

Curriculum and Instruction, M.Ed.

GENERAL STANDARDS

2023

The standards used in this program review come from the Council for the Advancement of Standards in Higher Education. (2019). *CAS self-assessment guide for Assessment Services*. Washington, DC

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Curriculum and Instruction Program

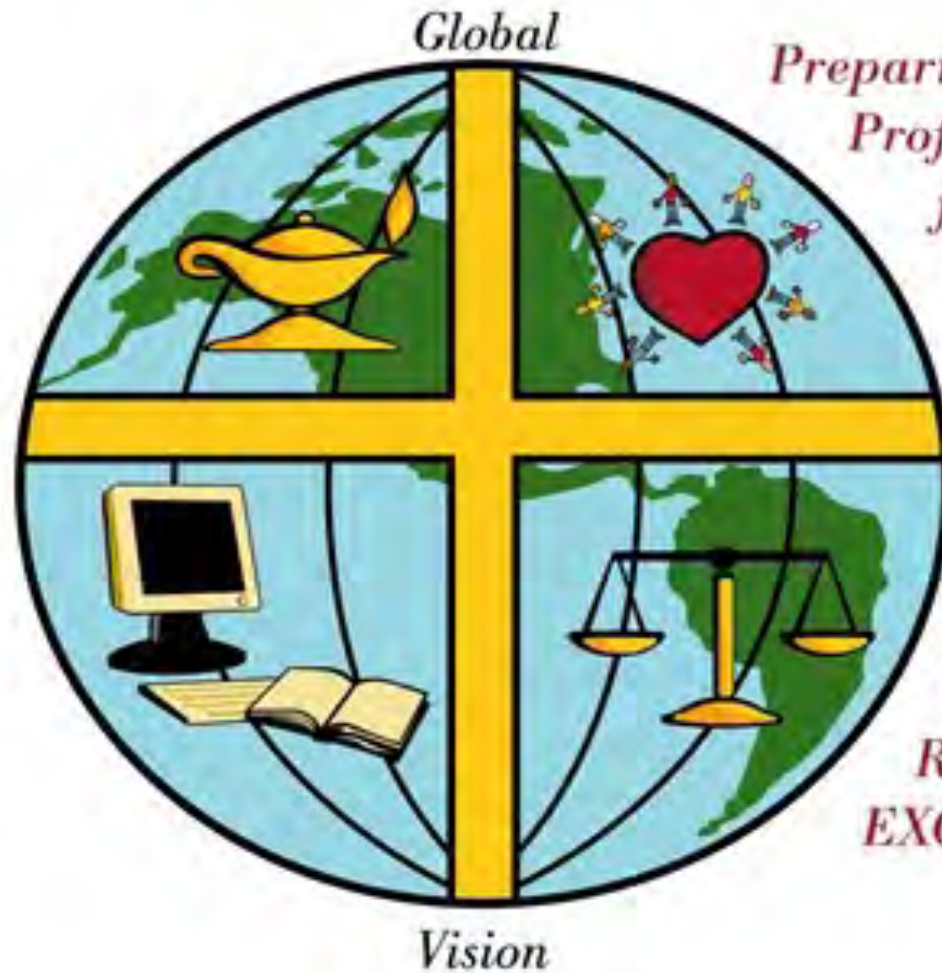


History of Program

- ▶ Approved and began development in 2018
- ▶ I became director in 2019
- ▶ At that time, there were still courses to be developed and adjuncts to be hired

MID-AMERICA CHRISTIAN UNIVERSITY

School of Teacher Education



*Preparing
Professional Educators
for the
Global Vision
of the
Master Teacher
through
**SCHOLARSHIP
DIVERSITY
COMMUNITY
REFLECTION
EXCELLENCE***



University Mission

Mid-America Christian University prepares students through a Wesleyan perspective to create, collaborate, and innovate to solve local and global problems for the glory of God through Jesus Christ and the good of society.



Program Objectives

Graduates of this program will:

- Develop an informed identity as a teacher leader.
- Utilize principles of educational psychology, classroom management, and instruction to construct strategies for meeting student needs in the classroom environment.
- Demonstrate the ability to conduct and apply action-research for the purpose of addressing student needs.
- Understand the rationale that supports content area literacy instruction at all levels
- Apply instructional strategies to meet the needs of diverse student populations.

Growth of Program

	# of Students 2019-2020	# of Students 2020-2021	# of Students 2021-2022
Certificate	15	24	15
M.Ed.	18	29	22
Totals	33	53	37



Recruitment Efforts

Developed brochure and collaborated with Ed Leadership to distribute

Contacted schools districts and former graduates throughout Oklahoma and other states, such as Texas, Missouri, Kansas, Virginia, and Wisconsin

Data from Orientation course shows that most students learn of the program through a friend or colleague

Program Retention

YEAR	PROGRAM	PERCENT RETENTION	MACU OVERALL
2019-2020	Certificate	50%	65%
	M.Ed.	71%	
2020-2021	Certificate	70%	68%
	M.Ed.	60%	
2021-2022	Certificate	50%	68%
	M.Ed.	67%	



Program Changes:

2020-Add Orientation course and share Ed Psychology with Admin Program

2022-Add 2 additional courses, as choices for the 13 hour certificate

Ongoing Changes to Coursework



Faculty

- Dr. Vickie Hinkle –Language Acquisition, Literacy and Reading
- Dr. Leon DeSecottier- Educational Psychology (one section)
- Dr. Kristina Adams- Director of Teacher Education, Cottey College
Instructional Strategies, Assessment, and Teacher Leadership
- Dr. Christie Smith- Dean, Learning Resources & Academic Outreach,
Rose State College- Curriculum Design and Action Research
- Dr. Jodi Mata- Online Instructional Design Consultant, State Dept of
Ed, TX-Communication and Technology
- Dr. Kelsey Carroll- Curriculum Design Specialist- Reading and Writing
Across the Curriculum, Curriculum Design and Action Research



Collaboration and Communication

- ▶ School of Teacher Education
- ▶ College for Adults and Graduate Students
- ▶ Teacher Education Council
- ▶ Teacher Candidates
- ▶ Enrollment
- ▶ Registrar
- ▶ Student Services
- ▶ Center for Learning and Technology
- ▶ Marketing



Assessment

- ▶ **Assessment of Student Learning and Development**

- Curriculum Map and Alignment to InTASC Standards

- Student Learning Measurement

- Student Learning Report

- ▶ **Faculty Assessment**

- End of Course Reports

- Monitoring Report

- ▶ **Course Assessment**

- ED 5453 Capstone in Curriculum and Instruction



Ethics-Law-Policy

- ▶ Tips for Successful Completion of the Curriculum and Instruction Program
- ▶ Turnitin.com
- ▶ Student Handbook
- ▶ College of Adult and Graduate Studies Participation Policy
- ▶ Institutional Review Board



Questions?

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

- Minimum requirement to meet substandard: 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

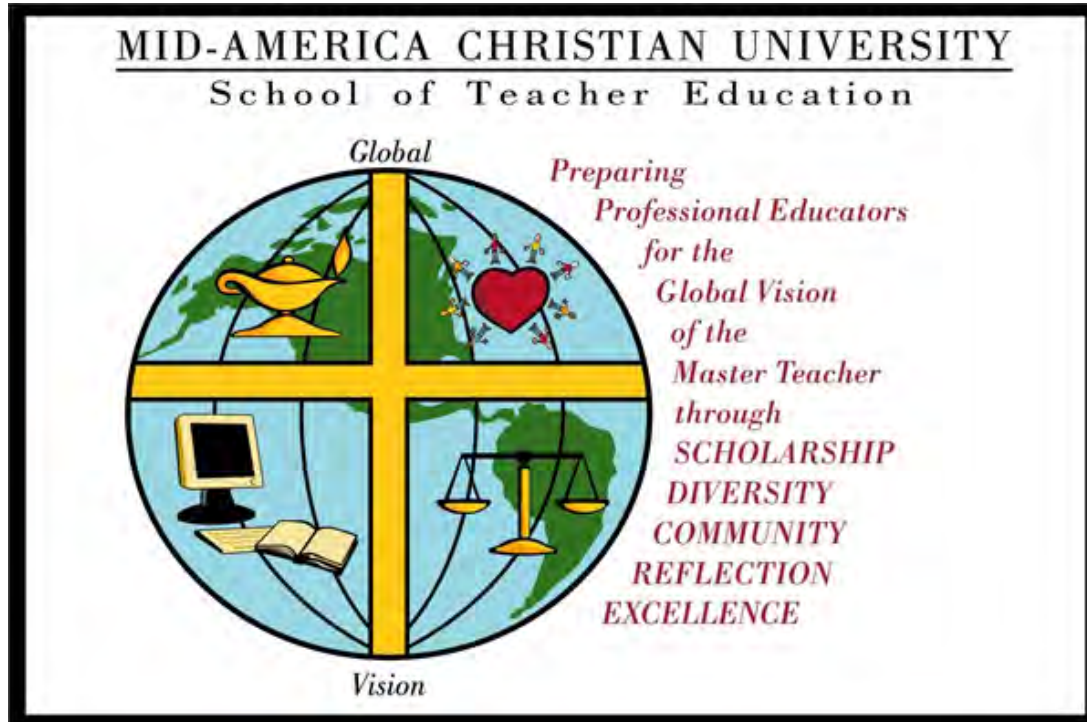
- Minimum requirement to meet substandard:
 - The School Chair will make a summary statement about the Program based on the data collected for the Program Review.
 -
 - The statement should cover the program's past three years and what the Chair's vision for the program is for the next three years.
 - 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

Standard 1:

1.1 Mission Statement:



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, which complements the Mission of the University <https://www.macu.edu/about/>

This statement aligns with the university’s mission statement by reviewing the Curriculum and Instruction (C&I) program and trends for strategic opportunities to increase student enrollment, options, and outcomes. The standards that are taught emphasize making a positive impact in society, being positive role models and strong ambassadors for Christ. The Curriculum and Instruction program also aligns with the Interstate New Teacher Assessment and Support Consortium ([INTASC](#)) standards, which has set standards in each of the areas of professional teacher knowledge that are included in Curriculum and Instruction coursework. .

1.2 Summary of the Curriculum and Instruction Program:

The Curriculum and Instruction was developed in 2019 for two main purposes. One was to provide veteran teachers with a master’s level program that would give them greater educational opportunities, such as a curriculum coordinator, instructional coach or department chair. The other was to provide coursework for students seeking alternative certification, which is required by the Oklahoma State Department of Education. The Curriculum and Instruction program provides students with graduate-level coursework in P-12 classroom leadership. Graduates will be equipped to work effectively with a diversity of students, parents, and other educators, in a classroom environment. Courses are offered 100% online at an accelerated pace, with schedules designed to accommodate those of teaching professionals and other working adults.

The Curriculum and Instruction program has steadily grown or maintained since its inception. The goal for recruitment is the same as that of the Teacher Education Department, which is to increase by 60-70%. The table below reports the number of students in the Curriculum and Instruction program during 2019-21 through 2021-22. While the enrollment increased 60% the first year, it actually decreased (30%) in 2021-2022. I cannot offer a reason for the decline from 2020-2021 to 2021-2022 because that was the year we did the most internal marketing. The Curriculum and Instruction program’s overall student enrollment is one of the highest within the Teacher Education Department at Mid America Christian University.

1.2 Student Enrollment in Curriculum and Instruction Program 2019-2022

	# of students 2019-2020	# of Students 2020-2021	# of students 2021-2022
Certificate	15	24	15
M.Ed	18	29	22
Totals	33	53	37

The Director of the Curriculum and Instruction communicates often with surrounding school districts and the Enrollment Team at MACU to continue to increase the recurring enrollment. [Brochures](#) have been created and distributed throughout Oklahoma and surrounding states (Texas, Missouri, and Kansas).

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

Standard 2: Program and Services

2.1 Program and Services Goals

The academic goals of the Curriculum and Instruction program are that graduates from the program will be able to:

- Develop an informed identity as a teacher leader.
- Utilize principles of educational psychology, classroom management, and instruction to construct strategies for meeting student needs in the classroom environment.
- Demonstrate the ability to conduct and apply action-research for the purpose of addressing student needs.
- Understand the rationale that supports content area literacy instruction at all levels
- Apply instructional strategies to meet the needs of diverse student populations.

2019-2022 Teacher Education Department WIGS:

The Curriculum and Instruction program follows the university's strategic planning process, which calls for academic units to align their own strategic goals to the university's 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, the Office of Institutional Assessment, and the Teacher Education Council at monthly meetings. Wildly Important Goals created for the School of Teacher Education are in the area of recruitment and retention, which align with the program's mission statement, and support institutional priorities and expectations of the program.

WIG #1

The Teacher Education Department will implement recruiting strategies to increase the teacher candidate base by 80% within the subsequent school year. In the 2020-21 school year, the Curriculum and Instruction program, with the aid of Curriculum Services and Enrollment, developed a brochure to be distributed to school districts within Oklahoma and other states. During the 2021-22 school year, the Director of the Curricular and Instruction program reached out to several local school districts to schedule meetings with teachers interested in obtaining a Master's Degree. The Curriculum and Instruction has steadily increased its enrollment, since its inception in 2019. See 1.2 Student Enrollment in Curriculum and Instruction Program 2019-2022

WIG #2

The Teacher Education Department (CAS and CAGS) will increase candidate retention from 60%-70% by each subsequent year.

The program advisor will support current candidates through personal contact, communication and student services. For the Curriculum and Instruction program this will be accomplished with

the addition of ED 5131 Orientation in Curriculum and Instruction, which allows the director to advise each incoming student to the program. Since many of the students in the program are taking coursework (13 hours) to gain a “Certificate” to be applied toward alternative certification as teachers, the director, during the orientation course, has an opportunity to advise Certificate students to continue in the M.Ed. program. This has proven to be very successful, as reported in the 2019-2022.

2.1 Retention for Curriculum and Instruction Program (2019-2022)

Year	Program	Percent Retention	MACU Overall
2019-2020	Certificate	50%	
	M.Ed.	71%	65%
2020-2021	Certificate	70%	
	M.Ed.	60%	68%
2021-2022	Certificate	50%	
	M.Ed.	67%	68%

In addition to Recruitment and Retention Reports, the Director of the Curriculum and Instruction program also submits an annual [Student Learning Reports 2020](#) [Student Learning Report 2021](#) [Student Learning Report 2022](#) and [Course Reports 2020](#) [Course Report 2021](#) [Course Report 2022](#) [C&I Course Report 2022.xlsx](#).

2.2 Program Design, Structure, and Framework:

The Curriculum and Instruction program seeks out suggestions from faculty, public school teachers and administrators, and feedback from students to make course and/or program revisions. Adjunct faculty often make revisions after teaching a course. During ED 5453 Capstone in Curriculum and Instruction, students share their ideas and concerns regarding coursework, assignments and discussion in the Curriculum and Instruction program. These suggestions are then shared with adjunct faculty in the program and to the Teacher Education faculty. The Teacher Education Council (TEC) must also approve any substantive changes, before submitting revisions to the faculty of the College for Adults and Graduate Students (CAGS). This action is then presented to the University Senate for discussion and final approval. This action is then presented to the University Senate for discussion and final approval. Upon approval by the faculty, recommendations are then forwarded to the Board of Trustees for final approval if necessary.

Students in the Curriculum and Instruction program can earn a [Certificate in Curriculum and Instruction](#) (13 hours), which includes coursework required by the Oklahoma State Department of Education for alternative teacher certification. As stated previously, many students pursuing the Certificate decide to continue their education and obtain a [Master’s in Curriculum and Instruction](#) (31 hours).

2.3 Program Documentation

In September 2020, the Curriculum and Instruction director submitted a proposal to change ED 5131 Orientation as a requirement for all students who enter the C&I program because this course provides information, resources, and instruction which will help all students taking coursework in the C&I program be more successful. The course also provides information about the C&I program, which might inspire some students, who initially enter for a certificate, to complete the master's degree. Requiring all students to take this course could improve both retention and recruitment for the Curriculum and Instruction program. [Curriculum and Instruction Changes 2020](#)

In February 2022, the Curriculum and Instruction director submitted a proposal to add additional course choices (ED 5263 and ED5143) to the Certificate program. This was proposed because it would give students more course options within the C&I Certificate and relieve some scheduling difficulties. [Curriculum and Instruction Changes](#)

ED 5263 Advocacy for Learning and Creating a Community of Diverse Learners will improve students' ability to provide a more culturally responsive education to their students. Having both Ed Leadership and Curriculum and Instruction Programs share the ED 5143 Educational Psychology is not only cost-effective for the university, but also allows the course to be offered at the most convenient time for both programs

Both of these proposals went through the process described in Section 2.2 and were approved.

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

Standard 3: Student Learning, Development, and Success

3.1 Curriculum and Instruction 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. The C&I program alignment with the InTASC standards demonstrates how the C&I program is accountable and aligns with the standards set by each of the areas of professional teacher knowledge.

[Curriculum Map](#)

[C & I Alignment with InTASC Standards](#)

3.2 Assessment of Student Learning and Development:

The Curriculum and Instruction program is not a certification program, which means that graduates of the program are not required to take any additional certification exams required by the Office of Educational Quality and Accountability (OEQA).

The [Curriculum and Instruction Objectives and Student Learning Outcomes](#) were developed collaboratively by Teacher Education faculty and adjunct faculty in Curriculum and Instruction. They were aligned to the Interstate Teacher Assessment and Support Consortium (INTASC) to ensure that candidates in the Curriculum and Instruction program are applying current best practices and following national protocol for teachers at all levels. The Student Learning Outcomes are included in each course syllabus.

The director of the Curriculum and Instruction program analyzes the success of the students in the program using the [Student Learning Outcomes Measurement](#) and from this instrument completes the Student Learning Reports (See Standard 2)

3.3 Program Contribution to Student Learning, Development, and Success:

Many (approximately 50%) of the students in the Curriculum and Instruction program are veteran teachers and either want to enhance their professional practice or pursue teacher leadership positions, such as a department head, instructional coach, or district curriculum coordinator. These students are in the M.Ed. program (31hrs), pursuing a Master's Degree.

Students seeking alternative certification take coursework as required by their State Department of Education. Once they have completed their requirements, the director of the Curriculum and Instruction program sends a letter of recommendation to the State Department. These students are predominantly in the Curriculum and Instruction Certificate program (13hrs). See Standard 2 for program course schedules.

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

Standard 4: Assessment

4.1 Establishing a Culture of Assessment and 4.2 Assessment Plan and Process:

The comprehensive assessment strategy for the Curriculum and Instruction program is that students either meet or exceed the Student Learning Outcomes (SLO). The director of the Curriculum and Instruction program completes a SLO Measurement every December and May to determine this by reviewing the grades in each course which relate to the SLOs within that course. Once this is completed, the director uses the data from the SLO Measurement (see Standard 3) to complete the Student Learning Report (see Standard 2) Results from this report are shared with the Director of Teacher Education, the Director of Institutional Effectiveness, and with adjunct faculty. Specifically, adjunct faculty are able to see which SLOs are not being met in their courses. Changes, as a result of these assessments, usually come in the form of editing coursework to offer more clear directions or examples of completed assignments, changing textbooks, or using videos to explain difficult concepts.

In addition to the Learning Report, the Director of Curriculum and Instruction also completes Course Report (see Standard 2) bi-annually, which is a cumulative report of End of Course (EOC) surveys completed by students regarding their perceptions of the efficacy of the coursework they are taking. The EOC reports are both quantitative and qualitative. Each adjunct receives a report of the course they are teaching as it relates to the program average. The EOC surveys are also used by the director to complete a [Monitoring Report](#) for each instructor at the end of their class. The Monitoring Report includes many procedures expected of the instructor, such as course set up, instructor presence, frequency of discussion posts, quality of discussion responses, Biblical concepts, quality of feedback in grading, promptness of mid-term and final grade posting, and engagement practices. Some of this data is derived from the EOC surveys, some from BiAnalytic portal and some from within the actual course. The Monitoring Report is shared with the Graduate Program Coordinator, who sends them to the Director of Teacher Education and the respective instructor.

The director of the program completes a [Performance Report](#) yearly, which is evaluated by the Vice President for Academic Affairs and Dean of the College for Adults and Graduate Students.

4.3 Reporting Results and Implementing Improvement:

As mentioned previously, the Course Report and Monitoring Report are both quantitative and qualitative. Students have an opportunity to answer each of these questions on the EOC surveys: (1) What are the strengths of the instructor? (2) How might the instructor be more effective? (3) What do you like best about this course? and (4) What do you suggest to improve this course? Often answers to these questions prompt changes to coursework. For example, “the assignment details for a certain class were vague” or “having to peer review other student’s work was nerve wracking”. Other, more positive comments are “I liked the way that each week built to the final research paper” or “I thought the instructor did a great job on what I feared would be a really hard course”. While the quantitative data is helpful to the instructor, the qualitative data is more specific and allows them to make adjustments to their courses. After each class, the director of the Curriculum and Instruction program emails each instructor to see what changes (if

any) they need to make to their course. Then the director sends these changes to the Center for Learning and Technology to update the master template of the course before the class runs again.

In addition to the university assessments and reports, the director of the Curriculum and Instruction program has included program assessments into ED 5453 Capstone in Curriculum and Instruction. Some of the discussion questions were developed to get student feedback on the program and, since all of the students in the course are required to respond to the discussion questions, the return rate is much better than on the EOC surveys. For example, in Week 4 students are asked a question about discussions: “Describe how the discussions helped/hindered your collaboration with classmates. Give specific examples of ways in which the discussion assignments were beneficial/detrimental to your understanding of the course content and objectives. Offer suggestions for future discussions”. From this, the director of Curriculum and Instruction sent students’ suggestions to the C&I faculty, with the option of incorporating the suggestions into their coursework.

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.

- Minimum requirement to meet substandard: 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

- Minimum requirement to meet substandard: 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

Standard 5: Access, Diversity, and Inclusion**5.1 Inclusive Educational and Work Environments:**

The Curriculum and Instruction Objectives align to School of Teacher Education Candidate Learning Outcomes and the University's Mission (as detailed previously in Standards 2 and 3). In particular, the INTASC standards as they align to Learning Outcomes in the C&I (see Standard 1) program that address issues of diversity and inclusion are:

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.

5.2 Implementing Aspects of Access, Diversity, and Inclusion:

Due to the online delivery of the Curriculum and Instruction Program, it creates and maintains educational and work environments that are welcoming, accessible, inclusive, and free from bias or harassment. Most faculty work from their home or a place of their choosing and have the option to develop their own hours of operation and methods for delivering coursework and resources. Adjunct faculty in the program are not confined to Oklahoma, but also represent other states in the region.

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 and Supervision

- **Minimum requirement to meet substandard:** Display how the program's director incorporates data and information in decision-making.
- Additional information about the substandard:
 - The program's leaders provide management and supervision, lead strategic planning and program advancement; incorporate sustainable practices in the design of programs, services, and facilities; advocate for representation in strategic planning processes at departmental, divisional, and institutional levels.
 - Program 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.

6.2 Strategic Planning

- **Minimum requirement to meet substandard:** Provide the strategic plans for the past three years.
- Additional information about the substandard:
 - 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

Standard 6: Leadership, Management, and Supervision

To what extent are academic program leader(s) viewed as and held responsible for advancing the departmental mission?

What opportunities and barriers are present for academic program leader(s) as they seek to fulfill the academic program mission?

How do academic program leaders advance the organization?

How do academic program leaders encourage collaboration across the institution?

How are academic program leaders accountable for their performance?

How have academic program leaders empowered personnel and engaged stakeholders?

Standard 6: Leadership, Management, and Supervision

The Curriculum and Instruction Program is under the leadership of the School of Teacher Education at Mid-America Christian University. The Director of Curriculum Instruction is responsible for securing and evaluating instructors and maintaining integrity of coursework.

6.1 Leadership and Supervision:

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 master's program in Educational Leadership and the master's in Curriculum and Instruction are also under the leadership of the Director of Teacher Education and the Teacher Education Committee (TEC).

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 Teacher Education Program and the Teacher Education Committee consistently review, evaluate, and revise the Teacher Education Programs. Systematic reviews of the Curriculum and Instruction program is accomplished through the results received from the Teacher Education [Annual Assessment Report](#), conducted by the Vice President for Academic Affairs and Dean of the College for Adults and Graduate Students. Additionally, as previously stated, the Curriculum and Instruction is evaluated through student end of course evaluations and student discussion questions during ED 5453 Capstone in Curriculum and Instruction.

6.2 Strategic Planning:

The Curriculum and Instruction Program follows the Strategic Plan of the Teacher Education Department, which is reviewed throughout each year during weekly School of Teacher Education (STE) meetings. The School of Teacher Education aligns our daily actions with the Five Operational Values to assess departmental impact. [Strategic Plans](#) [Strategic Plan 2022-23.html](#)

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

Standard 7: Human Resources

7.1 Staffing and Support:

The Curriculum and Instruction is currently comprised of a director and five adjunct instructors to instruct the eleven courses in the program. Adjuncts are employed according to their expertise in the field of education. All adjuncts hold doctorate degrees and are professors, administrators or former administrators of education programs or state departments of education. The program's personnel receive training, including specific training on policies, procedures, and laws related to the programs and services they support, when hired.

There have been seven instructors in the Curriculum and Instruction Program since 2019. Two of them are full time employees of MACU.

Gayle Fischer- Director of Curriculum and Instruction- ED 5131, ED 5163, ED 5243, ED 5453

Vickie Hinkle- Chair of Teacher Education Department at MACU- ED 5153

Leon DeSecottier- Chair of Psychology Department at MACU- ED 5143

Kristina Adams- adjunct- teaches ED 5243, ED 5253, ED 5363- [resume](#)

Kelsey Carroll- adjunct- ED 5243, ED 5343, ED 5143, ED 5173 [resume](#)

Jodi Mata- Adjunct- ED 5353 [resume](#)

Christie Smith- adjunct- ED 5353, ED 5343 [resume](#)

None of the adjunct faculty teach more than three courses in the program, except for the director, who teaches ED 5131 Orientation in Curriculum and Instruction and ED 5453 Capstone in Curriculum and Instruction, in addition to two courses in her field of expertise. The director of the program and two other instructors are employees of Mid America Christian University and participate in professional development within the university. All other personnel are employed outside of the university and participate in professional development relevant to their full time employment and field of expertise. Kelsey Carroll is no longer an instructor for the program.

7.2 Employment Practices:

The Director of the Curriculum and Instruction program maintains copies of up-to-date resumes/curriculum vitae for all current instructors and ensures personnel have written position descriptions. The director of Curriculum and Instruction does not keep resumes for full time employees who also teach a course in the C & I program. The director also implements recruitment and selection/hiring strategies that demonstrate a deliberate effort to diversify the workforce.

Instructors have written performance goals, objectives, and outcomes for each course they teach that are used to plan, review, and evaluate work and performance. [Monitoring Report](#)

7.3 Paraprofessional Personnel / Student Workers:

The program does not use paraprofessional personnel and/or student workers. The program does utilize the expertise and experience of the Assistant for the School of Teacher Education and the

Senior Program Coordinator of the College for Adults and Graduate Studies for calendar events, program documents and other necessary items.

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

- Minimum requirement to meet substandard: 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

- Minimum requirement to meet substandard: 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

Standard 8: Collaboration and Communication

8.1 Collaboration:

The Curriculum and Instruction program is part of the School of Teacher Education (STE), which is governed by the Teacher Education Committee (TEC). This ensures collaboration, both internally and externally. The TEC is the decision-making body of the School of Teacher Education 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 school personnel for the design and delivery of all teacher education programs helps to maintain a contemporary balance of theory and practice. The School of Teacher Education and the TEC consistently review, evaluate, and revise the teacher education programs, including the Curriculum and Instruction program.

Program revisions or the addition of new courses are first suggested by the Director of Curriculum and Instruction at weekly STE meetings. If approved, the Director of Teacher Education sends the revisions to the TEC. If the TEC approves revisions, the information is presented to the faculty of the College of Adult and Graduate Studies (CAGS) for approval. This action is then presented to the University Senate for discussion and final approval.

Because the Curriculum and Instruction program is a graduate program, it also is governed by the Director of the College of Adult and Graduate Studies (CAGS). The Director of Curriculum and Instruction attends monthly CAGS faculty meetings, attends CAGS Open House and New Student Enrollment events, in addition to working closely with CAGS enrollment to brainstorm ways to increase recruitment.

8.2 Communication:

To provide resources for students, the Curriculum and Instruction program's competencies, admission requirements, expectations, vision statement, and course requirements are available on the [Education Website](#) and in the [Catalog](#). This includes information regarding both the Graduate Certificate and Master's in Curriculum and Instruction. The CAGS policies are also embedded in each course's resources.

Students in the Certificate and M.Ed. programs are consistently and repeatedly informed of expectations for success regarding content knowledge and performance skills. All students are advised initially by a support specialist from Student Services cagsstudentservices@macu.edu and then by the Director of Curriculum and Instruction, during ED 5131 Orientation to Curriculum and Instruction. To ensure students successfully complete program requirements, they are introduced to [Tips for Successful Completion of the C&I Program](#) in ED 5131 and have access to this document in the Resources for each course within the program. Students experiencing hardships can also reach out to the Director of Curriculum and Instruction or CAGS Student Services for assistance.

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

- Minimum requirement to meet substandard: 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

Standard 9: Ethics, Law, and Policy

9.1 Ethical Statements and Practice:

The culture of the University and the School of Teacher Education includes standards of ethical conduct in carrying out the school's mission, which are found in the University Catalog. 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 <https://www.macu.edu/consumer-info/title-ix/> 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.

9.2 Communication of Ethical and Legal Obligations:

The STE and the Curriculum and Instruction program personnel comply with federal regulations regarding the Federal Educational Rights and Privacy Act (FERPA) and are routinely trained in FERPA compliance. All faculty, staff, and students must also comply with the university's Academic Honesty and Integrity Policy, which is embedded within each course and found in [MACU Student Handbook](#) and [Title IX](#). Students in the program have all assignments submitted to Turnitin.com to determine academic integrity in completing assignments. Students can also refer to the [Student Handbook](#).

Students in the Curriculum and Instruction program must comply with the College of Adult and Graduate Studies Participation Policy, which is found in the University Catalog (p43-47) and embedded in each course's resources. Any student conducting research for their Capstone project must also submit their prospectus to the Institutional Review Board (Catalog, p8)

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

- Minimum requirement to meet substandard: 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

Standard 10: Financial Resources**10.1 Funding:**

Funding for the Curriculum and Instruction program is determined by the STE and CAGS budget. The process begins with an Excel worksheet sent to the school chair. Since this is a graduate program the budget must also be approved by the CAGS Dean.

10.2 Financial Planning and Management:

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. The director is the only full time employee of this program. Adjunct and/or part time faculty constitute a large portion of the budget. After reviewing the previous year's actual expenditures, the Chair of Teacher Education projects the next year's needs.

Once this process is completed, the budget requests are sent to the Vice President for Academic Affairs and the CAGS Dean for their consideration. Following their perusal of the budget request, any necessary changes or negotiations in consultation with the chair of the STE are made before the budget is sent to the CFO for final approval.

I received and attached a current [budget](#) (2019-2022) from the Controller.

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

Standard 11: Technology

11.1 Systems Management:

Curriculum and Instruction is a totally online program and has current technology to support the achievement of its mission and goals. Coursework is developed and housed in the learning online platform, D2L. With D2L, students can view course content, interact with each other, submit assignments, take tests, and view their current grade at any time, from anywhere. All faculty and students are trained in using the technology either in the new faculty or new student orientation. The director of the program is supplied with a laptop that allows access to necessary student information for advisement and Bi Analytics to complete assessment reports.

All students in the M.Ed. program complete an Orientation course and Technology course as part of the program requirements and technological support for the program is maintained by the instructor of the course or the help desk <https://helpdesk2.macu.edu/tickets.php> The IT Help Desk https://helpdesk2.macu.edu/it_academy/documents.php also has Quick Reference Documents to help students learn how to use programs more efficiently, such as Excel, Word, and PowerPoint. Students learn new shortcuts and understand the layout of the program they are using to maximize their skillset and be efficient with their time.

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.

11.2 User Engagement:

The Curriculum and Instruction program uses technology at MACU to enhance the delivery of the program and services for all students and faculty. The [MACU library](#) constitutes the largest technology resource available to graduate and adult students and access to the library is embedded in each course in the Curriculum and Instruction program. 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 for CAGS students who need to come on campus to access technology.

All M.Ed. Students in the Curriculum and Instruction program take ED 5353 Communication and Technology in Education: Etiquette and Trends. After successful completion of this course, the student will:

- know appropriate etiquette for communication with stakeholder groups and be able to craft professional digital communication in response to a given scenario
- understand the definitions of blended and online learning and be able to apply associated pedagogical best practices to the classroom setting

- understand the philosophy behind technology integration in the classroom and be able to apply specific technology solutions to address student need and
- will understand the different points of view on current issues in technology and education and be able to share his/her perspective in an informed and professional way

Instructors in the Curriculum and Instruction program are encouraged to make adjustments to coursework as needed. They can submit changes to the director, who submits them to the Center for Learning and Technology. Changes to coursework are often made as a result of student feedback.

11.3 Compliance and Information Security:

When emailing groups of students from D2L, students are blind carbon copied, in order to maintain privacy. 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.

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

- Minimum requirement to meet substandard: 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

Standard 12: Facilities and Infrastructure

The Curriculum and Instruction program is totally online and the facilities utilized by students in this program are those that are technological resources and are described in Standard 11: Technology. The director and all instructors of the program work remotely.