.

Competency Domain	Requirement is Met When:	Course Where Met	Assessment of Competency
A. Planning and Preparation	The candidate:		
	1. Reflects on elements of planning and preparation from observations in educational settings.	EDUC115, ENGL215G EDUC260G	Observation Reports Portfolio reflection
	2. Applies knowledge of PA Pre-K-12 Academic Standards to classroom observations.	EDUC115, EDUC260G	Observation Reports, Tutoring Log
	3. Identifies ways in which the age and/or related characteristics of students observed in various learning were reflected in instructional planning.	EDUC115, EDUC260G, ENGL215G	Observation Reports Tutoring Reports Portfolio reflections
	4. Identifies how learning goals were developed to address individual student needs.	EDUC115 EDUC260G	ELL/ SPED Observations Lesson Plans Tutoring Report
	5. Identifies how various resources, materials, technology and activities engage students in meaningful learning based on the instructional goals.	EDUC115, EDUC260G, ENGL215G	Observation Reports Tutoring Reports Portfolio reflections
B. Classroom Environment	The candidate:		
	1. Describes elements of effective classroom management observed in various educational settings.	EDUC115, ENGL215G EDUC260G	Observation Reports Portfolio reflections
	2. Observes teacher-to-student and student-to-student interactions and reflects on those observations.	EDUC115, ENGL215G EDUC260G	Observation Reports Portfolio reflections
	3. Identifies ways in which the age and/or related characteristics of students observed in various learning were reflected in instructional planning.	EDUC115, EDUC260G ENGL215G	Observation Reports Tutoring Reports Portfolio reflections

C. Instructional Delivery	The candidate:		
	1. Observes and reflects on effective verbal and non-verbal communication techniques.	EDUC115, EDUC260G, ENGL215G	Observation Reports Tutoring Reports Portfolio reflections
	2. Observes and reflects on effective questioning and discussion techniques.	EDUC115, EDUC260G ENGL215G	Observation Reports Tutoring Reports Portfolio reflections
	3. Identifies ways in which the age and/or related characteristics of students observed in various learning were reflected in instructional planning.	EDUC115, EDUC260G, ENGL215G	Observation Reports Tutoring Reports Lesson Plans Portfolio reflections
	4. Identifies how learning goals were developed to address individual student needs.	EDUC115 EDUC260G	Tutoring Reports Lesson Plan Portfolio reflections
	5. Identifies how various resources, materials, technology and activities engage students in meaningful learning based on the instructional goals.	EDUC115, EDUC260G, ENGL215G	Observation Reports Tutoring Reports Lesson Plans Portfolio reflections
D. Professional Conduct	The candidate:		
	1. Represents integrity, ethical behavior and professional conduct as stated in the "PA Code of Professional Practice & Conduct for Educators," as well as local, state and federal laws and regulations.	EDUC115, EDUC260G	Discussion of ethics and codes. Observations Lesson Plans Portfolio reflections
	2. Complies with school policies and procedures regarding professional dress, attendance and punctuality.	EDUC115, EDUC260G, ENGL215G	Observation Reports Tutoring Reports Portfolio Reflections
E. Assessment	The candidate:		
	1. Identifies and reports on various kinds of assessments used in instruction.	EDUC260G	Artifact for portfolio Lesson Plans
	2. Assesses their own professional growth through focused self-reflection.	EDUC115, EDUC260G	Reflections in artifact Reflection Course
F. Knowledge of Diverse Learners	The candidate:		
	1. Reports on the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom.	EDUC115, EDUC260G, ENGL215G,	Observation Reports Tutoring Reports Portfolio reflections
	2. Reports on effective practices and opportunities designed to communicate with and engage families, caregivers and the broader community.	EDUC115, EDUC260G, ENGL215G	Observation Reports Tutoring Reports Portfolio reflections

Appendix C New Lesson Plan Rubric



EDUC260G Adolescent Development & Cognition

Lesson Plan Rubric

	Above Average	Average	Does Not Meet Expectation
Target Grade/ Subject: Identify the target grade.	The unique attributes of the target population are very clear <u>and</u> the appropriateness of the lesson (for this group) is obvious	Description of target population is general <u>and</u> the appropriateness of the lesson (for this group) is clear.	Description of target population is vague and/or, the appropriateness of the lesson (for this group) is not convincing.
Standard(s): Identify and define the targeted PA standard and state the specific learning objective(s)	Standards are identified and defined	Standards are identified only	Standards are missing
Objectives: Specific behavior that the students will know and perform at the end of the lesson.	Behavior, criteria, and conditions are clearly communicated and clearly <u>and</u> concisely written (no unnecessary word).	Two of the three (behavior, criteria, and/or conditions) are apparent.	Behavior, criteria, and/or conditions are unclear or missing. Only one is listed.
Media / Materials: Include all materials (and explanations if necessary) including electronic files that are needed for lesson.	Materials are provided and explained.	All materials are included but how they are to be used is unclear.	All materials are not included and/or are poorly organized.
Procedures: Describe how the lesson will work. Describe the lesson so that another certified teacher could understand it and implement it without your presence.	Description is sufficiently clear to enable a third party to try the lesson out. Description is clear, detailed, easy to follow and complete	Description lacks detail, has gaps, incomplete	Description is unclear and difficult to follow.
Differentiation: Detail enrichment and developmental lessons are included	Enrichment and developmental lessons are included and appropriate.	Enrichment lessons only included.	Differentiated instruction missing
Assessment: Describe the assessment measure for determining whether the lesson's objective(s) were met.	The behavior assessed exactly matches the behavior described in the objective and description of the lesson.	The behavior assessed closely resembles the behavior described in the objective and description of the lesson.	The behavior assessed is inconsistent with the behavior described in the objective and description of the lesson.
Education Theories: Describe the educational theory(ies) which apply to this lesson.	The theory(ies) is (are) identified and defined.	The theory(ies) is (are) identified only.	The theory(ies) is (are) missing.
All required parts of the lesson plan are included.	All	Most	Some

Appendix D Placement Reports Classes of 2010 - 2014

<i>Secondary Education</i>	Aug. '09	Aug. '10	Aug. '11	Aug. '12	Aug. '13
	Dec. '09	Dec. '10	Dec. '11	Dec. '12	Dec. '13
	May '10	May '11	May '12	May '13	May '14
<i># of Graduates</i>	0	3	10	10	12
<i>employed</i>	0	0	3	0	1
<i>job hunting</i>	0	0	0	1	0
<i>continuing ed.</i>	0	2	6	6	8
<i>other</i>	0	1	1	3	3
<i>Employed Graduates</i>	0	0	3	0	1
<i>Additional Data Not Avail.</i>	–	–	–	–	–
<i>related</i>	0	0	0	0	0
<i>unrelated</i>	0	0	3	0	1
<i>unrelated by choice</i>	0	0	0	0	0
<i>Median starting salary (if>2 reported)</i>	–	–	–	–	–

Appendix E Financial Data

**NORTHAMPTON COMMUNITY COLLEGE
 ACADEMIC AUDIT FINANCIAL DATA
 2011 - 2015
 Secondary Education**

Program Income

FY	Tuition Income	Local Reimb.	Operating Reimb.	Stipend Reimb.	Total Income	Income/ FTE
2011	\$271,300	\$46,273	\$81,245	\$53,374	\$452,192	\$ 5,922
2012	317,808	53,423	94,728	62,640	528,599	6,194
2013	286,885	46,768	108,494	-----	442,147	6,060
2014	288,708	46,516	81,882	53,243	470,349	6,997
2015	273,770	44,435	76,958	-----	395,163	6,456

Program Costs

FY	Direct Costs	Indirect Costs	Total Costs	Income Per FTEs	Cost/ FTE	Rank	Inst. Avg. Cost/FTE
2011	\$215,881	\$152,235	\$368,116	\$5,922	\$4,821	31 of 74	4,906
2012	258,631	202,648	461,279	6,194	5,405	43 of 127	5,182
2013	217,416	181,633	399,049	6,060	5,469	59 of 120	5,430
2014	219,726	179,969	399,695	6,997	5,946	49 of 122	5,730
2015	210,469	180,683	391,152	6,456	6,391	47 of 119	6,144