
Professional Program External Requirements

College of Education Licensure

Curriculum and Instruction

All students completing programs for teacher licensure after August 31, 2004, are required to successfully pass a national exam, PRAXIS II, which is a test of teacher content knowledge. The version of the test is determined by the desired licensure area.

All students exiting teacher certification programs, whether undergraduate or post-baccalaureate, must have a cumulative grade point average in the content major or minor of 2.75 and must have a cumulative grade point average in the professional courses of 2.75 in order to be cleared for graduation and license endorsement.

Civil Engineering and Mechanics

The **CEAS Assessment Action Plan** broadly describes the plan developed by the college and departments to assess our programs. Assessment activities are divided into two categories:

- Assessments coordinated at the departmental level
- Assessments coordinated by the college (college-wide assessments)

In both cases the method of evaluating the results of the assessment tools is described. This page also has links to various survey forms used by the college, as well as links to numerical results of each survey.

The College and Departmental Assessment Pages (<http://www.uwm.edu/CEAS/assess/index.html>) link to pages describing:

- Department mission statements and associated departmental objectives and outcomes
 - Assessment matrix for courses
 - College mission statement and associated objectives
 - Assessment-related curricular modifications
 - Results of the various assessment tools, and the associated actions taken to eliminate perceived weaknesses
-

Communication Sciences and Disorders

Our student learning outcomes are extremely detailed. They are required by the American Speech-Language-Hearing Association (ASHA), our professional organization, as a basis for certification for our students as speech-language pathologists. They are also required by the Department of Public Instruction (DPI) for certification as a speech-language pathologist in the schools.

Electrical Engineering

In Electrical Engineering, each course has several learning outcomes as required for accreditation from the Accreditation Board for Engineering & Technology (ABET). Students are surveyed each semester, the data is analyzed by the EE faculty and the Electrical Engineering Industrial Advisory Council, and course-contents/curriculum are modified, if these groups find that essential. The ABET accreditation requires every EE graduate to have capstone design experience with team work. Students make oral presentations and demonstrate their products before the faculty and engineers from the industry, and are graded by these people. EE-355 course revised effective spring 2004 with new course No. EE-595.

Educational Psychology

The objectives, assessment tools, and outcomes allow faculty to maintain a high standard of training and to evaluate the program's progress toward meeting stated goals. The program submits an annual report to the American Psychological Association and we demonstrate annual progress on meeting these goals. An external professional committee reviews our progress on an annual basis. Every six (6) years, the program is required to have a major site visit review to ensure that we are maintaining the quality our program.

Exceptional Education

Our undergraduate and post baccalaureate programs lead to professional licensure as a Special Education teacher or a Sign Language Interpreter. These programs have formative assessments that must be passed at various stages in the program (e.g., semester grade reviews, portfolio reviews, professional development plans; teaching experience evaluations; benchmark evaluations; "ITP screening" in the Interpreter Training Program).

Health Sciences

Results on National Certification Examination(s)

The scores of the senior students taking national certification examinations are used to monitor program content and effectiveness. Results are reviewed by the university program officials and the clinical affiliate sites and changes made to the curriculum content, if required.

Program Accreditation

The Clinical Laboratory Science/Medical Technology sub-major is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) who conducts an intensive program review every seven (7) years. The CLS/Medical Technology sub-major has been accredited since 1987. Our last accreditation was conducted in April 1999 and the program was awarded reaccreditation through October 2006.

The Cytotechnology sub-major was awarded initial accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in April 2003 and extends until April 2006.

Industrial and Manufacturing Engineering

We follow the Accreditation Board for Engineering & Technology (ABET) requirements for outcome assessment of our program.

Music

Music Education Teacher License Results

UWM music education students must demonstrate competence in their teaching abilities before achieving Wisconsin teacher certification. This competence is demonstrated through a teaching portfolio consisting of a record of PPST passing scores; a transcript demonstrating a 2.75 GPA; a copy of current resume; lesson plans written and taught in music methods courses and student teaching; a statement of teaching and learning philosophy; examples of audio and video recordings from student performances as a conductor or performer; written evaluations from cooperating teachers, university supervising teachers, and methods class instructors; and self-evaluations based upon microteaching and student teaching experiences.

Praxis I and II Exam Results

Music education faculty will begin comparing UWM student scores on Praxis I and II exams with national and state peers. This information will be examined to help determine adjustments in core music courses and in the music education curriculum.

Nursing

The definitive measure of academic accomplishment for baccalaureate graduates of the College of Nursing is the successful passage of the National Council Licensure Examination (NCLEX) on the first attempt. Passing the NCLEX is the final step in the nurse licensure process, ensuring that entry-level Registered Nurses have the necessary level of knowledge, skills, and abilities to engage in safe and effective patient care.

Occupational Therapy

The level of education required to practice as a Registered Occupational Therapist is changing from a bachelor's to a master's degree to comply with mandates defined by the Accreditation Council for Occupational Therapy Education (ACOTE). Beginning January 1, 2007, occupational therapy educational programs will only be accredited at the post-baccalaureate degree level. Therefore, students who will be admitted to UWM's professional program (junior year of study) in September 2004 and who will graduate in 2006 constitute the last class prepared at the baccalaureate level who will be eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) Certification Exam. Students admitted to the professional program in 2005 and thereafter must complete UWM's OT master's degree program to establish eligibility to sit for the NBCOT Certification Exam and enter professional practice.

UWM has the largest undergraduate occupational therapy program in the state of Wisconsin, and we admit 74 students each year to our professional program. In 1998, there were 85 applicants. The lowest GPA for admission was 3.333; the average GPA was 3.70.

Our students have continually demonstrated a high level of professional preparation by passing the national Registered Occupational Therapy Certification Exam at a rate of 99.9 percent on the first attempt. They are employed in their field at a rate of 100 percent. They are also strong candidates for graduate study in occupational therapy and related fields.

Theatre

Theatre Education Program (TEP) as an additional track within the department's B.A. program. Subsequently, we were able to hire a new tenure-track faculty, Dr. Robin Mello, to oversee the program and also apply for full program approval at the UW Regent and Wisconsin State levels. In February of 2003, the Theatre Department was granted official approval for the TEP program by the Board of Regents and the Wisconsin Department of Public Instruction and was then able to grant licensure to qualified K-12 theatre educators.