



**Teacher Education Department
Triennial Report
Fall 2018**

Cathy Brown – Full Time Faculty and Chair

Triennial Assessment Process – Teacher Education Department

The Teacher Education Chair would like to express thanks to the Sports Science, Music, and the Business Departments for their reports to be used to as a guide in the writing process.

The purpose of the Departmental Assessment Process is to provide a means through which each department can provide data to demonstrate compliance with each standard or provide a remediation plan when data does not support the standard.

1A1 The department’s programs are consistent with the stated mission of the College.

The programs offered by the Teacher Education Department are consistent with the mission of the institution, namely a “Christ Centered education for Character”. The Teacher Education Program offers programs (Elementary Education, K-12 Physical Education, K-12 Music Education, History Education, English Education, and Math Education) that are commonly associated with other Liberal Arts Colleges.

Overview

As a Christian college, we train educators to take their place in the classrooms of the world in the Christian, private, and public school sectors. Our focus is to train responsive practitioners who impact the whole child – cognitively, emotionally, socially, physically, and spiritually.

We believe that each child is created in the image of God, who wants each one to reach his/her full potential.

Mission

To develop the Responsive Practitioner from the perspective of a Christian world-view:

- Rationally Competent (Fit Minds)
- Professionally Astute (Fit Bodies)
- Socially Responsible (Fit Hearts)
- Service Oriented (Fit Souls)

1A2 The department’s planning and budgeting priorities align with and support the mission of the College.

Yearly, the department completes the departmental Annual Strategic Goals and Budget Request form as requested by the Office of the Provost. The process associated with this form allows the department to:

- State specific department goals
- State specific departmental activities
- Identify needed Capital Improvements
- Outline budgetary needs

Each request is aligned to a specific departmental goal as well as the Fit Four in an effort to provide alignment to the mission of the institution. This tool is necessary to evaluate and assess the department's planning and budgeting priorities.

The Teacher Education Coordinator keeps a record of all expenses from restricted, departmental and fee accounts.

1B1 The department clearly articulates its mission through one or more public documents, such as statements of purpose, visions, values, goals, plans, or institutional priorities.

The department clearly articulates its mission on the Web ([Tag Webpage](#)) located in the Teacher Handbook and through the Academic Catalog pages 116-119 (*Tag catalog*) These are public documents, which provide:

Overview: Our Teacher Education Department believes that training teachers to impact the whole child – cognitively, emotionally, socially, physically, and spiritually is the essence of what God expects from us. This discipline is based on the fact that each child is created in the image of God, who wants each one to reach his/her potential.

Mission: To develop the Responsive Practitioner from the perspective of a Christian world-view:

- Rationally Competent (Fit Minds)
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Purpose: Articulated in the 2017-2018 Catalog page 116 in the Overview (*Tag catalog*)

The department also shared the mission, vision, values, and goals with all Introduction to Education students when we give them an overview of the program through course objective 3 which states, "Demonstrate a sense of orientation to k-12 students". (*Tag PDF of Intro to Education syllabus*)

2B1 The department presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty, staff and accreditation relationships.

The Teacher Education Program presents itself clearly and completely to its student and to the public with regard to its programs, requirements, faculty and staff, and Kansas Department of Education Standards. Evidence of this is available through the Academic Catalog, which maintains a Teacher Education section providing: (*Tag Catalog pages 116-119*)

- Departmental Overview
- Departmental Outcomes
- Program/Degree Mission

- Data/Degree Audit Document

The website (*Tag webpage*) houses the Teacher Education Handbook which also demonstrates our Mission, Vision, Outcomes, and additional costs associated with the program. The general information is current and updated as needed.

2D1 The department is committed to freedom of expression and the pursuit of truth in teaching and learning.

In alignment with the Freedom of Expression statement found in the Academic Catalog, the Teacher Education department maintains a Freedom of Expression statement in all department sponsored syllabi and seeks to foster classroom experiences in keeping with the position of the College. (*Tag Intro to Education Syllabus*)

The department also uses feedback from T.I.G.E.R. Surveys to determine how students perceive we are meeting this statement. According to our latest T.I.G.E.R. Survey Scores, for the question, “My Instructor encouraged students to express comments.” the Teacher Education Department had an average score of 4.82 out of 5.0, whereas the average faculty score was 4.65. The department average is higher than the institutional average.

2E1 The department’s policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff. It provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students. Students are offered guidance in the ethical use of information resources.

Professional Development is strongly encouraged as a normal, ongoing departmental activity. These professional activities, achievements, and services are reported to the Office of the Provost through the submission of the ADO3 Annual Report Form. (*Tag ADO3 Form*) Campus Professional Development activities are provided, encouraged and attended.

Students are offered guidance in research through a class library presentation on how to utilize the Briner Library databases and State of Kansas Library Database. The department promotes student attendance to the CCK Writing and Success Center for workshops, one-on-one tutoring, and requires papers and presentations to utilize APA format.

The Education department utilizes the following sources for research and application of current information:

Texts	Kansas Department of Education	Movies and Documentaries
Edutopia	Briner Library Databases	Teachers Pay Teachers

World Magazine	Kansas State Databases	Education Library Books – special section in library
Briner Library Periodicals (print) – not limited to - American Educator, Christian School Education, The Education Digest, Educational Leadership, Scholastic Teacher, Teaching Children Mathematics		

The department annually updates its data book pages so data is maintained and accurate.

2E2 The department has and enforces polices on academic honesty and integrity.

The department teaches and enforces policies regarding academic honesty and integrity. This is evidenced by all department syllabi where a statement over academic honesty and integrity is required to be added and discussed with students. *(Tag pdf of Syllabi)*

Each student in Intro to Education has to read and sign the Declaration of Understanding document *(Tag Declaration of Understanding)* as well as the Professional Standards for KSDE. *(Tag KSDE Code of Conduct Brochure)*

Every student involved in Field Experience or Student Teaching will have an Observation done and one question pertains to this standard:

- **s3** – Does the student teacher exhibit Christian character through the ethical and professional execution of their office? *Evidenced by a professional demeanor that promotes excellence and provides an example to colleagues and student alike. Does the student teacher act ethically and promote a positive perspective of the office of teacher-educator?*

The department regularly uses TurnItIn.com for academic work. Faculty use this tool to determine proper APA format and to check for possible plagiarism.

When a student is found in violation of the policy, the department follows the arbitration procedure outlined in the Faculty Handbook. *(Tag Faculty Handbook page)*

3A1 Courses and programs are current and require levels or performances by students appropriate to the degree or certificate awarded.

The department annually evaluates the course requirements needed to obtain a degree in Teaching by researching and comparing course outcomes with best practice sources including KSDE/CAEP, as well as other colleges. *(Tag link to KSDE Standards)* Course outcomes are listed in every syllabus within the department and are aligned with either a test, quiz, project, paper, discussion questions, lab, or presentation. Additionally, the department used the Education Advisory Council, which meets bi-annually to determine how best to educate and prepare students for the workplace, graduate school, and/or a certification exam.

In order for a student to obtain a teaching certificate in the state of Kansas, they must have completed and approved Teacher Preparation Program, a successful teaching experience, submit and pass the Kansas Performance Teaching Portfolio (KPTP), and pass all state Praxis tests linked to their program. *(Tag KPTP and Student Teaching Observation Forms)*

According to our Education Preparation Program Report, which is turned into the Kansas State Board of Education, students must also score 80% or higher in certain Methods courses offered in our program. *(Tag EPP Report for Elementary Education)*

3A2 The department articulates and differentiates learning goals/outcomes for its undergraduate programs.

As evidenced online ([Tag web page](#)), the department articulates and differentiates learning goals for its undergraduate programs. Currently, these outcomes include

The Education Department recognizes the following outcomes for its graduates.

- Familiarity with developmental science and learning theories, adapting learning strategies in response to the cognitive, linguistic, cultural, emotional, spiritual, and physical abilities of students.
- Demonstrate general and content subject knowledge and promote appropriate levels of literacy with students.
- Employ assessment resources to analyze student learning, applying what is learned to improve student and professional practice.
- Demonstrate familiarity with intervention and management strategies that allow for the efficient management of time, resources, and behavior.
- Delivers instruction that reflects reliance on academic standards, assessment data, and a scaffolding approach to learning.
- Identify, acquire, and maintain effective learning resources and assets (technologies) to maximize learning, communication and engagement.
- Communicate effectively, utilizing multiple mediums and modes, to ensure that objectives, expectations, and feedback is clearly understood.
- Present lessons that promote critical thinking and challenge students to consider the interconnectivity and diversity of knowledge, skills, and abilities.
- Appropriately challenges personal, public, and pupil biases and misconceptions, cultivating innovative and diverse outcomes
- Nurture a safe and affirming learning environment (physically, emotionally, and socially), respecting individual differences while fostering a climate of collaboration and community
- Design instruction that builds upon the personal context, literacy, knowledge and experiences of each student.
- Maintain a classroom environment that fosters creativity and innovation, allowing students to demonstrate learning in different ways.
- Participate in collaborative leadership initiatives and assessment that strengthens student performance and professional practice.

- Advocate for students, partnering with colleagues, families, and communities, to promote learner growth and development.
- Exhibit Christian character through the ethical and professional execution of their office.
- Contribute to the enhancement of learning, employing technology, relationships, research, and resources to ensure equitable and effective access to all.

In keeping with the mission of the College, each outcome is mapped to one or more of the Fit Four Outcomes. The following comes from the Student Teaching Evaluation Form.

Academically Competent (Fit Mind)
M1 – Does the student teacher demonstrate familiarity with developmental science and learning theories, adapting learning strategies in response to the cognitive, linguistic, cultural, emotional, spiritual, and physical abilities of students? <i>Evidenced by lessons and interactions that are fitting to the age/developmental level of the program. Can the student teacher make revisions and modifications to ensure that material and exercises are appropriate?</i>
M2 – Does the student teacher demonstrate subject knowledge and promotes appropriate levels of literacy with students? <i>Evidenced by lessons that validate understanding of the content and an understanding of the student’s current knowledge base. Does the student teacher ensure that students master concepts, including opportunities to increase language skills?</i>
M3 – Does the student teacher employ assessment resources to analyze student learning, using results to improve student and professional practice? <i>Evidenced by lesson planning that demonstrates application of data gleaned from assessment. Has the student teacher assessed students and used the information to improve student performance.</i>
M4 – Does the student teacher demonstrate familiarity with intervention and organizational strategies that allow for the efficient management of time, resources, and behavior? <i>Evidenced by classroom management that recognizes the interplay between student achievement and the availability of resource. Does the student teacher manage the classroom, individuals, and resources in such a way that student achievement is enhanced?</i>
Professionally Astute (Fit Body)
B1 – Does the student teacher deliver instruction that reflects reliance on academic standards, assessment data, and a scaffolding approach to learning? <i>Evidenced by lesson planning that considers outcomes, current performance, and the working knowledge of the students. Does the student teacher develop lessons that move students from where they are to the desired outcomes sought by the school or district?</i>
B2 – Does the student teacher identify, acquire, and utilize effective learning resources and assets (technologies) to maximize learning and student engagement. <i>Evidenced by the ability of the student teacher to discover, access, and operate learning technologies that enhance student learning. Does the student teacher leverage technology or resources that effectively engage student and promote mastery of concepts or skills?</i>
B3 – Does the student teacher communicate effectively, utilizing multiple mediums and modes, ensuring a clear understanding of objectives, expectations, and feedback? <i>Evidenced by patterns of communication that demonstrate an ability to convey ideas and thoughts effectively. Does the student teacher communicate in a way that others clearly understand, including the use of technological and creative forms of communication?</i>
B4 – Does the student teacher present lessons that promote critical thinking and challenge students to consider the interconnectivity and diversity of knowledge, skills, and abilities? <i>Evidenced by specific challenges to reflect and “think-through” observations, assumptions, and answers. Does the student teacher move beyond teaching the</i>

subject or does he or she challenge the students to engage how they think and recognize how answers or inquiries in one field of study affect or inform another?

Socially Responsible (Fit Heart)

H1 – Does the student teacher appropriately challenge personal, public, and pupil biases and misconceptions, cultivating innovative and diverse outcomes? *Evidenced by interactions that guide students to reflect upon and improve cognitive and behavioral expectations. Does the student teacher address errors in thought or practice, providing insight and exploration resulting in improved performance?*

H2 – Does the student teacher nurture a safe and affirming learning environment (physically, emotionally, and socially), respecting individual differences while fostering a climate of collaboration and community. *Evidenced by student interactions encouraging a positive sense of self and fostering teamwork and cooperation. Does the student teacher show respect for individual differences and help individuals blend unique perspectives and abilities into mutually supportive learning environment?*

H3 – Does the student teacher design instruction that builds upon the personal context, literacy, knowledge and experiences of each student? *Evidenced by lesson planning designed to address the unique needs of the classroom. Does the student teacher adapt lessons and experiences to provide a scaffolding approach, building on the collective knowledge, skills, and abilities of the class?*

H4 – Does the student teacher maintain a classroom environment that fosters creativity and innovation, moving students beyond mere knowledge acquisition towards practical application appropriate to the individual abilities and skills of the students? *Evidenced by teaching methods that promote appropriate higher order thinking and meta-cognition. Does the student teacher promote methods of inquiry and analytical skills, encouraging student to synthesize diverse ideas and concepts to address real world issues?*

Service Minded (Fit Soul)

S1 – Does the student teacher participate in collaborative leadership initiatives and assessment activities that strengthen student performance and professional practice? *Evidenced through the application of knowledge, skills, or abilities attained through professional development opportunities and resources, including the use of evaluative data, based on personal and student performance. Does the student teacher participate in professional development and discuss ideas for improvement?*

S2 – Does the student teacher advocate for students, collaborating with colleagues, families, and communities, to promote learner growth and development. *Evidenced through the development of collegial and familial relationships, beyond the students in the class. Does the student teacher interact with other teachers, staff, and families beyond the direct requirements of the classroom?*

S3 – Does the student teacher exhibit Christian character through the ethical and professional execution of their office? *Evidenced by a professional demeanor that promotes excellence and provides an example to colleagues and student alike. Does the student teacher act ethically and promote a positive perspective of the office of teacher-educator?*

S4 – Does the student teacher contribute to the enhancement of learning, employing technology, relationships, research, and resources to ensure equitable and effective access to all. *Evidenced by teaching methods that utilize appropriate and effective resources to augment and improve student learning. Does the student teacher leverage resources – even to the point of seeking out resources – that result in improved student engagement or student performance?*

3A3 The institutions program quality and learning goals are consistent across all modes of delivery and all locations (on main campus, at additional locations, by distance delivery, as dual credit, or any other modality).

No courses offered by the department are open for public consumption in any capacity, other than what is offered on ground. We do have several courses that are offered in a hybrid/flipped format to on ground students.

3B1 The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

The General Education program is appropriate in preparing the students in the Education department for majors related to teaching. The department has targeted several General Ed classes as pre-requisites to the Teacher Education Program and include, Comp I, Comp II, Speech, General Psychology, and Algebra. We also require all Elementary Ed majors to take two science courses and a Geography due to the broadness of elementary teaching.

3B2 Each program offered by the department engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Each program offered by the department requires every student, working to obtain a teaching license, complete the Kansas Performance Teaching Portfolio (KPTP) which is turned into the State for scoring. The minimum score for the LKPTP portfolio is 20/30. The average score for the KPTP, over the past 5 years, is 24.15/30. The KPTP is designed to help the student teaching candidate an opportunity to demonstrate they know how to develop and implement lessons to diverse student populations and they are able to reflect upon what was taught and use that knowledge for future improvement.

All education students are required to complete a practicum field experience (local: ED SE 385 or ED-EE 380; urban/international ED EE 380; ED SE 386) and a student teaching experience (ED-CC 450). The practicum is designed to provide the student with on the job observation, training and learning, as well as provide direction in the area of specialty they would like to pursue. Both courses are designed to increase student's knowledge, experiences, and provide networking opportunities.

3B3 The education offered by the department recognizes the human and cultural diversity of the world in which students live and work.

The education offered by the Education department recognizes the human and cultural diversity of the world through several courses. ED CC 120 -Culturally Diverse Experience offers students the opportunity to observe 30 hours in diverse schools. ED CC 300 – Exceptional and Diverse Learners offers student the opportunity to learn about students who learn differently or need federally funded accommodations. ED CC 281 – Principles of Teaching and Learning offers students the opportunity to understand that students come from different socio-economic situations and how that affects learning.

In an effort to obtain more diverse faculty, our department advertises potential positions in diverse journals. We also are working with a university in Paraguay to develop opportunities for an exchange program among professors. In spring 2019, two visiting professors will come to campus for two weeks to engage with faculty, staff, and students.

3B4 The faculty and students of the department contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

Students contribute to scholarship, creative work, and the discovery of knowledge through course level requirements and final projects. One course in particular that was redesigned to allow for creativity of products produced was ED EE 346 - Social Science Methods. (*Tag syllabi for SS Methods*). Students are given the opportunity to choose how they want to present two different projects, one individually and the other cooperatively. Once those items are completed and shared with class members, we discuss ways that the product produced could be adapted in different situations.

Faculty contribute to discovery of knowledge through taking part in a Kansas Independent Colleges Association, KICA Leadership Academy which is an 18 month leadership and mentoring program to help member institutions strengthen future leaders for academic departments and staff divisions.

The department is actively seeking to provide creative ways to engage with students and present material for courses. Two courses for the Fall 2018 semester have been converted to hybrid/flipped classroom format and offer students the opportunity to work at times and in places convenient while still engaging with peers and having the ability to work collaboratively in class to produce projects.

One Faculty member has presented multiple times at the Association of Christian Schools International, ACSI conferences, while others work with Roosevelt Elementary School to offer in-service to teachers upon request.

3C1 The department has sufficient numbers and continuity of faculty members to carry out both the classroom and then non classroom roles of faculty, including the oversight of the curriculum and expectations

for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

The department is currently staffed with one full time faculty member, one part time faculty member and 6 adjuncts for the 2018 school year as well as a Teacher Education Coordinator. Our education department currently has 31 student who have declared education as a major (Fall 2018).

The full time faculty member is also the department chair and teaches 15 credit hours, oversees 12 hours of Practicums or Internships as well as the 12 hour capstone course, Student Teaching. The practicums, internships and student teaching courses require travel to and from the school where the student is located, conferencing with Cooperating Teachers regarding student progress and requires a minimum of four visits per semester for student teaching. Weekly meetings between the student teacher and advisor are also the norm for mentoring purposes.

The department chair advises 26 students and co-advises 5 other education students as well as attends monthly Teacher Education Council meetings for KICA, hosts monthly Teacher Education Council meetings for CCKK, hosts Education Advisory Council meetings bi-annually, attends KAPCOTE and KACATE meetings bi-annually, participates in the 18 month KICA Leadership Academy, is the Junior Class Sponsor, a Dorm Wing Parent, CHUMS coordinator, SPOC committee member and Education Club sponsor which meets 6 times per year.

The department uses TIGER Survey scores to help ensure that they are meeting student and institutional expectations. (*Tag TIGER Survey results*). The department also sends surveys to graduates and their employer for three years and compiles data that is then shared yearly with Kansas State Department of Education. (*Tag Graduate and Employer Surveys*). The surveys track graduate perception of readiness for field and employer perception of employee preparedness for job.

3C2 All instructors are appropriately qualified, including those in dual credit, contractual, and consortia programs.

The department chair reviews and approves of all instructional files by verifying work load, courses assigned, resumes and official transcripts. Signatures can be located in staff files located in the Office of the Provost. All faculty and adjuncts have obtained their Masters in an education field and one adjunct has earned his Doctorate in Education. All faculty and adjuncts are qualified in accordance to Faculty Handbook. (*Tag pdf of Faculty Handbook page*)

3C3 All instructors are evaluated regularly in accordance with established institutional policies and procedures.

In the 2017-2018 school year, the department did not evaluate peers nor did the chair evaluate faculty or adjuncts. Starting in fall of 2018, the chair observed all but one adjunct. This

evaluation will also occur in spring of 2019. Moving forward, the department will continue to observe all members of the department as well as incorporate peer evaluations and chair evaluations by faculty. The department continues to use TIGER Surveys as a means to evaluate faculty and adjuncts. (*Tag TIGER Survey results*).

Additionally, members of the department and the department chair submit annual reports to the Office of the Provost. These reports include the ADO1 – Annual Report: Instructor and ADO3 – Annual Report: Academic Department.

Action #	Title	Target
3C3	Complete Peer Observations - Form FO1	By Spring 2019
3C3	Complete Chair Evaluations by Faculty – Form DO1	By Spring 2019

3C4 The department has processes and resources for assuring that instructors are current in their disciplines and adapt their teaching roles; it supports their professional development.

With support from the Office of the Provost, departments and faculty are encouraged to pursue professional credentialing and professional development opportunities. Resources available to the department include: (*Tag Faculty Handbook*)

- Professional Development Grant: Annual award.
- Tuition Assistance Program (TAP)
- Sabbaticals

Instructors are required to submit annual updates of teaching vitae to affirm attendance at professional development activities. These activities are also highlighted on FORM ADO1, which is submitted annually to the Office of the Provost. Suggestions for professional development are also collected during this annual process. Examples of professional development activities include:

- Book Signings
- Doctoral Sharing
- Topical Overviews
- Advisor Training
- FERPA Training

The department chair will offer various professional development opportunities for faculty and adjuncts within the department to ensure that best practices are utilized.

Action #	Title	Target
3C4	Offer Professional Development opportunities	By Fall of 2019

3D1 The institution provides student support services suited to meet the needs of its student populations associated with this department.

Every syllabi used by the department includes this statement regarding support services:

Accommodations: Any student who may require an accommodation, due to disability, should contact the Student Development Office as soon as possible. Accommodations in this course will only be made after I have received written verification of your eligibility for said accommodations. It is your responsibility to initiate contact with the Student Development office and request that an official communication be sent to me verifying your disability and specifying the accommodation.

Tutoring, study cluster groups, and academic counseling are available through the Student Success Center. The Writing Center will also be available.

Support Services: Any student with a physical or learning disability may be eligible for accommodations or services by making a request to the Student Success Center.

The department also offers the ED CC Professional Practices course designed to support student needs.

The candidate will:

1. Utilize the KSDE professional standards to promote effective instruction.
2. . Demonstrate practical experience in preparing for a job interview.
3. Know the licensure process for the state of Kansas.
4. Have completed his or her program & professional portfolios.
5. Demonstrate a basic knowledge of legal issues that have an impact on classroom teachers.
6. Demonstrate the ability to search for a teaching position.
7. Demonstrate a personal understanding of organizational ethics and values consistent with those of CCC.
8. Have an understanding of professional relationships within the school community.
9. Demonstrate the ability to reflect upon effective instruction.
10. Be familiar with current issues and research in the field of education.
11. Be introduced to the state’s school improvement program and the need for this process.

In addition to the Professional Practice course, students are offered support for the Kansas Professional Teaching Portfolio which is submitted to the state for scoring. The portfolio is scored on a scale of 30, with passing score of 20 desired. Our average score for the past 5 years is 24.15/30.

The department also utilizes contacts with potential Cooperating Teachers for clinical placement of student teachers. Cooperating Teachers use the Student Teacher Observation Form as a means to support the student through the student teaching process. (*Tag Student Teacher Observation Form*)

3D2 The department offers academic advising suited to the needs of its student populations associated with this department.

The department utilizes the advising syllabi (*Tag Advising syllabi*) that is updated each semester. Advising not only happens during designated days but throughout the semester on an as needed basis.

Advisees are encouraged to stop by, email or text when they have issues, comments or concerns. Office hours are also posted outside the Education Suite for all students to see.

Each semester all education students are required to come in for an official meeting to discuss their upcoming schedule and how they are progressing through the checklist. The checklist is used to keep track of students as they matriculate through the education program. Required documents for our program, grade requirements, upcoming placements and fees associated with the program are discussed at this meeting.

Advisee folders are kept in the advisors office and kept with up to date information regarding courses discussed.

3D3 The institution provides to students and instructors in this department the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings.

The department has a dedicated classroom for the purpose of teaching education courses. The room is also available to other instructors who need a space for 20 students.

The department has concerns for future monies to be made available to deepen clinical experiences via urban or international trips.

3D4 The department provides to students guidance in the effective use of research and information resources.

The department provides several handbooks to its students to help ensure they are made aware of different expectations and requirements for the program. (*Tag Teacher Education Handbook*)

The education department utilizes the College library and its online resources. Students also have access to teacher materials in the library to help enhance learning or lesson planning.

4A1 The institution, in partnership with the department, maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels to achievement to its higher education curriculum.

The department faculty understand course prerequisites and effectively use them as they advise students. Occasionally students are allowed in courses without being admitted into the Teacher Education Program; this allows classes to populate.

The workload and difficulty of course work is increased as the level of the course increases.

The Education department submits all curriculum changes to the Academic Office for the approval by the AAAC, proving accountability and partnerships with the institution as is applies to expectations for student learning, access to learning resources, as they apply to courses offered. All changes to curriculum are in compliance with Kansas Department of Education in regards to Teacher Prep Programs.

4A2 The department maintains specialized accreditation (partnerships) for its programs as appropriate to its educational purpose.

The department must maintain accreditation for the Teacher Preparation Program through KSDE. (*Tag KSDE report from 2017*)

4A3 The department evaluates the success of its graduates. The department assures that the degree program it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the department looks to indicators it deems appropriate to its mission, such as employment rates, admission, rates to advanced degree programs, and participation rates in fellowships, internships, and other programs.

The department surveys graduates as well as their employers for three years after graduation via email and this data is collected and analyzed. After speaking to our Educational Advisory Council, and gathering feedback from them regarding the length of the survey, we will be revising and shortening our employer survey in an attempt to receive more completed surveys. *(Tag Graduate and Employer Surveys)*

4B1 The department has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

It is part of the department's review process to collect data related to these objectives and review that data to indicate the overall health and success of the department by passing student teaching requirements as well as meeting the KPTP, Praxis, Content Exam and GPA program requirements.

The department has designed the curriculum requirements in such a way that all Teacher Education students share courses that have assessments embedded inside. The only caveat to this is the practicum and internship experience, which are major specific.

The learning outcomes and specific means through which these outcomes are measured at the departmental level can be found in 3A2.

4B2 The department uses information gained from assessment to improve student learning.

The department uses data gathered from graduate and employer surveys as well as conversations with our advisory council to determine ways we can improve our courses. Specific ways in which this data has affected the department include: *(Tag Graduate and Employer Surveys and EAC Minutes)*

1. Graduate Data

- a. Adding more classroom involvement to our Methods courses as a result of feedback from graduates
- b. Communicating more effectively our expectations and processes of preparation for licensure
- 2. Course/Alumni Surveys
 - a. Modifications in faculty load to enhance the classroom experience
 - b. Course rotation updated
- 3. Advisory Council
 - a. Hiring practices and what we should be sharing with potential candidates
 - b. Critical thinking
 - c. Smaller school employees wear many hats
 - d. Dispositions

4B3 The department processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

The department reflects good practice in regards to assessing student learning and uses other department heads as resources. The Chair continues to seek out other faculty members to aid in making changes to curriculum that reflect the state standards.

4C The department demonstrates a commitment to educational improvement through ongoing attention to departmental retention, persistence, and completion rates; using this information to make improvements as warranted by the data.

The department works on retention and persistence rates and is making a commitment to growing the department through building of relationships with students.

In Fall 2017, the department went through accreditation with KSDE and during this process, students shared experiences and desires for the department moving forward. In a series of discussions it was clear to the department that time needed to be spent on building relationships with students if we wanted them to either stay in the department or at least stay at Central if they determined they did not want to pursue education as a degree.

The department collects and reports retention data to the state annually and determines goals for the department based on these numbers. *(Tag EPP Report)*

5A5 The department has a well-developed process in place for budgeting and for monitoring expenses.

The department has not had a system in place that accurately tracked expenses. The Teacher Education Coordinator has been charged with keeping items up to date and shares information bi-monthly with the chair of the department.

The department submits annual budget reports to the Office of the Provost.

The department does have a restricted account for the C.H.U.M.S. program. C.H.U.M.S. is a monitoring program for elementary students attending Roosevelt Elementary School. Students are paid for time spent in the school. This account also funds t-shirts for participants, as well as an end of year recognition event for participants and a special dinner for the college mentors. The money obtained for this restricted account is supplied annually by a generous donor.

5B3 Administration, faculty, staff and students are involved in setting academic requirements, policy, and processes through effective structures and collaboration effort.

The department sets academic requirements with guidance from the state, our institution and various committees on campus. The department is also represented on various committees involving academic requirements. These committees include: Teacher Education Committee for Central, Teacher Education Committee for KICA, SPOC and the chair is also involved in the KICA Leadership Academy and will be assigned to a Higher Ed Accreditation Visit.

5D1 The department develops and documents evidence of performance in its operations.

The department annually reports on its operations on the ADO1 and ADO3 reports. *(Tag ADO1 and ADO3 reports)* The department Data Book is also evidence of accountability. *(Tag Data Book)*