**Oakland University Assessment Committee**

**Assessment Process for Programs with External Accreditation**

Overview

The Higher Learning Commission (HLC) of the North Central Association (NCA), the university’s accrediting body, requires the university to ‘*demonstrate a commitment to educational achievement and improvement through ongoing assessment of student learning’.* However, the NCA allows the university to decide how best to meet this requirement.

Typically, programs meet this requirement by participating in the university’s assessment cycle, as detailed by the university assessment committee (UAC). Programs normally participate in this cycle by first submitting an assessment plan to the UAC, and upon approval, implementing that plan and reporting the results of the implementation back to the UAC in two-year repeating cycles.

Programs with external accreditation sometimes operate with a slightly different process than other programs. Typically, external accreditors have assessment requirements that are more stringent then the requirements of the HLC. As such, fulfilling the assessment requirements of the external accreditor is usually sufficient to satisfy the requirements of both the UAC and the HLC. Programs with external accreditation are eligible to apply for a special waiver to have their accreditation process substitute for the normal university process, reducing the burden on programs with external accreditation and on the UAC.

This is how it works. First, the program must show how their external accrediting body’s requirements meet or exceed the requirements of the Higher Learning Commission. This is done through a simple ‘mapping’ process that is submitted to the UAC. Once the mapping process is reviewed and approved, the UAC then only requires your accrediting body’s formal letter of accreditation as evidence that the program is fulfilling the assessment requirements of the HLC. Each time a program is re-accredited, it will need to submit another formal letter, which serves as a substitute for the normal assessment process until its next round of accreditation. This saves the program and the UAC time, because the program does not have to submit formal plans or reports to the UAC.

Instructions: Summary

Step 1: Basic Information

Step 2: Mapping of Standards

Step 3: Final Steps

Please fill this form out electronically. If you are **not** accredited by an external body, use [this form](https://www.oakland.edu/upload/docs/OIRA/Assessment/Forms/UAC%20Assessment%20Report%20Format.docx) instead.

For questions, comments, or help with this form, contact Reuben Ternes (ternes@oakland.edu)***.***

Completed forms should be sent electronically to Reuben Ternes (ternes@oakland.edu).

**Step 1: Basic Information**

*Please fill out the following basic information about your program.*

Program Name:

**Bachelor of Science in Elementary Education**

**Secondary Teacher Education Program (STEP)**

**Master of Arts in Teaching in Elementary Education**

**Master of Arts in Teaching in Secondary Education**

**Master of Arts in Teaching in Reading and Language Arts**

**Master of Education in Early Childhood Education**

**Master of Education in Special Education**

School or College your program resides in: **School of Education and Human Services**

Program Level (check all that apply):

Undergrad X

Master’s X

Doctoral ☐

External Accrediting Agency: **TEAC (Teacher Education Accreditation Council) through October 2020**

Today’s Date: **12/11/2015**

Current Assessment Contact Representative (& E-mail): **Donna Raymond, Director of Accreditation** **raymond@oakland.edu**

Current Department or Program Chair (& E-mail): **Dr. Ji-Eun Lee, Department Chairperson** **lee2345@oakland.edu**

 **Dr. Mary Stein, Elementary Education Coordinator** **stein@oakland.edu**

Current Dean (& E-mail): **Dr. Jon Margerum-Leys** **jmargerumleys@oakland.edu**

**Step 2: Program Mapping**

*Programs with external accreditation must still meet the accrediting standards of the Higher Learning Commission, or submit an assessment report using the long form. Programs with external accreditation must meet the following requirements as stipulated by the Higher Learning Commission of the North Central Association:*

1. The program has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The program assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The program uses the information gained from assessment to improve student learning.
4. The program’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

*In order for your mapping to be approved, your external accrediting agency must require the above criterions to be met, in some fashion or another. Below, please provide the exact language that your accrediting body uses to show that each of the requirements listed above is also required by your accrediting body. Understand that this mapping is to the HLC’s requirements and the requirements of your accrediting body, and has nothing to do with your program or how your program does assessment. Use the exact language of your accrediting body. In addition, you must provide the location of where members of the UAC can find this language – either a page number in a document or a hyperlink to the appropriate location on the website of your accrediting agency.*

|  |  |  |
| --- | --- | --- |
| **Higher Learning Commission Requirements** | **Your Accrediting Body’s Associated Requirements** | **Location** |
| The program has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals. | **1.0 QUALITY PRINCIPLE I: Evidence of candidate learning**Programs must provide sufficient evidence that candidates have learned and understood the teacher education curriculum. This evidence is verified through audit and evaluated for its consistency and sufficiency. Each component and cross-cutting theme of Quality Principle I must contribute to the overall goal of producing competent, caring, and qualified teachers.**1.1 Subject matter knowledge**The program candidates must understand the subject matter they will teach.**1.2 Pedagogical knowledge**The program candidates must be able to convert their knowledge of subject matter into compelling lessons that meet the needs of a wide range of pupils and students.**1.3 Caring and effective teaching skill**The program candidates must be able to teach effectively in a caring way and to act as knowledgeable professionals.**1.4 Cross-cutting themes**In meeting each of TEAC components 1.1–1.3, the program must provide evidence that its candidates have addressed the following three cross-cutting liberal education themes:**1.4.1 Learning how to learn:**Candidates must demonstrate that they have learned how to learn information on their own, that they can transfer what they have learned to new situations, and that they have acquired the dispositions and skills of critical reflection that will support life-long learning in their field.**1.4.2 Multicultural perspectives and accuracy:**Candidates must demonstrate that they have learned accurate and sound information on matters of race, gender, individual differences, and ethnic and cultural perspectives.**1.4.3 Technology**:Candidates must be able to use appropriate technology in carrying out their professional responsibilities.**1.5 Evidence of valid assessment**The program must provide evidence regarding the trustworthiness, reliability, and validity of the evidence produced from the assessment method or methods that it has adopted. | <http://www.teac.org/wp-content/uploads/2009/03/quality-principles-for-teacher-education-programs.pdf> Page 1-2 |
| The program assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs. | **1.0 QUALITY PRINCIPLE I: Evidence of candidate learning****Programs must provide sufficient evidence that candidates have learned and understood the teacher education curriculum. This evidence is verified through audit and evaluated for its consistency and sufficiency.** | <http://www.teac.org/wp-content/uploads/2009/03/quality-principles-for-teacher-education-programs.pdf>  |
| The program uses the information gained from assessment to improve student learning. | **2.0 QUALITY PRINCIPLE II: Evidence of faculty learning and inquiry****There must be a system of inquiry, review, and quality control in place through which the faculty secures evidence and informed opinion needed to improve program quality.** **Program faculty should be undertaking inquiry directed at the improvement of teaching and learning, and it should modify the program and practices to reflect the knowledge gained from its inquiry.**  | <http://www.teac.org/wp-content/uploads/2009/03/quality-principles-for-teacher-education-programs.pdf> |
| The program’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members. | **2.1 Rationale for the assessments**There must be a rationale for the program’s assessment methods that explains why the faculty selected the assessments it used, why it thinks its interpretations of the assessment results are valid, and why the criteria and standards the faculty has set as indicating success are appropriate.**2.2 Program decisions and planning based on evidence**Where appropriate, the program must base decisions to modify its assessment systems, pedagogical approaches, and curriculum and program requirements on evidence of candidate learning.**2.3 Influential quality control system****The program must provide evidence, based on an internal audit conducted by the program faculty,** that the quality control system functions as it was designed, that it promotes the faculty’s continual improvement of the program, and that it yields the following additional and specific outcomes:**2.3.1 Curriculum:** The curriculum meets the state's program or curriculum course requirements for granting a professional license.**2.3.2 Faculty:** The Inquiry Brief, as endorsed and accepted by the faculty, demonstrates the faculty’s accurate and balanced understanding of the disciplines that are connected to the program.**2.3.4 Resources:** The program faculty must monitor and seek to improve the suitability and appropriateness of program facilities, supplies, and equipment and to ensure that theprogram has adequate financial and administrative resources. | <http://www.teac.org/wp-content/uploads/2009/03/quality-principles-for-teacher-education-programs.pdf> |

**Step 3: Final Steps**

*Please e-mail your completed form to the UAC/OIRA liaison, Reuben Ternes (**ternes@oakland.edu**). The UAC will review the program mapping to make sure it meets the HLC standards. After the review is complete, you will receive a response from the UAC indicating the final result of the review.*