Early Childhood Education, BA

GENERAL STANDARDS
2022

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EARLY CHILDHOOD AND SECONDARY EDUCATION PROGRAM REVIEWS

ESTHER REHBEIN AND MARK HARRIS

STANDARD 1: MISSION
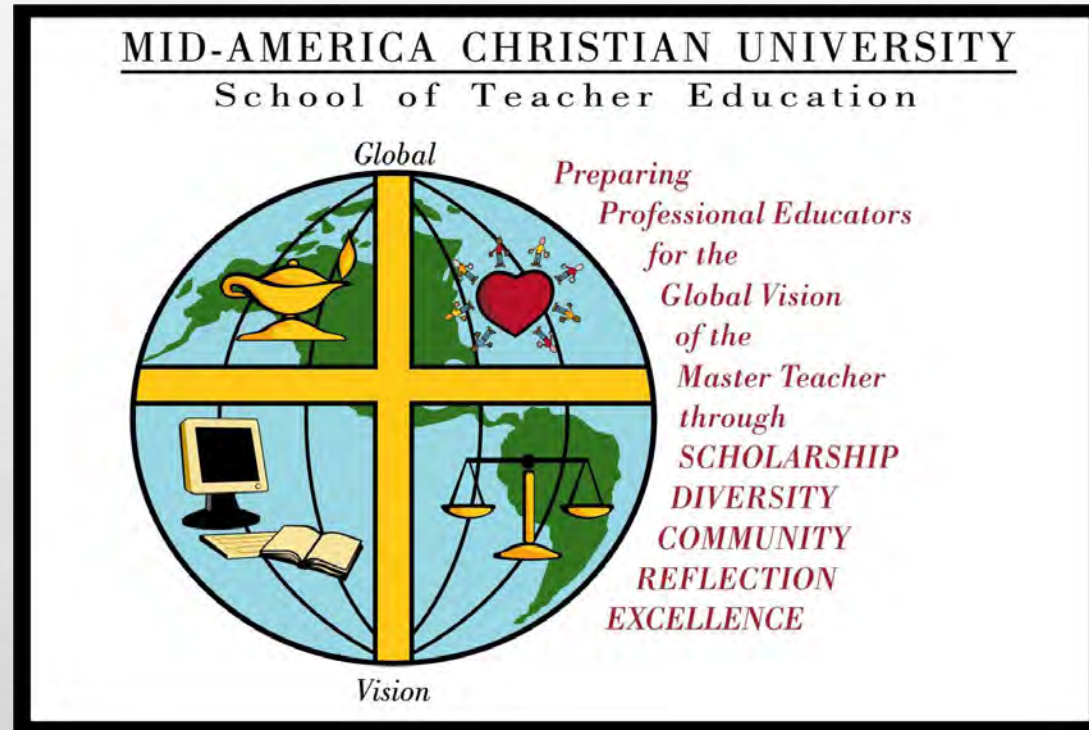
- **BOOK & COMPUTER. . .**
- *SCHOLARSHIP* **–** *Commitment To Current Research And Wisdom Of Practice*
- **MULTI-CULTURAL HEART. . .**
- *DIVERSITY* **–** *Commitment To The Needs Of A Culturally Pluralistic Society*
- **SCALES. . .**
- *COMMUNITY – Commitment To Service And Democratic Ideals*
- **LAMP. . .**
- *REFLECTION – Commitment To Lifelong Learning And Reflective Practice*
- **CROSS. . .**
- *EXCELLENCE – Commitment To Professional Development And The Excellence*

    Of The Master Teacher, Jesus Christ

STANDARD 1: MISSION

- **PROGRAM SUMMARIES:**
  - Early Childhood Program
  - Secondary Education Programs

STANDARD 2: PROGRAM AND SERVICES

- **TEACHER EDUCATION COMMITTEE –**

  Consistently reviews, evaluates, and revises all teacher education programs.

  - EPP Alignment to Oklahoma State Standards (OEQA), aligned to CAEP

  - EPP Annual Reports

  - Association for the Education of Young Children (NAEYC) standards

  - National Council of Teachers of English (NCTE) standards

  - National Council for the Social Studies (NCSS) standards

  - National Council of Teachers of Mathematics (NCTM) standards

STANDARD 2: PROGRAM AND SERVICES

TEACHER EDUCATION HANDBOOK –

Outlines candidate's progression through the teacher education program

- Checkpoint Requirements
- Field Experience Requirements
- Community Service Expectations
- Testing Requirements
- Foreign Language Requirements
- Teacher Meetings, Scholarships, Student Representation

STANDARD 3: STUDENT LEARNING, DEVELOPMENT, AND SUCCESS

COURSE ALIGNMENT:

- Program Outcomes and Student Learning Outcomes Aligned to INTASC
- Early Childhood Courses Aligned To NAEYC
- Secondary Education Courses aligned to NCTE, NCTM, NCSS

ASSESSMENT OF STUDENT LEARNING:

- Office Of Educational Quality And Accountability (OEQA)
  - *Approved With Distinction*
  - *Approved*
  - *Approved With Conditions*
  - *Denied*

STANDARD 3: STUDENT LEARNING, DEVELOPMENT, AND SUCCESS

GRADUATE INFORMATION:

EARLY CHILDHOOD

- 2019 - 3 graduates = 3 teaching
- 2020 – 3 graduates = 2 teaching, 1 unknown
- 2021 – 1 graduate = 1 unknown

SECONDARY EDUCATION

- 2019 - 3 graduates = 3 teaching
- 2020 – no graduates
- 2021 – 4 graduates = 4 teaching

STANDARD 4: ASSESSMENT

- **STE ASSESSMENT SYSTEM:**
  - Holistic design showing alignment of multiple assessments to the conceptual framework EPP standards/competencies, and university standards.

- **EXTERNAL**
  - Oklahoma Subject Area Test (OSAT)
  - Praxis Performance Assessment For Teachers (PPAT)

- **INTERNAL**
  - Checkpoints – course grades, lesson plans, unit plans, student teaching evaluation, dispositions

STANDARD 4: ASSESSMENT

- **MACU ASSESSMENT:**
  - Retention Report
  - School Summary Report
  - Learning Outcomes Measurements
  - Learning Report
  - Course Report
- **PROGRAM ASSESSMENT:**
  - Candidates are meeting standards in external exams
  - Candidates are showing continuous improvement in internal exams, meeting and exceeding expectations

STANDARD 5: ACCESS, DIVERSITY, AND INCLUSION

- **STE Diversity Curriculum Matrix**

- **INTASC Alignment to Diversity and Inclusion**

- **Celebration of Cultures**

STANDARD 6: LEADERSHIP, MANAGEMENT, AND SUPERVISION

- **Teacher Education Committee (TEC)**
  - **Director of Teacher Education: Dr. Vickie Hinkle**
  - **Program Coordinator for Early Childhood: Esther Rehbein**
  - **Program Coordinator for Secondary Education: Mark Harris**
- **Systematic Program Reviews**
  - **State Approval**
- **Strategic Planning Notebook**

STANDARD 7: HUMAN RESOURCES

- **STE STAFFING AND SUPPORT:**
  - 3 Full Time Faculty
  - 8 Adjunct Faculty
  - Secondary Program Coordinator
  - Elementary Program Coordinator
  - Early Childhood Program Coordinator
  - Administrative Assistant

STANDARD 7: HUMAN RESOURCES

- **EMPLOYMENT PRACTICES:**
  - Curriculum Vitae for all faculty
  - Faculty Performance Review
    - Teaching
    - Scholarship
    - Service

- **PROFESSIONAL DEVELOPMENT:**
  - Pedagogical Training
  - Discipline-specific Subject Area Expertise
  - Accreditation Requirements/Expectations.

STANDARD 8: COLLABORATION AND COMMUNICATION

GOVERNED BY TEC

- Advisory Board – Internal/External Stakeholders
- Student Teacher Reception
- Residency Year

RESOURCES FOR CANDIDATES

- University Website
- University Catalog
- Advising
- TC Meeting
- STE Page

STANDARD 9: ETHICS, LAW, AND POLICY

- **ETHICAL STATEMENTS AND PRACTICE**
  - Signed Contract
  - FERPA
  - Academic Policy
  - Title IX
  - Dispositions
  - NAEYC Code Of Ethical Conduct And Statement of Commitment
  - Code of Ethics for Educators

STANDARD 10: FINANCIAL RESOURCES

- **DIRECTOR OF TEACHER EDUCATION ASSESSES NEEDS OF THE SCHOOL**
  - Adjunct Professors
  - Accreditation
  - Federal Work Study
  - Site Visits
  - Instructional Supplies
  - Student Services

STANDARD 11: TECHNOLOGY

- **TECHNOLOGY ACCESS**
  - Library
  - Computer Labs
  - D2L
  - IT Support
  - Technology Training

STANDARD 12: FACILITIES AND INFRASTRUCTURE

- **KENNEDY HALL**
  - Classrooms
  - Library/Computer Lab/ERC
  - Science Labs
- **FOZARD HALL**
  - Classrooms
  - Science Lab
  - Computer Labs
  - Offices

Standard 1: Mission

Overview Questions:
1. How does the program mission embrace student learning and development?
2. In what ways does the academic program mission complement the mission of the institution?
3. To what extent is the program mission used to guide practice?

1.1 Mission Statement
- <u>Minimum requirement to meet substandard</u>: A one sentence explaining why the program exists and how it supports the MACU Mission.
- Additional information about the substandard:
  - The mission statement references student learning, development, and success.
  - The program mission is consistent with the mission of the department, college, division, institution, and applicable professional standards.
  - The program mission is appropriate for the institution's students and other constituents.

1.2 Summary Statement
- <u>Minimum requirement to meet substandard</u>:
  - The School Chair will make a summary statement about the Program based on the data collected for the Program Review.
  -
  - The statement should cover the program's past three years and what the Chair's vision for the program is for the next three years.
 - The statement should be no longer than two pages.

Suggested Evidence and Documentation:
1. Current mission statement, brief description of how it was developed, and date of last review
2. Additional goals, values, and statements of purpose
3. Description and copies (if applicable) of where mission statement is disseminated (e.g., included in operating and personnel policies, procedures and/or handbook, hanging in office common space, on website, in strategic plan, and other promotional materials)
4. Institutional/divisional mission statements (e.g., map program mission to broader mission statements)
5. Any additional professional standards aligned with program/service (e.g., standards promoted by academic program organizations)
6. Institutional demographics, description of student population served, and information about community setting
7. Chair Summary Statement

2022 ECE MACU Program Report

<u>Standard One:</u>

<u>Mission Statement:</u>
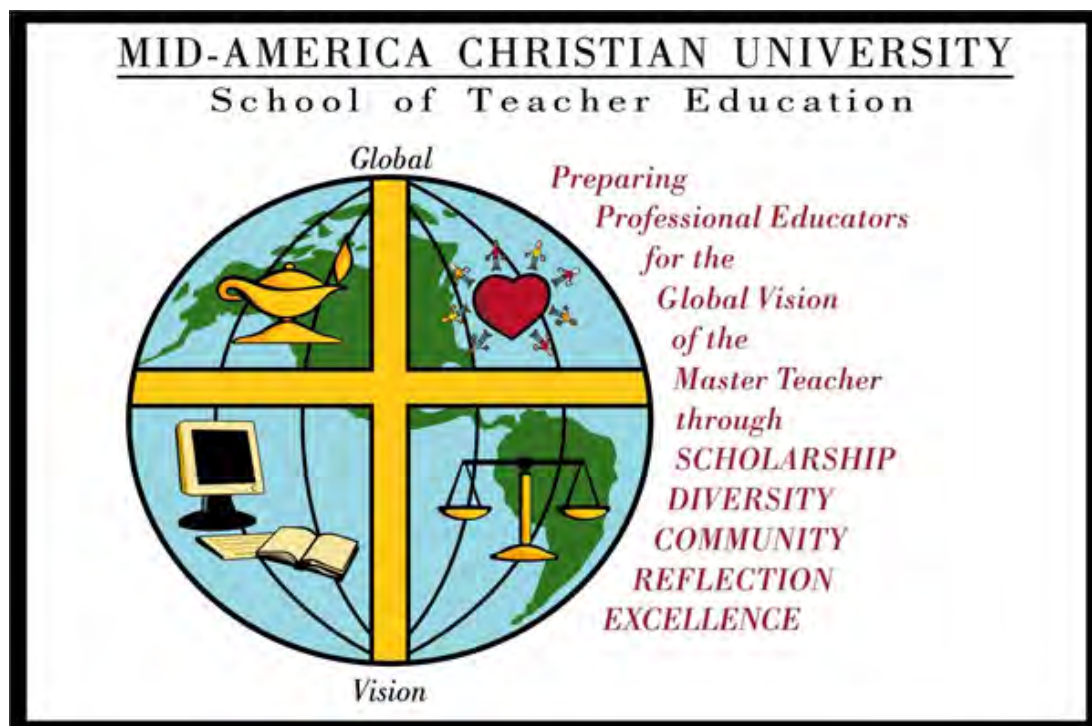
The mission statement for all programs in the School of Teacher Education is: "*Preparing professional educators for the global vision of master teacher through scholarship, diversity, community, reflection, and excellence.*"

Courses throughout the program emphasize the standards of scholarship, diversity, community, reflection, and excellence. Teacher candidates learn that these standards produce a commitment to current research and wisdom of practice, a commitment to the needs of a culturally pluralistic society, a commitment to, not only community service, but democratic ideals as well, a commitment to life-long learning and reflective practice, a commitment to professional development, and most importantly, a commitment to living lives that pattern after the excellence of the master teacher, Jesus Christ.

This statement aligns with the university's mission statement: <u>MACU Mission and Vision Statement</u>. Teacher candidates will face many social issues throughout their careers. By collaborating with their peers in the workplace, candidates will be able to find innovative ways to deal with the issues at hand. The standards that are taught emphasize making a positive impact in society, being positive role models and strong ambassadors for Christ.

The program also aligns with the standards of its specialized professional association, National Association of the Education of Young Children (NAEYC), the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, and the Oklahoma State Standards showing that the program's mission is appropriate for the institution's students. (OK State Standards, Pg. 5).

Summary of the Early Childhood Program:

Review of the last three years unfortunately shows a decline in the number of Early Childhood Education majors. After the 2018 "Teachers' Strike" for increased salaries, the School of Teacher Education noticed a decreased enrollment and an increase of teacher candidates changing to different programs. The teacher shortage in the state of Oklahoma has also afforded new pathways to become teachers, other than getting a traditional college degree. It was also determined that some students were enrolling in Early Childhood Education with the idea that this would be an "easier" degree. Once in the program, students realized the rigor was the same as for any of the other teaching areas and would either change their program or drop out. These are just a few speculations of why there has been a decrease.

The teacher candidates that remain in the program, however, are strong, committed students. Of the six, one has changed to alternative certification, one will graduate in spring 2023, and three will be ready for student teaching in spring 2023. The remaining teacher candidate just began in spring 2022. There have been no new enrollees from this point.

Though the outlook is bleak for the Early Childhood program, the Elementary program is strong. A plan to offer Elementary Education to all candidates with a "bridge" to teach early childhood could be considered.   All teacher candidates are required to pass two certification tests: The Oklahoma Subject Area test and the Praxis Performance Assessment for Teachers.   Teacher candidates who are interested in teaching early childhood would enroll in the Elementary Education program and take four additional early childhood classes that would help prepare them for the required subject area test in early childhood   These candidates would be required to pass the Elementary Education Subject Area test initially and then take the Early Childhood Subject Area test. Once both tests are passed, these candidates will be certified to teach Pre-kindergarten through 8th grade.

Recruitment efforts in Early Childhood Development Centers might also be an option in resurrecting the Early Childhood program. Workers in Early Childhood Development Centers are paid according to their degree of education and experience. If MACU could create an articulation agreement with these centers, MACU could offer the courses online and work in a creative way to meet the field experience requirements. Another option is to offer our courses on the Center for Early Childhood Professional Development site. The courses would need to be redesigned to meet requirements, but by taking these courses, students might be encouraged to complete their degree at MACU.

If the decision is made to sunset the Early Childhood program, based on the data, and it is determined to offer the "bridge" as an alternative, Early Childhood method's courses would still be offered. These courses, then, would continue to be assessed to determine student learning outcomes. The STE would remain committed to ensuring that these courses would assist in not only preparing candidates to teach in the early childhood environment, but to assist in passing the required exams as well.

Standard 2: Program and Services

Overview Questions:
1. What are the goals and objectives of the academic program?
2. To what extent does the academic program structure allow it to be effective?
3. What are the key programs, services, and resources offered by the academic program?
4. How does the academic program contribute to the student experience?

2.1 Program and Services Goals
- Minimum requirement to meet substandard: The program's Wildly Important Goals (WIGs) for the past three years.
- Additional information about the substandard:
    - The program's Wildly Important Goals (WIGs) are written, aligned with the program's mission statement, and support institutional priorities and expectations of the program.
    - The program regularly develops, reviews, evaluates, and revises its WIGs.
    - The program communicates WIGs and progress toward achievement to appropriate constituents.

2.2 Program Design, Structure, and Framework
- Minimum requirement to meet substandard: The program has clearly stated, current, relevant, and documented policies and procedures
- Additional information about the substandard:
    - The program has clearly stated, current, relevant, and documented responsibilities and performance expectations for personnel, and organizational charts demonstrating clear channels of authority.
    - The program works in close consultation and collaboration with others with expertise and departments across the institution to meet the needs and interests of students.
    - The program is intentionally designed to incorporate research and theories on student learning, achieve predetermined student learning, and development outcomes.

2.3 Program Documentation
- Minimum requirement to meet substandard: Show the program's documentation to MACU's internal and external constituencies.
- Additional information about the substandard:
    - Insert a copy of the Program Sheet from the latest version of the Academic Catalog.
    - Provide evidence of the Program's curriculum reviews in the last three years.

● Provide evidence of any MACU Faculty Senate decisions about the Program in the last three years.

Suggested Evidence and Documentation:
1. List of program goals and objectives
2. List of current collaborations across the institution
3. Map of program activities
4. Map or report of outcome assessment activities, including results
5. Strategic plans program design and enhancement
6. Specifications or requirements (if applicable)
7. Organization Chart
8. Program Sheet
9. Curriculum Reviews
10. Senate Documents

Program services Goals:

The university's strategic planning process calls for academic units to align their own strategic goals to the university's overarching strategic plan. This is accomplished through establishing "Wildly Important Goals (WIGs)." Weekly WIG meetings focus on measuring outcomes and developing strategies related to positively influencing those outcomes. Progress on WIGs is communicated to all constituencies through a "scoreboard" posted for public viewing. WIG results are also communicated to the administration and the Office of Institutional Assessment in writing.

Wildly Important Goals have been created for the School of Teacher Education, using the same goals for all five of its programs: Early Childhood, Elementary Education, Secondary Math, Social Studies and English.

2019-2020 STE WIG:

Using the five operational values of URX, the MACU School of Teacher Education will collaborate with all stakeholders (students, faculty, PK-12 partners, and school district partners) to co-construct mutually beneficial shared responsibility for continuous improvement of candidate preparation by May 31, 2020.

Lead Measure 1 (Communication, People, Integrity): Communicate candidate preparation information with stakeholders in the TC and TEC monthly meetings.

Lead Measure 2 (Accountability, People, Integrity, Adaptability): Collaborate with stakeholders to share and receive feedback on mutual ideas and improvements to strengthen our shared responsibilities.

2020-2021 STE WIGS:

<u>WIG #1</u>

The STE will implement recruiting strategies to increase the undergraduate teacher candidate base by 10 candidates, and increase the two graduate programs by 10 students by May 31, 2021.

      <u>Lead measure 1</u> - The STE will contact undeclared majors, concurrent students, and advisors at OCCC and Rose State.

      <u>Lead measure 2</u> - The STE master's program directors will contact P12 schools in various school districts.

Aligned to Strategic Objective 3; HLC 4C

<u>WIG #2</u>

The STE will increase candidate retention from 60%-70% by May 31, 2021.

      <u>Lead measure 1</u> -Advisors will support current candidates through personal contact, communication and student services.

      <u>Lead measure 2</u> – Increase participation in Teacher Candidates meetings.

Aligned to Strategic Objective 4; HLC 3C, 4C

2021-2022 STE WIGS:

<u>WIG #1</u>

The STE will implement recruiting strategies to increase the undergraduate teacher candidate base by 10 candidates, and increase the two graduate programs by 10 students by May 31, 2022.

      <u>Lead measure 1</u> - The STE will contact undeclared majors, concurrent students and work with MACU admissions to recruit through articulation agreements.

      <u>Lead measure 2</u> - The STE masters' program directors will contact P12 schools in various school districts and explore additional marketing options for the program.

Aligned to Strategic Objective 3; HLC 4

<u>WIG #2</u>

The STE will increase candidate retention from 60%-70% by May 31, 2022.

Lead measure 1 -Advisors will support current candidates through personal contact, communication and student services.

Lead measure 2 – Recruit Curriculum and Instruction certificate students into the Curriculum and Instruction Master's program.

Aligned to Strategic Objective 4; HLC 3C, 4C

Program Design, Structure, and Framework:

The Education Preparation Provider (EPP) and the Teacher Education Committee (TEC) consistently review, evaluate, and revise the Teacher Education Programs. Systematic reviews of the programs are accomplished through the results received from the EPP alignment with the Office of Educational Quality and Accountability, EPP Annual Assessment Report, the Association for Education of Young Children (NAEYC) standards, and the Oklahoma State Standards.

In addition to alignment with these standards, the EPP also uses suggestions made by faculty, conferences with public school teachers and administrators, alumni surveys, and requests from teacher candidates concerning programs not available at the present time. Teacher candidates and faculty informally share their ideas and concerns, and graduating seniors complete the "Senior Exit Questionnaire" to provide additional data for the school.

Program revisions or the addition of new courses are suggested by the Director of Teacher Education and the TEC. If the TEC approves revisions, the information is presented to the faculty of the College of Arts and Sciences for approval. This action is then presented to the University Senate for discussion and final approval. New program proposals follow the same procedures as described above. Upon approval by the faculty, recommendations are then forwarded to the Board of Trustees for final approval if necessary.

All Early Childhood candidates receive a Bachelor of Arts degree. The Early Childhood program sheet shows courses required for degree completion. All candidates are required to take four Bible courses, 46 hours of general education, 48 hours in their subject area, and 30 hours of professional education courses. In addition, 8 hours of a foreign language is required.

Candidates also follow policies, procedures, and guidelines required by the School of Teacher Education in The Teacher Education Handbook. The handbook outlines a candidate's progression through the Teacher Education Program (Checkpoint I requirements, Checkpoint II requirements, Checkpoint III requirements), field experience and community service expectations, testing requirements, foreign language requirements, teacher meetings, representations, suggestions and complaints, teacher education scholarships and certification.) The organization of the School of Teacher Education is also included.

Program Documentation

In November of 2021, a proposal was written and approved to replace the required ENGL 2403 World Literature Survey with ENGL 4803 Form and Genre in Literature for Elementary Education and Early Childhood Education.

Standard 3: Student Learning, Development, and Success

Overview Questions:
1. What are the most significant student learning, development, and success outcomes of the academic program?
2. What is the demonstrated impact of the academic program on student learning, development, and success?

3.1 Program Curriculum Map
- Minimum requirement to meet substandard: Provide a copy of the program's Curriculum Map. The Curriculum Map shows what student learning outcomes (SLOs) or Operational Outcomes (OOs) could be measured in each course within the program to support the program's outcomes (POs).
- Additional information about the substandard: If a major change to the program's curriculum or POs occurred in the last three years, provide evidence and explanations of why those changes were made.

3.2 Assessment of Student Learning and Development
- Minimum requirement to meet substandard: The program uses evidence to create strategies for improving student learning, development, and success through Learning Reports.
- Additional information about the substandard:
  - The program has POs that guide what program graduates should know and/or do.
  - The program provides evidence of the extent to which SLOs are achieved, through measurement, ensuring POs are met.
  - The program aligns predetermined student learning and development outcomes with recognized models and institutional framework.

3.3 Program Contribution to Student Learning, Development, and Success
- Minimum requirement to meet substandard: Demonstrate how program graduates have used the degree in the past three years.
- Additional information about the substandard:
  - The program helps students and designated clients prepare for their careers and meaningful contributions to society.
  - Provide numbers, graduate feedback, and other quantifiable data.

Suggested Evidence and Documentation:
1. Program student learning and development outcomes, and brief description of how they were developed
2. Program student learning, development, and success outcomes and related assessment data

3. List of current collaborations across the institution that facilitate student learning, development, and success
4. Map of program activities and ways they connect to student learning, development, and success outcomes
5. Curriculum Map
6. Student Learning Outcome Measurements
7. Student Learning Reports
8. Information about Program Graduates

Early Childhood Program Curriculum Map:

The curriculum map below details the relationship between Program Outcomes Student Learning Outcomes, and the various courses containing curriculum in support of the outcomes.

Early Childhood Curriculum Map

Course Alignment to NAEYC Standards

Assessment of Student Learning and Development:

The program and student learning outcomes were developed collaboratively by STE faculty and aligned to the Interstate Teacher Assessment and Support Consortium (INTASC). In addition, the early childhood courses have been aligned to NAYCE Standards by the program coordinator. The use of INTASC and NAEYC standards strategically ensures that candidates in the early childhood program are learning current best practices and following national protocol for teachers of young children.

In addition to this, the Office of Educational Quality and Accountability (OEQA), aligned to national standards (CAEP), recognizes programs every three years to ensure candidates are successful in their programs. Criteria for recognition decisions include the graduates' major GPA for the last 3 years at a 3.00 or above, an overall Oklahoma Subject Area Test (OSAT) pass rate for the last 3 years at 80% or above the state average for verified candidates for the last three years, and an overall pass rate on an approved performance assessment (PPAT) for the last 3 years at 80% or above the state average for verified candidates for the last 3 years. If all three criteria are met, the program is *Approved with Distinction.* If two out of three criteria are met, the program is *Approved.* If one out of three criteria are met, the program is *Approved with Conditions* and the program must be resubmitted and receive a recognition decision of A*pproved*" within 24 months. If no criteria are met, or only the GPA criteria is met, the program is *Denied*.

Program Graduate Information:

Program graduates have been successfully placed in schools, teaching in the early childhood grades from Pk-3rd grades: In 2019, three graduated and all three continue to teach. In 2020, three graduated. Two continue to teach while it is unknown whether the third graduate is teaching. In 2021, one graduated and it is unknown whether this graduate is teaching.

Standard 4: Assessment

Overview Questions:
1. What is the comprehensive assessment strategy for the academic program?
2. What are priorities for assessment of the academic program and how are those developed?
3. How are tangible, measurable learning, development, success, and program outcomes determined to ensure achievement of mission and goals?
4. How does the academic program use assessment results to inform improvement? What changes, adjustments, or improvements have been made as a result of assessment activities?
5. How does the academic program share assessment results with relevant constituencies?
6. How does the academic program support ongoing development of assessment competencies for personnel?

4.1 Establishing a Culture of Assessment
- Minimum requirement to meet substandard: Display assessment plans that work towards the achievement of the program's mission, goals, outcomes, and objectives.
- Additional information about the substandard: Display the past three years of evidence for:
    - Faculty evaluations
    - WIGs
    - End of Course (EoC) results
    - Course Reports
    - Retention Reports

4.2 Assessment Plan and Process
- Minimum requirement to meet substandard: Show how the program reviews, interprets, and monitors changes based on findings of assessment from multiple measures of data collection.
- Additional information about the substandard:
    - The program identifies goals, outcomes, and objectives to guide its work.
    - The program engages students, faculty, staff, administrators, and other relevant constituents in assessment activities.

4.3 Reporting Results and Implementing Improvement
- Minimum requirement to meet substandard: The program uses evidence from assessment activities to inform decision-making and planning for continuous improvement.
- Additional information about the substandard:
    - The program uses assessment results to demonstrate learning, development, effectiveness and continuous improvement.

- The program informs constituents of assessment results and how data have been used for continuous improvement.

Suggested Evidence and Documentation:
1. Academic program goals, key indicators, outcomes, and related assessment data
2. Assessment data related to student learning, development, and success outcomes
3. Assessment plans and annual reports
4. Minutes of meetings at which assessment activities and results are discussed
5. Professional development activities to improve assessment competence
6. Wildly Important Goals (WIGs)
7. End of Course Assessment Results
8. Instructor/Faculty Evaluations
9. Course Reports
10. Retention Reports

Assessment Plan and Process:

The School of Teacher Education assessment system is a holistic design that shows alignment of multiple assessments to the conceptual framework, EPP standards, and competencies. A system of periodic performance assessments, both internal and external, is used to gauge the candidates' knowledge, skills, and dispositions as they progress through their program. All candidates are also required to master transition point assessments in order to continue in their specific program. They develop a deep understanding of the critical concepts and principles of their discipline(s) through the coursework in their major(s) and the accompanying field experiences.

The assessment system also shows the cycle for program and EPP improvement, identifying state scores which include the Oklahoma Subject Area Test (OSAT) and the Praxis Performance Assessment of Teaching (PPAT), Checkpoint data which is collected throughout a candidate's program, student teaching evaluations which are measured by the university supervisor, the subject area faculty, and the cooperating teacher, and disposition data which is collected at each checkpoint. Surveys of graduates are collected during the residency year surveying both the graduate and the P-12 administrator. EPP data is collected to identify candidate demographics, enrollment, and graduate placement as well.

While the School of Teacher Education's conceptual framework provides focus and cohesion to the program, its Assessment System generates key assessments and transition points, has a design for data collection, analysis, and summary, measures for accuracy, consistency, and fairness, and determines program changes or proposals based on data analysis. Since the STE is committed to producing professional educators who excel, this assessment system is designed to provide the collection and analysis of data regarding the performances of its candidates, programs, and the STE, for the purpose of improving them.

The program uses quantitative and qualitative measures within its assessment system. Quantitative data include a minimum grade point average, minimum grade requirements in

professional education courses and in a candidate's major field, and a passing score on the OSAT and PPAT. Qualitative measures include student teaching conference reports, provided by the student teacher and the cooperating teacher.

The STE believes that assessments need to be unbiased, fair, consistent and accurate in order to be considered valid and reliable methods of analysis. To minimize bias, multiple assessments are completed by different assessors across time to evaluate candidate performance. This practice emphasizes a holistic view and minimizes the effect of individual bias for or against a particular candidate. Examples include dispositions, lesson, and unit plans, which are all the common assessments used in multiple points across the program and assessed by various professionals assisting teacher education candidates in their educational experience.

Consistency and fairness are demonstrated through the use of common rubrics by faculty and adjunct professors to score key assessments. Each semester, training is provided to share expectations and to review course rubrics to ensure stronger inter-rater reliability. Finally, based on informal feedback from clinical faculty or others regarding confusing or poorly written items and/or items that consistently yield variable results, rubric items are revised or removed from the assessment tool.

Each semester, all professional education and adjunct faculty are required to submit assessment rubrics to the EPP's administrative assistant's office where data are compiled. Once compiled, the data are sent to program coordinators and to the director of the EPP. From the data, pivot tables are created and used to specify analysis of test scores, course grades, lesson and unit plan percentages, and student teaching evaluations. Even though data are compiled and disseminated each semester and test scores are communicated to program coordinators when received, program coordinators analyze the data at the end of each academic year and report to the STE Director and to the Dean of the College of Arts and Sciences. Decisions are made, based on the data, during the summer months. At the beginning of the new academic year, the Teacher Education Committee reviews, discusses suggested improvements and or changes, and approves the changes. The STE Director and professional education faculty analyze EPP data and share the results with the professional community.

In addition to following the School of Teacher Education assessment system, each program submits semester or annual reports to the Office of Institutional Effectiveness: Retention Report, School Summary Report, Learning Outcomes Measurements, Learning Report, and the Course Report.

Early Childhood Data Analysis:

In summarizing and analyzing data from 2019-2022, the Early Childhood program, Early Childhood candidates have experienced taking more proprietary assessments required by the Office of Quality and Accountability (OEQA). Candidates transitioned from the EPPs Student Teaching Evaluation to the proprietary assessment, Candidate Preservice Assessment for Student Teachers, (CPAST). The data collected from universities, not only in this state but across the

nation, show that Early Childhood candidates are meeting the standards set forth to become highly effective teachers.

Early Childhood candidates also show continuous improvement in the areas of unit and lesson planning with focused effort in instruction on areas needing improvement. (ECE Assessment) Candidates are also showing continuous improvement in their disposition scores, which highlights a candidates' integrity, excellence and commitment to community.(**AAIR Drive Data**) These student learning outcomes show that teacher candidates have met or exceeded expectations in the various areas of being an effective teacher.

Data revealed that candidates have and are still struggling with the Early Childhood Oklahoma Subject Area Test (OSAT)and the Oklahoma General Education Test which assesses content knowledge. (**AAIR Drive Data**) Study guides, quizlets and study sessions with candidates have been implemented to improve the scores. (As of the Spring 22 semester legislation was passed to remove the OGET requirement, so this assessment will no longer be used for data collection. Candidates will now have to achieve a 3.0 in all of their general education courses (minimum of 30 hours) to be accepted into the School of Teacher Education and ultimately student teaching.) It was determined to implement components of the Praxis Performance Assessment for Teachers (PPAT) in the lesson and unit plans to strengthen student outcomes.

EPP faculty have and are continuing to use retention as one of their WIGS to set goals each week to connect with candidates and keep them in their respective programs. Goals included working with candidates to make assignments clear, giving good feedback and directions in order for them to be successful. EPP faculty also attended the International Society for Technology in Education (ISTE) Conference to be able to implement new technology techniques throughout all courses to ensure its candidates were learning current best practices and to build retention. Goals to connect with candidates through TC meetings, emails and Group Me, pairing up candidates with another student mentor, and providing professional development opportunities were put in place with the hope to retain the current level of early childhood teacher candidates and to raise the retention rate. Unfortunately, the retention rate of early childhood reduced from 66.6% to 50%. Over the past three years the Early Childhood Program has had as many as 17 enrolled in one semester. A total of 8 students dropped the program and 6 completed the program. (ECE 3-year Enrollment)

In addition to these assessments, data from the End-of Course evaluations each semester have been used to strengthen student satisfaction in the program. Over the past three years, goals have been established to attain a 3.0 or higher all questions on the survey for the entire School of Teacher Education. Specific goals were established in three areas: "Question 5: The feedback received on assignments and discussions helped me learn the material for the course; Question 8: Instructions on the assignments, discussions, and other course expectations were clear; and Question 10: The workload for this course was what should be expected for a course at this level." All early childhood instructors received a 3 or higher on questions 5, 8 and 10. (ECE Assessment)

We will continue to support and train our students by praying, reflecting and teaching them to meet the vision of our master teacher Jesus Christ.

Standard 5: Access, Diversity, and Inclusion

Overview Questions:
1. How does the academic program ensure constituents experience a welcoming, accessible, and inclusive environment that is equitable and free from harassment?
2. How does the academic program identify barriers to and advocate for access, diversity, and inclusion?
3. How does the academic program address imbalances in participation among selected populations of students?
4. How does the academic program address imbalances in staffing patterns among selected populations of program personnel?
5. How does the academic program ensure cultural competence of its personnel to foster inclusion in the program?

5.1 Inclusive Educational and Work Environments.
- <u>Minimum requirement to meet substandard</u>: Provide evidence of the program's goal of inclusiveness to all MACU constituencies.
- Additional information about the substandard:
    - The program creates and maintains educational and work environments that are welcoming, accessible, inclusive, and free from bias or harassment.
    - The program does not discriminate on the basis of race, color, national origin, sex, disability, age, or veteran status; or any other basis included in codes, laws, and institutional policies.

5.2 Implementing Aspects of Access, Diversity, and Inclusion
- <u>Minimum requirement to meet substandard</u>: Provide evidence of the program's inclusiveness to all MACU constituencies.
- Additional information about the substandard:
    - The program provides equitable access to facilities and resources for all constituents.
    - The program addresses the characteristics and needs of diverse constituents when establishing and implementing services, policies, procedures, and practices.
    - The program responds to the needs of all constituents when establishing hours of operation and developing methods for delivering programs, services, and resources.
    - Personnel within the program promote respect for commonalities and differences among people within their historical and cultural contexts.

Suggested Evidence and Documentation:
1. Vision statements, goals, and objectives related to access, diversity, and inclusion
2. Training plans and agendas for personnel and/or students
3. Lists of programs and curriculums related to access, diversity, and inclusion
4. Policies, procedures, and/or handbooks (specifically statements against harassment or discrimination)

5. Facilities accessibility audit
6. Assessment results such as participation rates, demographics, campus climate, and student needs
7. Recruitment Efforts for Future Students

Diverse and Inclusive Educational and Work Environments:

In the interest of celebrating diversity, promoting inclusiveness, and fostering cross-cultural understanding, the program integrates and assesses a broad coverage of diversity. Faculty employ studies encouraging candidates to consider issues related to race, gender/sexuality, class, nationality, religion, and the consequences of cultural representation in courses throughout the program. A Diversity Curriculum Matrix shows the diversity thread and its assessment for courses offered in the School of Teacher Education. Early Childhood candidates are required to take 15 out of 23 courses that integrate diversity.

This is also a reflection of alignment to School of Teacher Education Candidate Learning Outcomes and the University's Mission (as detailed previously in Standards 2 and 3). In particular, the Candidate Learning Outcomes reproduced below address issues of diversity and inclusion:

INTASC Standard 1 Learner and Learning:

Learner Development - Candidates are professional educators who understand the stages and ways learners develop and can provide developmentally appropriate and challenging learning opportunities that support their cognitive, linguistic, social, emotional, and physical areas.

Learning Differences – Candidates are professional educators who understand and demonstrate a respect for individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Learning Environments - Candidates professional educators who work with others to create environments that support individual and collaborative learning and encourage self-motivation, positive social interaction, and active engagement in learning.

INTASC Standard 2: Content Knowledge

Application of Content – Candidates are professional educators who understand how to connect concepts and use differing perspectives to engage students in performance skills, life-long learning habits of critical thinking, and solving local and global issues.

INTASC Standard 3: Instructional Practice

Planning for Instruction - Candidates are professional educators who plan instruction that support students' rigorous learning goals by mastery of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

INTASC Standard 4: Professional Responsibility

Ethical Practice - Candidates are professional educators who engage in current research best practices and continued professional growth, using evidence to continually evaluate the effects of his/her choices and actions on learners, families, other professionals, and the community, adapting practice to meet the needs of each learner.

Leadership and Collaboration – Candidates are professional educators who serve the community, seek appropriate leadership roles and opportunities, and foster positive collaboration with learners, families, colleagues, other school professionals and community members to ensure learner growth, and to advance the profession by engaging them in support of student learning and well-being.

Legal Issues and Democratic Ideals – Candidates are professional educators who understand and abide by the legalities of teaching, including the rights and responsibilities of students, parents/families, and teachers, valuing justice and democratic ideals for all people.

Christ-Like Leadership and Professionalism – Candidates are professional educators who exhibit effective Christ-like leadership through dispositions and professionalism.

In addition to aligning diversity to coursework and program outcomes, the School of Teacher Education also encourages participation in the university's Celebration of Culture for both faculty and candidates, a campus event designed to foster awareness, appreciation, and celebration of cultural difference by spotlighting the rich diversity of the MACU candidate body and broader campus community. This campus event had its genesis in the School of Teacher Education and was so well received it grew into an annual campus-wide occasion.

Additionally, all School of Teacher Education candidates and faculty must comply with policies and laws designed to ensure equality of opportunity and access, such as MACU's Human Resource policies and applicable Title IX regulations. Legal and ethical obligations for such compliance are covered in more detail in Standard 9.

Candidate Access to School of Teacher Education Faculty:

Faculty maintain regular office hours, both in-person and online, to allow access to candidates. Even outside of office hours, faculty provide email and phone contacts for voice, text message, and email accessibility. Office hours are posted outside each faculty's office and are replicated on syllabi and in the News section for each course in D2L. (Sample of Office Hours)

Standard 6: Leadership, Management, and Supervision

Overview Questions:
1. To what extent are academic program leader(s) viewed as and held responsible for advancing the departmental mission?
2. What opportunities and barriers are present for academic program leader(s) as they seek to fulfill the academic program mission?
3. How do academic program leaders advance the organization?
4. How do academic program leaders encourage collaboration across the institution?
5. How are academic program leaders accountable for their performance?
6. How have academic program leaders empowered personnel and engaged stakeholders?

6.1 Leadership
- The program's leaders provide management and supervision, lead strategic planning and program advancement, incorporating data and information in decision-making.
- The program's leaders incorporate sustainable practices in the design of programs, services, and facilities.
- The program's leaders advocate for representation in strategic planning processes at departmental, divisional, and institutional levels.

6.2 Supervision
- The program's supervisors incorporate institutional policies and procedures in the development of strategies for recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward of personnel.
- The program's supervisors consult with institutional HR personnel to access and receive education and training that influence successful performance of personnel.
- The program's supervisors work with personnel to develop plans for scholarship, leadership, and service to the profession and institution.

6.3 Strategic Planning
- Strategic planning processes support ongoing assessment activities that improve student learning, development, and success.
- Strategic planning processes develop, adapt, and improve programs and services in response to the needs of changing environments, populations served, and evolving institutional priorities.
- Strategic planning processes result in a vision and mission that drive short- and long-term planning.

Suggested Evidence and Documentation:
1. Periodic reports, contracts, and personnel memos
2. Annual reports by program leaders
3. Program leader resumes, including additional professional involvement
4. Strategic and operating plans
5. Needs assessment of program constituents
6. Professional Development of Faculty

Leadership, Management, Supervision:

The School of Teacher Education, also called the Education Preparation Provider or EPP of Mid-America Christian University is comprised of the Director of Teacher Education, the Chair of Teacher Education, the Director of Field Experience, the Director of Student

Teaching, Program Coordinators, Teacher Education Committee, professional education faculty, subject area faculty, general education faculty, adjunct faculty, and a full-time Administrative Assistant. The Director of Teacher Education and the Teacher Education Committee (TEC) are responsible for the Teacher Education Program, which include secondary programs, the elementary program, and the early childhood program.   The Teacher Education Committee is composed of the Director of Teacher Education, full-time professional education faculty, subject area faculty from each of the degree areas, general education faculty, the Executive Director of

Institutional Effectiveness, the Vice President of Academic Affairs (VPAA), four practicing professionals consisting of two public school administrators and one public school teacher from the elementary level and one from the secondary level, and one teacher candidate representative. The Executive Director of Institutional Effectiveness and the Vice President for Academic Affairs are ex-officio members. The Director of Teacher Education prepares the agenda for meetings. All matters of policy concerning Teacher Education are referred to the Teacher Education Committee which has final authority in all policy matters of the program except those that change programs or are finance-related which are referred to the faculty of the College of

Arts and Sciences or the Vice President of Academic Affairs (VPAA). Final approval goes to the University Senate.

The EPP and the Teacher Education Committee consistently review, evaluate, and revise the Teacher Education Programs. Systematic reviews of the programs are accomplished through the results received from the EPP Annual Assessment Report, the Association for Education of Young Children (NAEYC), the Council for the Accreditation of Educator Preparation (CAEP) standards, the National Council of Teachers of English (NCTE) standards, the National Council of Teachers of Mathematics (NCTM) standards, the National Council for the Social Studies (NCSS) standards, and the Oklahoma State Standards. In addition to alignment with these standards, the education preparation provider also uses suggestions made by faculty, conferences with public school teachers and administrators, alumni surveys, and requests from teacher candidates concerning programs not available at the present time. Teacher candidates and faculty informally share their ideas and concerns, and graduating seniors complete the "Senior Exit Questionnaire" to provide additional data for the department. Program revisions or the addition of new courses are suggested by the Director of Teacher Education and the Teacher Education Committee. If the Teacher Education Committee approves revisions, the information is presented

to the faculty of the College of Arts and Sciences for approval. This action is then presented to the University Senate for discussion and final approval. New program proposals follow the same procedures as described above.

In addition to this, the program coordinator of the Early Childhood program assesses SLO assessment data, EoC survey data, and retention data, which informs the development and implementation of the School of Teacher Education's strategic plan. Weekly WIG meetings reinforce and allow for specific goals focused
on retention and recruitment for early childhood.

Standard 7: Human Resources

Overview Questions:
1. In what ways are personnel qualifications examined, performance evaluated, and recognition provided for exemplary performance?
2. How are professional development efforts designed, how do they support achievement of the academic program mission, and how do they prepare and educate staff on relevant information?
3. How has the staffing model been developed to ensure successful academic program operations?
4. How does the academic program engage graduate interns and assistants, student employees, and volunteers?

7.1 Staffing and Support
- Minimum requirement to meet substandard: Show evidence of the program having the personnel necessary to achieve its mission and goals.
- Additional information about the substandard:
  - The program identifies and hires the qualified level of staffing necessary to achieve its mission and goals.
  - The program's professional personnel either hold an earned graduate or professional degree in a field relevant to their position or possess an appropriate combination of educational credentials and related work experience.
  - The program's personnel receive training, including specific training on policies, procedures, and laws related to the programs and services they support, when hired and professional development throughout their employment.

7.2 Employment Practices
- Minimum requirement to meet substandard: The program's leaders maintain copies of up-to-date resumes/curriculum vitae for all currently employed personnel and ensure personnel have written position descriptions.
- Additional information about the substandard:
  - The program's leaders implement recruitment and selection/hiring strategies that demonstrate a deliberate effort to diversify the workforce.
  - Personnel have written performance goals, objectives, and outcomes for each performance cycle and are used to plan, review, and evaluate work and performance.

7.3 Paraprofessional Personnel / Student Workers
- Minimum requirement to meet substandard: If the program uses paraprofessional personnel and/or student workers, show documentation of performance reviews.

- Additional information about the substandard:
  - Paraprofessionals working in the program are carefully selected, trained, supervised, and evaluated by personnel who possess applicable educational credentials, work experience, and have supervisory experience.
  - The program's leaders accommodate the dual roles paraprofessionals may have as both student and employee.
  - The program's leaders offer flexible scheduling options as needed by the student employee.

Suggested Evidence and Documentation:
1. Operating policy and procedure manuals/statements for program and institution
2. Organizational chart(s)
3. Personnel handbook, position descriptions (including student employees, volunteers, and graduate students), expectations, and performance review templates
4. Annual reports, including data on student utilization and staff-to-student ratios
5. Association or benchmark reports on operations and staffing
6. Student and staff personnel profiles or resumes, including demographic characteristics, educational background, and previous experience
7. Reports on personnel, including student employees and volunteers, employment experiences
8. Training agendas and schedules
9. Statement of staffing philosophy
10. Professional development activities
11. Minutes from staff meetings at which human resources related standards were discussed and addressed

Staffing and Support:

The School of Teacher Education is comprised of three full-time professional education faculty:

Vickie Hinkle, Ph. D. Professor/Director of Teacher Education
B.S. and M.Ed. University of Central Oklahoma; Ph. D. University of Oklahoma

Terry James, Ph. D. Professor/Program Director
B.S. and M.S. Indiana State University; Ph.D. University of Oklahoma

Esther Rehbien, M.Ed. Associate Professor/Program Coordinator
B.S. Gulf-Coast Bible College; M.Ed. Northern Arizona University

With current program size and teaching load expectations of 12 credit hours per semester, the STE is adequately staffed when supplemented by eight different part-time (adjunct) faculty. Three of the 8 teach in the Early Childhood program. All adjunct faculty are vetted through the Dean's office, Human Resource Department, and the VPAA's office. A program coordinator for the secondary programs oversees the assessment, retention, and recruitment efforts. The

Elementary Education program and Early Childhood program also have program coordinators. The STE also employs a full time assistant.

Faculty participate in professional development opportunities related to pedagogical training, discipline-specific subject area expertise, and accreditation requirements/expectations. Pedagogical training has included SMARTBoard training and attending the International Society for Technology in Education (ISTE) conference. Teaching current best practices in technology is an accreditation expectation. Attending this conference ensures that the STE is staying current

with the technology trends. Discipline-specific professional development is offered to program coordinators through their Specialized Professional Associations every other year. The National Association for the Education of Young Children (NAEYC) was attended in 2019 and again in 2021. Professional education faculty attend the Council for the Accreditation of Education Preparation (CAEP) conference to ensure that the School of Teacher Education is aligning its programs to accreditation standards. The Office of Educational Quality and Accountability (OEQA) also offers a spring accreditation training that is attended as well, which gives specific state requirements. In addition to meeting external expectations, MACU provides professional development opportunities in faculty meetings, Dine 'N' Data, and in school initiatives like MCore GiANT leadership training, While too exhaustive for reproduction here, a more complete account of faculty professional development is provided in CVs available by request through the VPAAs office.

Employment Practices

Copies of the CVs or all faculty are on file and available to the School Chair through the VPAA's office. Policies related to faculty duties and expectations are documented in the Faculty Handbook. Faculty job expectations are also detailed in each faculty member's contract and/or related addenda.

All faculty write performance goals, objectives and outcomes annually, which are used to plan, review and evaluate work and performance. Faculty Performance Reviews cover the areas of Teaching, Scholarship, and Service. The faculty member in collaboration with the school chair and dean will determine the activities/accomplishments in teaching, scholarship, and service that will be required for "meets expectation" and/or "exceeds expectations" for the subsequent year, based on the goals of the faculty member and needs of the college and university. Ranges are designated with the total percentages of the three categories totaling 100 percent.

Standard 8: Collaboration and Communication

    Overview Questions:
1. With which relevant individuals, campus offices, and external agencies must the academic program maintain effective relationships? Why are these relationships important, and how are they mutually beneficial?

2. How does the academic program maintain effective relationships with program constituents?
3. How does the academic program assess the effectiveness of its relations with individuals, campus offices, and external agencies?

8.1 Collaboration
- <u>Minimum requirement to meet substandard</u>: Show evidence of collaboration with other MACU programs/departments to improve student experience.
- Additional information about the substandard:
  - The program's personnel collaborate and consult with institutional leaders, faculty, individuals, and departments essential to the success of the program.
  - The program collaborates to meet the needs of students and other constituents, and disseminates information about programs and services.
  - The program refers students and other constituents to appropriate resources when assistance is needed beyond the program's scope.

8.2 Communication
- <u>Minimum requirement to meet substandard</u>: Show evidence of the program communication to attract students.
- Additional information about the substandard:
  - Provide evidence from the past three years of what the School or Program has done to attract future students in outreach and promotional activities.
  - The program's promotional and descriptive information is accurate and free of deception and misrepresentation.
- The program has and follows procedures and guidelines consistent with institutional policy for dissemination of relevant information in a timely manner to all constituents.

Suggested Evidence and Documentation:
1. Promotional material (brochures/sources of information about the program, catalogs, brochures, staff and student handbooks)
2. Media procedures and guidelines
3. List and description of relationships with internal and external partners
4. Minutes from meetings/interactions with key constituents

Collaboration:

The School of Teacher Education is governed by the Teacher Education Committee (TEC) which ensures collaboration, both internally and externally. The TEC is the decision-making body of the EPP and serves as an advisory board to the director. It has wide representation, including professional education faculty, subject area faculty, general education faculty, biblical studies faculty, dean for student life and engagement, the Vice President for Academic Affairs, two PK-12 public school representatives, four PK-12 principals and a teacher candidate. The makeup of the committee ensures a collaborative, multi-disciplinary approach to teacher preparation at the university. Input from professional public school personnel for the design and delivery of all teacher education programs helps to maintain a contemporary balance of theory and practice.

The EPP is structured to allow for continuous monitoring of requirements and standards. The unit and the TEC consistently review, evaluate, and revise the teacher education programs. For

each program, program coordinators monitor Specialized Professional Association (SPA) standards, collect data for their respective program reviews, and share data with colleagues. Changes to programs are initiated by faculty, in collaboration with program coordinators, and are then forwarded to the TEC for consideration. Program coordinators and school chairs are responsible for the oversight of efforts to maintain current SPA standards in each program.

The EPP and the Teacher Education Committee meet monthly and consistently review, evaluate, and revise the Teacher Education programs. The Teacher Education Committee is a resource in receiving vital input about its programs from its stakeholders. The Committee is composed of the School of Teacher Education professional faculty, the Chair from each of the secondary programs that MACU offers, other general education faculty who have candidates in their classrooms, two principals from the community, two teachers from the community, and a teacher candidate. Program revisions or the addition of new courses are suggested by the Director of Teacher Education. If the TEC approves revisions, the information is presented to the faculty of the College of Arts and Sciences for approval. This action is then presented to the University Senate for discussion and final approval. New program proposals follow the same procedures.

The University President, Vice President for Academic Affairs (VPAA), Deans from the College of Arts and Sciences as well as student life, faculty, parents, and cooperating teachers are all invited and many attend a student teacher reception held each semester. Candidates share about their experiences, and feedback is welcomed from all stakeholders at the event. Feedback is also provided by the cooperating teachers on a one-to-one basis. At the conclusion of each student teaching placement, cooperating teachers are asked by the university supervisor for input to improve the experience.

Subject area and/or professional education faculty also receive input from principals during a candidate's first year of teaching. University faculty visit a candidate in his or her first year of teaching at least six times, giving feedback and encouragement. At the completion of the experience, a survey is given to the principal at the location for additional feedback about our candidates' preparation and/or the unit's prog

Even though not required by the state, field experience in EDEL 4304 Diagnostic and Prescriptive Reading requires early childhood and elementary candidates to conduct reading assessments and to design and deliver appropriate lessons to individual students in an after-school program. Candidates work with students twice a week for 12 weeks for a total of 24 hours. Conferences are also held with parents/guardians giving them feedback on the students' progress and future recommendations.

 Communication:

In providing resources for its candidates, the EPP's competencies, admission requirements, expectations, vision statement, and course requirements are available on the University Website and in the University Catalog. Candidates are consistently and repeatedly informed of expectations for success in the program regarding content knowledge, performance skills, and disposition expression in courses and by EPP advisors. All candidates are advised by a teacher education advisor to ensure they successfully complete program requirements. In addition,

monthly meetings are held for candidates to learn from guest speakers, participate in professional development, and stay current with any changes or requirements in the STE. Candidates also have access to a STE Page, housed in D2L, where the Teacher Education Handbook, field experience forms, applications, professional development opportunities, certification test study aids, student teaching information, and rubrics are housed. Candidates can access the Teacher Candidate meeting videos on this site as well.

Counseling services are also provided to candidates experiencing personal difficulties through campus Student Life.

Standard 9: Ethics, Law, and Policy

Overview Questions:
1. What is the academic program's strategy for managing student and personnel confidentiality and privacy issues?
2. How are ethical dilemmas and conflicts of interest identified and addressed?
3. How are ethics incorporated into the daily management and decision-making processes of the academic program?
4. What are the crucial legal, policy, and governance issues faced by the academic program, and how are they addressed?
5. How are personnel instructed, advised, or assisted with legal, policy, and governance concerns?
6. How are personnel informed about internal and external governance systems?

9.1 Ethical Statements and Practice
- Minimum requirement to meet substandard: Show evidence of the program using and applying ethical statements.
- Additional information about the substandard:
  - The program reviews and adopts appropriate standards of ethical practice including those of applicable professional associations.
  - The program has clearly defined and documented ethical statements addressing conflicts of interest, or appearance thereof, by personnel in the performance of their work, and management of institutional funds, operations, or tasks that have legal implications.
  - The program reviews internal policies and procedures at least every three years. The creation and revision of policies and procedures are informed by available evidence, and policies and procedures that inform the management of higher education.
  - The program addresses issues surrounding scholarly integrity including purchasing or obtaining permission to use copyrighted materials and instruments. References to copyrighted materials and instruments include appropriate citations.

- The program and the program's personnel perform duties within the scope of their position, training, expertise, and competence.
- The program and the program's personnel comply with ethics, laws, regulations, policies, and procedures that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.

9.2 Communication of Ethical and Legal Obligations

- <u>Minimum requirement to meet substandard</u>: Show evidence of the program communicating ethical and legal obligations to constituents.
- Additional information about the substandard:
    - The program educates new personnel to relevant ethical standards, statements of ethical practice, and related institutional policies and procedures.
    - The program's personnel provide students and constituents with information about student privacy rights and personnel's disclosure obligations.
- The program adheres to institutional policies and procedures regarding sexual misconduct, harassment or activity that demeans persons, and workplace violence or an intimidating, hostile, or offensive environment.

Suggested Evidence and Documentation:
1. Program code or statement of ethics
2. Ethics statements from relevant academic program professional associations
3. Personnel policies, procedures, and/or handbooks
4. Codes of conduct
5. Operating policies and procedures
6. Operating policies and procedures related to human subjects research (i.e., Institutional Review Board)
7. Minutes from meetings during which staff reviewed and discussed ethics
8. Emergency procedures
9. Contracts and memoranda of understanding (MOUs)
10. Copies of related laws and legal obligations

Ethical Statements and Practice; Communication of Ethical and Legal Obligations:

 The culture of the University and the School of Teacher Education by extension includes standards of ethical conduct in carrying out the school's mission. STE faculty, like all MACU faculty, sign a written contract obligating them to the university's expectations for ethical conduct as outlined in the Faculty Handbook and "personal, religious, and moral conduct as shall be above reproach." Faculty and students are expected to obey all applicable federal and state laws and live a lifestyle consistent with the school's Wesleyan Christian values. The STE complies with federal regulations regarding the Federal Educational Rights and Privacy Act (FERPA) and is routinely trained in FERPA compliance. Additionally, when a new STE Assistant is hired from the Federal Work Study program, that person is trained on FERPA regulations as they apply to his or her job duties. More details concerning how student conduct is governed are available in the policies set forth in the student handbook: Student Handbook.

All faculty, staff, and students must also comply with the university's Academic Honesty and Integrity Policy and Title IX.

The STE also believes certain dispositions are imperative for successful student learning in the classroom. In addition, the EPP also believes that MACU graduates should not only be competent teachers, but also be teachers who excel with Christ-like leadership. Because of these beliefs, the Teacher Education Committee collaborated to create dispositions that are not only practical but also essential dimensions of professionalism and that are aligned to the conceptual framework. Dispositions are measured at three different checkpoints throughout a candidate's program.   Any "needs improvement" score is discussed with the candidate by the advisor before enrolling the candidate for the next semester. If the score does not improve, a formal plan of action is written up by a subcommittee of the Teacher Education committee. Disposition data collected in 2019-2022 reveal that all candidates met or exceeded expectations in their dispositions with an average score of 3.35 out of 4.00. Candidates also complete self-assessments of dispositions each semester, providing candidates the ability to assess whether or not their own professional dispositions need to be adjusted and, if so, are able to develop plans for improvement. Data reveal that candidates assess themselves with an average score of 3.29 out of 4.00.

Early Childhood candidates, specifically, are made aware of the National Association for the Education of Young Children's (NAEYC) Code of Ethical Conduct and Statement of Commitment. Guidelines are established for responsible behavior. and a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education are presented. The primary focus of the Code is on daily practice with children and their families in programs for children from birth through 8 years of age, and covers areas of professional relationships with children, with families, among colleagues, and with the community and society.

Standard 10: Financial Resources

Overview Questions:
1. What is the funding strategy for the academic program, and why is this the most appropriate approach?
2. How does the academic program ensure fiscal responsibility, responsible stewardship, and cost-effectiveness?
3. If applicable, how does the academic program go about increasing financial resources?
4. What structures exist to ensure compliance and responsible stewardship, management, and use of fiscal resources? How are limitations or gaps in these structures mitigated?

10.1 Funding
- Minimum requirement to meet substandard: Show evidence of program determining with administrative leadership what funding is necessary.
- Additional information about the substandard: The program has the funding that is necessary to accomplish its mission and goals.

10.2 Financial Planning and Management
- <u>Minimum requirement to meet substandard</u>: Provide the budget submissions for the past three years.
- Additional information about the substandard:
    - In establishing and prioritizing funding resources, the program conducts comprehensive analyses to determine unmet needs of the unit; relevant expenditures; external and internal resources; and impact on students and the institution.
    - The program uses the budget as a planning tool to reflect commitment to the mission and goals of the program and of the institution.
    - The program manages funds in accordance with established governmental laws and institutional policies, procedures, and guidelines.
    - The program demonstrates responsible stewardship and use of fiscal resources.
    - Provide the last three years of strategic planning and budgetary evidence related to the program.

Suggested Evidence and Documentation:
1. Budgets and the budget process
2. Financial policies and procedures
3. Financial statements and audit reports
4. Student fee administration and allocation process (if applicable)
5. Financial statements for grants, gifts, and other external resources
6. Program Strategic Plans and Budgets

Budget Process:

The STE budgeting process begins with an Excel worksheet sent to the school chair. Salary allotments for full time faculty are pre-determined and included in the budget though not detailed per employee. The chair then assesses the needs of the school. For the School of Teacher Education, the largest line item is for accreditation expenses. Adjunct and/or part time faculty also constitute a large portion of the budget. Considering the standard course load of 12 hours per full time faculty, the chair then determines the number of adjunct instructors needed to staff the remaining courses. The chair also budgets for a Federal Work Study Academic Assistant by multiplying the number of hours to be worked at minimum wage by the number of weeks to be worked. Other items on the budget are geared toward the needs of the school, such as mileage for site visits for observations, instructional supplies, and student services.   After reviewing the previous year's actual expenditures, the chair projects the next year's needs and budgets for the expenses by including requests on a monthly basis for recurring expenses or during the month of expected expenditure for one-time expenses. Additional funds for new expenditures can be requested at the time of budget preparation for line items not included in previous budgets. Once this process is completed, the budget requests are then sent to the Vice President for Academic Affairs and the CAS Dean for their consideration. Following their perusal of the budget request, any necessary changes or negotiations in consultation with the chair are made before the budget is sent to the CFO for final approval.

The linked sheets below detail the most recent three years of STE budgeting:

[2019 STE Budget](#)

[2020 STE Budget](#)

[2021 STE Budget](#)

Standard 11: Technology

Overview Questions:
1. How is technology inventoried, maintained, and updated?
2. How is information security maintained?
3. How does the academic program ensure that relevant technology is available for all who are served by the program?
4. How does the academic program use technology to enhance the delivery of programs, resources, services and overall operations?
5. How does the academic program utilize technology to foster its learning, development, and success outcomes?

11.1 Systems Management
- Minimum requirement to meet substandard: Provide evidence of the program's technology.
- Additional information about the substandard:
    - The program has current technology to support the achievement of its mission and goals.
    - The program ensures that personnel and constituents have access to training and support for technology use.
    - The program backs up data on a cycle established in partnership with the institution's information technology department.

11.2 User Engagement
- Minimum requirement to meet substandard: Provide evidence of the program using its technology to accomplish its mission.
- Additional information about the substandard:
    - The program uses technology to enhance the delivery of programs and services for all constituents.
    - The program ensures that technology addresses constituent needs.

11.3 Compliance and Information Security
- Minimum requirement to meet substandard: Provide evidence of the program's compliance with MACU standards on information security.
- Additional information about the substandard:
    - The program has policies on the appropriate use of technology that are clear and easily accessible.

- The program has updated websites and techniques of communication that provide information, including sensitive information, to meet the needs of all constituents in secure, accessible formats.

Suggested Evidence and Documentation:
1. Information technology policies and procedures
2. Equipment and hardware inventory and replacement cycle
3. Software inventory and update cycle
4. Back-up plan and systems failure emergency protocol(s)
5. Contracts, manuals, and user guides for internet, telephone, database, application, and other systems vendors
6. Technology needs assessment; usage and access data

The [MACU library](#) constitutes the largest learning resource available to teacher candidates. The library features state of the art technology including Apple computers that are capable of running Windows as well. Professional librarians are responsible for the operation of all aspects of the library, assisted by trained support staff and student employees who provide over seventy hours of service per week. There is also a 24-hour live chat option available through the website to access library assistance continuously. The library includes a large computer lab suitable for use as a classroom that is equipped with 24 computers networked to a laser printer. All computers in the library, and on campus, feature high-speed Internet connectivity through both wireless and Ethernet networks.

The library contains over 40,000 print volumes, over 153,000 electronic books, and over 32,400 online periodical titles including some titles (such as the Professional Development Collection) specifically aimed at Teacher Education. There are also over 4,100 online government documents and some print periodical titles maintained for browsing purposes. The library participates in the OK-Share state-wide library circulation system as well as Interlibrary Loan (ILL), an international system for sharing of library resources.

In addition to the C.E. Brown Library computer lab, more stationary computer labs are available for STE candidates in Fozard Hall. The Teacher Education Computer Lab is located in the education wing near the STE offices. In addition to Windows-based computers networked to printers and a scanner, it is also equipped with a SMART Board and a document camera. Another computer lab is dedicated to mathematics education. Computers in this lab feature math specific technology such as Geometer's Sketchpad and Calculus in Motion. The instructor's computer features this software with SMART Board technology on Sympodium computers. Finally, computers are available in the Student Center, and feature high-speed Internet connections and can be used by candidates for research, web browsing, and messaging purposes. MACU students also have free school e-mail accounts, Internet availability in the dormitories, and wireless Internet on the entire campus.

All full-time faculty members are furnished with a computer, networked to one or more printers, and Internet access. Software assistance is provided through the university's Department of

Information Technology. MACU utilizes Desire 2 Learn (D2L) as its LMS, and all faculty are required to maintain current grades, news items, attendance, and contact information on D2L for the courses they teach. Technological support is available to students and faculty for hardware and databases (Jenzabar, MACU Portal, etc.) through IT helpdesk requests. The information technology department also assists with online and hybrid course design and provides one-on-one instruction as needed. Digital LCD projectors, digital cameras, WebCams, Responseware technology, and virtual reality headsets can be checked out through the MACU library for faculty to use in multimedia presentations and/or to demonstrate the integration of technology for their students. Training on the use of these technologies is provided through professional development opportunities scheduled in conjunction with faculty meetings, or through IT/Curriculum Services available upon request. In cases where electronic information is of a private or confidential nature, the university's single sign on system, Onelogin, protects the integrity of this information.

The STE has access to excellent library, curricular, and electronic resources. It is supported by the university's aggressive development of technology and training made available to faculty in the use of information and instructional technologies in classrooms that are technology ready. As a result of this commitment, the EPP candidates and faculty are supported by a well-defined system which, in turn, benefits the university's partners and the education community. This system positions the STE to model effectively its conceptual framework by providing the resources and facilities to help candidates become effective professional educators.

Standard 12: Facilities and Infrastructure

Overview Questions:
1. How are facilities inventoried and maintained?
2. How does the academic program integrate sustainable practices?
3. How does the academic program ensure that facilities, workspaces, and equipment are considered in decision-making?
4. How is the academic program intentional about space allocation and usage?

12.1 Design and Use of Facilities and Equipment
- <u>Minimum requirement to meet substandard</u>: Display the program's facilities, its workspace.
- Additional information about the substandard:
  - The program's facilities are intentionally designed to engage various constituents, promote learning, provide accessible and safe spaces, and protect the security and privacy of records.
  - The program's facilities and equipment are inspected on an established cycle and are in compliance with codes, laws, and established practices for accessibility, health, safety, and security.
  - The program develops sustainable practices for facilities use.

12.2 Work Space

- Minimum requirement to meet substandard: Show how the program's personnel are able to safeguard the privacy of their work.
- Additional information about the substandard: The program's personnel have equipped and well-maintained workspaces designed to support their work and responsibilities.

12.3 Equipment Acquisition

- Minimum requirement to meet substandard: Show how capital acquisitions are part of the program's normal budgeting process.
- Additional information about the substandard:
  - When acquiring capital equipment, the program takes into account expenses related to regular maintenance and life cycle costs.
  - The program incorporates sustainable practices when purchasing equipment.

Suggested Evidence and Documentation:
1. Facilities and equipment inventory and usage data
2. Facilities audit and plans for renovations, additions, and enhancements
3. Facilities use agreements or memoranda of understanding (MOUs)
4. Capital projects, if applicable
5. Structural designs or maps to show space allocation
6. Images of the space

Facilities and Infrastructure:

The EPP has adequate facilities, equipment, and budgetary resources to fulfill its mission and offer quality programs. The education wing of Fozard Hall includes classrooms, science lab, two computer labs, and a science lab. Kennedy Hall houses an additional science laboratory and an additional computer lab. Classrooms support the use of information technology in instruction by being equipped with SMART Board technology, a teacher dedicated computer, and video projection equipment. All faculty members have individual furnished offices equipped with computers and high-speed Internet connectivity through both wireless and Ethernet networks.

The Teacher Education computer labs are located near the STE offices and are available to candidates and faculty. One lab is used primarily by secondary math education candidates where computers provide math software for classroom use and for modeling technology integration. A second lab is available to all candidates and is used for coursework and to integrate technology into lesson and unit plans.

An Educational Resource Center (ERC) is housed in the Charles E. Brown Library located in Kennedy Hall. The ERC is a resource for candidates and in-service teachers to continue their professional development; it includes materials and supplies related to candidate classroom and professional preparation. A curriculum library is located nearby as well as extensive online professional education resources, including peer-reviewed journals. The library features an additional lab with Apple computers, the computers most commonly used in most public schools.

Equipment Acquisition:

Equipment necessary for the program's operations is minimal beyond that already afforded through current university facilities and technologies. This leaves little to no need for budget items related to equipment needs beyond what is addressed in the overall CAS budget.

Virtual Campus Tour: https://www.youtube.com/watch?v=cnMf0AnEuAs

Program Reviewers Signature Page
Early Childhood Education, BA, November 2022

Program Director and College Dean: Esther Rehbein, M.Ed.

Signature _Esther Rehbein_   date signed _11-16-22_

School Chair: Vickie Hinkle, PhD

Signature _Vickie Hinkle_   date signed _11-16-22_

Director, Institutional Effectiveness: Ray Dillman, Ph.D.

Signature _____   date signed _11.16.2022_

Vice-President of Academic Affairs, Sharon Lease, Ed.D.

Signature _Sharon Lease_   date signed _11/16/2022_