



AAQEP Annual Report for 2025

Provider/Program Name:	University of Charleston
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	2031

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.

The mission of the University of Charleston's Education Program is to prepare candidates to be committed educators, lifelong learners, and community servants. This mission is reflected in all facets of the Education Program:

- We support students and candidates to aspire to be educators who are committed to their students, colleagues, work, and the schools in which they are placed.
- We support students and candidates to develop and demonstrate a passion for ongoing and lifelong learning about the profession, their content, their practice, and the students they serve by being intellectual and reflective practitioners.

- We support our students and candidates by encouraging them to serve not only their own students and school, but the community of Charleston at large.

The University of Charleston is a private non-profit, four-year degree granting institution that has a history dating back to the late 1800s. Its placement in the largest city in West Virginia has allowed it to support the citizens of Charleston through five distinct schools, including the School of Arts and Sciences, where the university's Education Program is housed. The university has a total enrollment of approximately 2200 students and is housed on the main campus in Charleston. The university also has a second campus location in Beckley, a town 58-miles south of the main campus.

The University of Charleston's Education Program is designed to provide classroom learning and in-school experiences to prepare new educators entering the elementary and/or early childhood classroom. The student experience is highlighted by very close working relationships with program faculty, and strong cooperative agreements with local school districts in the immediate area - including West Virginia's largest school district (Kanawha County Schools). The small size of the program allows for a focus on pre-service educator development in academic growth, dispositional development and pedagogical application on an individual student basis. Accordingly, the program faculty and designated k-12 partners collaborate to provide individualized feedback and a comprehensive evaluation of student strengths and development areas. Programs include Elementary Education K-6, Elementary & Special Education K-6, Secondary Special Education (5-Adult, and Elementary & Early Education Pk-K (none enrolled yet)

The program connects to established AAQEP standards through the examination of student and completer evidence (where available), student growth and development, practical application of content and pedagogical knowledge through per-service teaching opportunities. Utilizing an established process for student application and admission, the Education Program at Charleston University is strategic in regard to the placement of student teachers in environments that represent diverse learning communities that reflect the population of greater Charleston. These components of the educator preparation program are supported by the efforts and dedication of program faculty and their partner schools to continually enhance and support the teaching and education professions.

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.ucwv.edu/academics/majors-degrees/education/>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled in most recently completed academic year (12 months ending 05/25)	Number of Completers in most recently completed academic year (12 months ending 05/25)
<i>Programs that lead to initial teaching credentials</i>			
Elementary Education	Elementary Education K-6	11	1
Elementary Special Education	Elementary Education, Multi Cat K-6	3	0
Secondary Special Education	Multi-Cat 5-Adult	2	1
Total for programs that lead to initial credentials			
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Total for programs that lead to additional/advanced credentials			
<i>Programs that lead to P-12 leader credentials</i>			
Total for programs that lead to P-12 leader credentials			
<i>Programs that lead to credentials for specialized professionals or to no specific credential</i>			

Total for programs that lead to specialized professional or no specific credentials			
TOTAL enrollment and productivity for all programs	17	2	
Unduplicated total of all program candidates and completers	17	2	

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.)

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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. Total enrollment 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.	
17	
B. Total number of unique completers (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.	
2	
C. Number of recommendations for certificate, license, or endorsement included in Table 1.	
2	

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.
100% on time
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%.
100% pass rate on time
F. Explanation of evidence available from program completers , with a characterization of findings.
G. Explanation of evidence available from employers of program completers , with a characterization of findings.
NA
H. 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.
Discussions in EPPAC meetings and informally.
I. Explanation of how the staffing capacity for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.
Discussions in EPPAC meetings and informally.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance**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
UC Lesson Plan Rubric	<p>The UC Lesson Plan Rubric was updated in Spring 2022 to reflect the established Design for Instruction Rubric found in the WVTPA. The new rubric was implemented in Fall 2022 and we began gathering data in Spring 2023. This change was made to allow students to have consistent experiences with lesson plan expectations and concepts throughout their time in the UC Education Program, thus always working toward growth and mastery related to all requirements of the UC Lesson Plan Rubric and therefore the WVTPA Design for Instruction Rubric.</p>	
UC Resident Teacher Assessment (STAR):	<p>The UC RTA is based on Standards 1-5 of the West Virginia Department of Education Office of School Improvement's Evaluation Rubric for Teachers: WVDE Evaluation Rubric for Teachers. Following each lesson taught (6 lessons observed by UC Faculty over the 14-week student teaching/residency</p>	

	<p>placement), candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends at the end of each semester. Faculty members also discuss candidate progress throughout the semester during monthly program meetings and during informal discussions. Student teachers are required to achieve scores of Emerging (2) or higher in all areas. This tool has been renamed the RTA (Resident Teaching Assessment) effective FA 2024 with full transition to the Residency Model.</p>	
<p>UC Alumni Survey</p>	<p>The Alumni/Completer survey is used to collect data from program completers annually. The survey is designed to elicit the perspective of recent program completers. Questions on these surveys were mapped to the AAQEP standards and are used as evidence that completers believe they have gained the content knowledge and skills necessary for professional practice. The survey is emailed directly to completers from the Program Director's email in an effort to maintain personal connection.</p>	

UC Dispositions Survey	<p>Upon graduation, UC's candidates display the dispositions of effective educators through their interactions with staff, teachers, faculty, educational specialists, community stakeholders, students, and other learners. Their dispositions are assessed by cooperating teachers, cooperating mentors, program directors, faculty, and candidate self-analysis. As students' progress through benchmarks, which reflect the milestones of pre-admission to the Teacher Education Program (pre-candidacy), admission to the program (candidacy), and student teaching/residency (program completion), they are required to demonstrate an understanding of "Know, Do, Be" at increasingly sophisticated degrees.</p> <p>Dispositions are introduced and initially and informally self-assessed in EDUC 100 Introduction to Education. They are next formally assessed by Education Program Faculty during EDUC 299 Theories of Learning and Teaching as part of the Panels Program Admission Process. To be admitted to the Education Program the student must demonstrate dispositions Emerging (1) or higher. If a student does not demonstrate such dispositions, the student may receive provisional program</p>	
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	<p>admission with the understanding that they have two semesters to meet the requirement. In such a situation, faculty work with the student to offer support, resources, and opportunities for growth and development such as frequent conferencing both before and after lessons to be planned or taught. Self-assessment of dispositions occurs formally during EDUC 320 Integrated Methods which follows program admission usually during junior year. Final disposition assessment occurs in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area and are assessed by the cooperating teacher</p> <p>WVTPA Data Table The West Virginia Teacher Performance Assessment (TPA) is a collaboratively developed assessment that is completed by all UC candidates during the culminating student teaching/residency experience. The TPA requires that teacher candidates draw on pedagogical and content pedagogical knowledge to plan and deliver instruction that builds on each student's strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of student impact.</p>	
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	<p>The TPA includes seven performance tasks that have been identified from research and best practice as fundamental to improving student learning. Professional standards and rubrics define and frame performance on each teaching process. Candidates are required to plan and teach a unit (consisting of a minimum of 3-5 lessons); identify and describe contextual factors; formulate learning goals based on state and national content standards and prior research-based decisions on student performance; develop an assessment plan to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment) instruction; and design an instructional plan. During instruction, candidates record and analyze teaching episodes. After teaching the unit, candidates analyze student learning, report on student progress toward the learning goals, and reflect upon and evaluate teaching as related to student learning.</p> <p>The TPA is evaluated by trained UC Education Program Faculty. The four-point rating scale on each rubric reflects the same descriptors used for beginning teachers in West Virginia. The scoring on</p>	
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	<p>the TPA uses the same scale used for evaluating in-service teachers in West Virginia. Candidates must score “Emerging” or “2 points” on each descriptor in each rubric to satisfactorily complete the TPA. Candidates who score an “Unsatisfactory” or “1 point” on any item will be required to remediate and/or re-do the TPA. Additionally, in cases where the candidate left out a Task component of the TPA, the judgment of the faculty will determine how the candidate is to remediate the issue. Candidate performance on the TPA is used to provide evidence for program completion. Candidates include tables, charts, graphs, assessment instruments, lesson plans, and samples of student work and a short video from lessons that taught. Each of these are a required part of the TPA. If one or more sections are omitted, the candidate is required to remediate and re-do the TPA.</p>	
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Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
UC Lesson Plan Rubric	The UC Lesson Plan Rubric was updated in Spring 2022 to reflect	

	<p>the established Design for Instruction Rubric found in the WVTPA. The new rubric was implemented in Fall 2022 and we began gathering data in Spring 2023. This change was made to allow students to have consistent experiences with lesson plan expectations and concepts throughout their time in the UC Education Program, thus always working toward growth and mastery related to all requirements of the UC Lesson Plan Rubric and therefore the WVTPA Design for Instruction Rubric.</p> <p>Following each lesson taught (6 lessons observed by UC Faculty over the 14-week student teacher/residency placement), candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends at the end of each semester. Faculty members also discuss candidate progress related to lesson planning throughout the semester</p>	
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	<p>during monthly program meetings and during informal discussions.</p>	
2. UC Resident Teacher Assessment	<p>The UC RTA is based on Standards 1-5 of the West Virginia Department of Education Office of School Improvement's Evaluation Rubric for Teachers: WVDE Evaluation Rubric for Teachers. Following each lesson taught (6 lessons observed by UC Faculty over the 14-week student teaching/residency placement), candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends at the end of each semester. Faculty members also discuss candidate progress throughout the semester during monthly program meetings and during informal discussions. NOTE P-12 Partners compete 3 STAR forms-validity and consistency check and to monitor progress</p>	
UC Alumni Survey	<p>The UC Alumni Survey is a local, program developed survey shared with completers following their graduation from the UC Education Program. This survey was created in the Fall of 2022. Prior to the UC Alumni Survey two external surveys had been used: NExT Exit</p>	

	<p>Survey and Skyfactor. NeXT Exit Survey was used throughout the state of West Virginia during the last accreditation cycle and through Fall of 2021. In fall 2021 the WV Higher Education Policy Commission asked for institution to pilot the Skyfactor Completer Survey following a WVDE decision that the NeXT Exit Survey would no longer be used. Along with several other institutions UC volunteered to pilot the Skyfactor survey. UC received zero responses to the initial piloted survey. After other pilot institutions reported the same lack of response it was determined that Skyfactor would not be pursued and EPPs were encouraged to create their own surveys if required for accreditation.</p>	
<p>UC Dispositions Survey:</p>	<p>Upon graduation, UC's candidates display the dispositions of effective educators through their interactions with staff, teachers, faculty, educational specialists, community stakeholders, students, and other learners. Their dispositions are assessed by cooperating teachers,</p>	

	<p>cooperating mentors, program directors, faculty, and candidate self-analysis. As students' progress through benchmarks, which reflect the milestones of pre-admission to the Teacher Education Program (pre-candidacy), admission to the program (candidacy), and student teaching/residency (program completion), they are required to demonstrate an understanding of "Know, Do, Be" at increasingly sophisticated degrees.</p> <p>Dispositions are introduced and initially and informally self-assessed in EDUC 100 Introduction to Education. They are next formally assessed by Education Program Faculty during EDUC 299 Theories of Learning and Teaching as part of the Panels Program Admission Process. To be admitted to the Education Program the student must demonstrate dispositions Emerging (1) or higher. If a student does not demonstrate such dispositions, the student may receive provisional program admission with the understanding that they have two semesters to meet the requirement. In such a situation, faculty work with the</p>	
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	<p>student to offer support, resources, and opportunities for growth and development such as frequent conferencing both before and after lessons to be planned or taught. Self-assessment of dispositions occurs formally during EDUC 320 Integrated Methods which follows program admission usually during junior year. Final disposition assessment occurs in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area and are assessed by the cooperating teacher.</p> <p>UC Teacher Candidate Assessment Rubric (TCAR): The UC TCAR reflects Standards 1-3 of the UC STAR Rubric which as reported above, is based on the West Virginia Department of Education Office of School Improvement's Evaluation Rubric for Teachers: WVDE Evaluation Rubric for Teachers. Students are initially introduced to the TCAR during EDUC 100 Introduction to Education where the rubric is reviewed and discussed and where students are able to complete a TCAR for a teacher they are</p>	
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	<p>observing during their required field placement hours for the course. Depending on the level of the course (generally 1 TCAR observation for 200 level courses and 2 TCAR observations for 300 level courses) following each lesson taught, pre candidates and candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends at the end of each semester. Faculty members also discuss candidate progress throughout the semester during monthly program meetings and during informal discussions.</p> <p>NOTE P-12 Partners compete 3 STAR forms-validity and consistency check and to monitor progress</p> <p>West Virginia Teacher Performance Assessment (WVTPA): The West Virginia Teacher Performance Assessment (TPA) is a collaboratively developed assessment that is completed by all UC candidates during the culminating student teaching/residency experience. The TPA requires that</p>	
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	teacher candidates draw on pedagogical and content pedagogical knowledge to plan and deliver instruction that builds on each student's strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of student impact	
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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.

The move to residency model is outstanding for students.
Disposition scoring was updated per AAQEP review.
Curriculum Matrix updated for new AAQEP standards

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard and recent activities related to investigating data quality. Table 5 may focus on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

Standard 1	
Goals for the 2025-26 year	Continued support for residency model
Actions	Seminar, one on one meetings, frequent observations and reviews
Expected outcomes	Continued teacher certification
Reflections or comments	
Standard 2	
Goals for the 2025-26 year	Begin transition to Praxis 8000 series
Actions	Complete crosswalk and course alignment
Expected outcomes	Praxis passage
Reflections or comments	
Standard 3	
Goals for the 2025-26 year	One course with junior year roll-over placement set to mirror Residency relationship building
Actions	implementation

Expected outcomes	Additional ease and confidence entering Residency 1
Reflections or comments	
Standard 4	
Goals for the 2025-26 year	Supporting the role of the teacher researcher
Actions	URDC, EDUC 320, WVTPA, NASUP conference presentations SP 26
Expected outcomes	Stronger WVTPA scores
Reflections or comments	

Update on Activities to Investigate Data Quality

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). If a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

Courses, tools, etc. were updated with new AAQEP standards

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

Investigating Autism certificate courses

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

Praxis 8000 series update

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Dr. Susan Divita, Program Director	Dr. Tracy Bradley, Dean of Arts and Sciences

Date sent to AAQEP: 1/12/26