

New Graduate Option  
Mathematics Education

Status: Pending Review - Graduate Council Chair

1. Review - College Approver - Education

Approved by [Paula Dungjen](#) Exec Asst to the Dean / College of Education, March 16, 2016 3:05pm

2. Review - Curriculum Coordinator

Approved by [Cheryl Hagey](#) Administrative Program Assist / Acad Prgms/Assess/Accred, March 23, 2016 11:14am

Comments

*Cheryl Hagey (Curriculum Coordinator) March 23, 2016 11:14am*  
SUMMARY: This New Graduate Option seeks to establish Mathematics Education under Education major.  
  
CIP 130101 has been added to the proposal.  
  
All Components per Faculty Senate Curriculum Council are met.

3. Review - Graduate Council Chair

Your Decision: ☐ Approve  
☐ Send Back

Your Comment: (optional) NOTE: These comments are visible to everyone

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More Queued Reviews (5)

Graduate School; CC Rep - Education; Curriculum Council Chair; Academic Programs; Catalog Coordinator

Proposal

Proposal ID: 97466  
Type: New Option/Minor  
Submission Date: March 16, 2016 2:29pm  
Effective Term: Summer 2016  
Justification: The Mathematics Education (MS) option is being created to replace the existing MS degree in the Mathematics Education major (5620) due to the reorganization of the College of Education.  
Comments: None

Originators

NAME	TITLE	DEPARTMENT/SCHOOL
<a href="#">Susan Helback</a>	Instructor	Teacher/Counselor Eductn

Contacts

NAME	TITLE	DEPARTMENT/SCHOOL
<a href="#">Jennifer Bachman</a>	Coordinator-Academic Program 2	College of Education
<a href="#">Kok-Mun Ng</a>	Professor	College of Education

Liaisons

LIAISON	STATUS	REQUIRED
Randy Bell - Assoc Dean-Academic Affairs / College of Education I approve the creation of this option as part of our reorganization plan. (Responded on Mar 16, 2016)	Responded	Yes
Paula Dungjen - Exec Asst to the Dean / College of Education	Responded	Yes

The option is approved contingent upon approval of the deans.  
(Responded on Mar 16, 2016)

## Program Information

Program Title: Mathematics Education  
CIP Code: 130101  
College/Department or College/School: College of Education / No Department  
Program Type: Graduate Option  
Associated Major: Education - EDD, EDM, MS, PhD  
Description:

This option is for students wanting to earn both a Master's of Science degree in Education and qualify for an Oregon teaching license in advanced mathematics.

Requirements:

### Content Specialty (17 credits)

SED 574. Mathematics Pedagogy and Technology I (4)

SED 576. Mathematics Pedagogy and Technology II (4)

AND 9 credits from Mathematics (MTH), or mathematics related courses in other disciplines with approval from advisor

## Documents

FILE NAME	FILE SIZE	COMMENT	DATE ADDED
<a href="#">Graduate Assessment Plan Mathematics Education MS option.docx</a>	20.47 Kb	Graduate Assessment Plan as per the Graduate Council's request.	Mar 16, 2016 11:07 am

## Graduate Master's Program Assessment Plan: MS in Education (2310), Mathematics Education (Licensure)

### Process

How does your unit reflect on the assessment data gathered and who is involved? How do the results of your assessment efforts relate to strategic planning and overall program review?

The Professional Teacher & Counselor Education (PTCE) Unit is a consortium of teacher licensure programs in the College of Education and three cognate colleges, which includes the Master of Science (MS). Because the unit is accredited by the Council for Accreditation of Educator Preparation (CAEP) and the Oregon Teacher Standards and Practices Commission (TSPC), all teacher preparation programs have common student learning outcomes and key assessments as part of the unit's quality assurance system. The PTCE Unit executive committee, licensure faculty, and TSPC Consortium meet quarterly to review data for continuous program improvement. Student performance is also tracked and reviewed continuously by faculty on TaskStream. Science and mathematics education faculty review GLO data individually and discuss in meetings as necessary. Programs are adjusted based on data gathered including core course updates, sequence of core courses, and assignment of instructors.

### What data are archived? Where, how and for what duration?

The College of Education collects application and program information in an electronic database on applicants and admitted students. From this data, we figure admission rates, matriculation rates, graduation rates, and years to completion for programs within the College back to 1989. Starting in 2014, our new electronic assessment system (Taskstream) allows us to track key assessments for each program and align them to standards relevant to their program outcomes, as well as accreditation, state, and national standards.

We are responsible for the retention of information about professional license requests for teacher and counselor education and the supportive information about internship placements for the life of our students. We retain results of state-mandated content knowledge and pedagogy test scores and we maintain passing scores results as well as subject area breakdowns of the tests. Test scores from 2000-2005 are kept in an archive in the college administration office. Test scores delivered after 2005 are maintained in our shared drive. From this we figure pass rates and the number of times a student has taken the test as well as mean scores for the College and the State.

### Program Outcomes, Measures and Benchmarks or Milestones

List the university and program level student learning outcomes (GLO).	Conduct research or produce some other form of creative work	Demonstrate mastery of subject material	Conduct scholarly or professional activities in an ethical manner	Demonstrate competence with teaching mathematics content at appropriate grade level
What year will you report on this outcome? (Every university GLO must be assessed annually and others at least once every five years.)	Annually	Annually	Annually	2016-2017
List the measures/methods /instruments to be used to assess the outcome. Identify measures, methods, and/or instruments as being direct (D) or indirect (I). (At least one of these must be direct measures.)	Written project rubric and oral exam rubric (D)  (Each student will conduct an original <b>mathematics education</b> research project. Their research project will be assessed through a written product and an oral exam.)	Subject Mastery Exam (Pearson National Evaluation Series) (D)  Course grades in <b>Mathematics Education</b> option specialty courses (I)  Oral Exam Rubric - One hour of the oral exam focuses on mastery of subject material	The Education M.S, <b>Mathematics Education</b> option addresses two perspectives in ethics:  1. ethical research practices:- SED 506 Projects course grade (I)  2. ethical teaching practices:- Teacher Standards &	Clinical Evaluation completed by the cooperating <b>math</b> teacher and <b>mathematics education</b> university supervisor (D)  edTPA Portfolio rubric (D)

		content (D)	Practices Commission Teaching Summary Report scoring guide (D)	
What benchmarks/milestones will you use to determine if the outcome has been satisfactorily met by the students? <sup>z</sup>	100% of students pass with score of proficient or higher across 80% of all criteria.	100% Passing score on subject mastery exam;  100% of students have a GPA of 3.0 or better in all <b>Mathematics Education</b> option specialty courses  100% of students pass oral exam. 80% have avg. score of proficient or above on exam rubric.	100% earn at least a 3.0 GPA in SED 506  100% of students pass all Teacher Standards Practice Commission disposition criteria with approval from Cooperating Teacher and University Supervisor	100% of students receive a 3 (meets standards) or 4 (exceeds standards) on the Clinical Evaluation rubric.  100% of students score proficient or better on edTPA Portfolio rubric.
Examples include courses, workshops, program of study, internship/externship, research proposal, presentations of research or project results, project or thesis defense, final report or thesis. This is not an exhaustive list of possibilities.				
<sup>z</sup> programs especially with options will likely have specific learning outcomes (competencies, goals, etc.). State those and how they are being assessed.				

Graduate Program Annual Reporting - Assessment and Reflection on Graduate Learning Outcomes (GLO)				
Identify the university and program level graduate learning outcomes (GLO).	Conduct research or produce some other form of creative work	Demonstrate mastery of subject material	Conduct scholarly or professional activities in an ethical manner	Demonstrate competence with teaching mathematics content at appropriate grade level
Is this GLO new or revised since the last year you reported on it? (write no, new, or revised)				
What do the data show about student learning or success relative to the outcomes you are reporting on this year?				
Describe any course-level changes related to this outcome that will result /have resulted from assessment activities in this reporting year. Include timelines.				
Describe any program/degree level (e.g. curricular, outcomes, goals, objectives) changes related to this outcome that have resulted/will result from GLO assessment activities in this reporting year and/or from other impetuses (e.g. feedback from accreditors).				
How did your program reflect on the data you are reporting and who was involved? Were there any challenges or concerns? How are the results of your assessment efforts related to strategic planning and overall program review?				
Plans				
Describe the program's assessment plans for the upcoming year.				
Attachments- Please share any relevant attachments related to the items/results you are reporting in this report.				