

2009 Part C of the AACTE / NCATE Annual Report

Section 1 - Institutional Information

NCATE ID:	11499	AACTE SID:	2010
Institution:	Manchester College		
Unit:	Teacher Education	Deadline to Submit Final Version of Part C:	01/31/2010
Next Accreditation Visit:	S12	Last Accreditation Visit:	F04

Section 2 - Individual Contact Information

Unit Head Name:	Dr. Korrine M. Gust	Unit Head Title:	Director
Unit Head Email:	kmgust@manchester.edu	Unit Head Phone:	(260) 982-5056
Unit Head Fax:	(260) 982-3212	Institution Unit Phone:	(260) 982-5056
2nd Unit Head Name:		2nd Unit Head Title:	
2nd Unit Head Email:		2nd Unit Head Phone:	
2nd Unit Head Fax:			
1st NCATE Coordinator:	Dr. Korrine M. Gust		
1st Coordinator Title:	Director	1st Coordinator Email:	kmgust@manchester.edu
1st Coordinator Phone:	(260) 982-5056	1st Coordinator Fax:	(260) 982-3212
2nd NCATE Coordinator:			
2nd Coordinator Title:		2nd Coordinator Email:	
2nd Coordinator Phone:		2nd Coordinator Fax:	
3rd NCATE Coordinator:			
3rd Coordinator Title:		3rd Coordinator Email:	
3rd Coordinator Phone:		3rd Coordinator Fax:	
CEO Name:	Dr. Jo Young Switzer		
CEO Title:	President	CEO Email:	jyswitzer@manchester.edu
CEO Phone:	(260) 982-5050	CEO Fax:	(260) 982-5043

Section 3 - Completer

The total number of candidates who completed education programs within NCATE's scope (initial teacher preparation and advanced preparation programs) during the 2008-2009 academic year?

36

Please enter numeric data only. (Include the number of candidates who have completed programs that prepared them to work in preschool through grade 12 settings in the 2008-2009 academic year. They should include all candidates who completed a program that made them eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. The programs are not tied to a state license.)

Section 4. Substantive Changes

Describe any of the following substantive changes that have occurred at your institution or unit during the past year:

1. Changes in program delivery from traditionally delivered programs to distance learning programs in which more than 50 percent of the courses are not delivered face-to-face.
2. Addition or removal of a level of preparation (e.g., a master's degree).
3. Change in control of institution. Please indicate any changes in control or ownership of the institution such as a merger with another institution, separation from an institution, purchase of an institution, etc.
4. Increased offerings for the preparation of education professionals at off-campus sites and outside the United States.
5. Significant change in budget, which is defined as a 25 percent increase or decrease in the overall unit budget from the previous reporting year.

6. Significant change in the size of the full-time faculty, which is defined as a 25 percent increase or decrease from the previous reporting year.
7. Significant change in candidate enrollment, which is defined as a 25 percent increase or decrease from the previous reporting year.
8. Changes in the delivery of a program in whole or in significant part by a non-profit or for-profit partner (e.g., the institution has contracted with an external entity to deliver all master's programs).
9. Significant changes as the result of a natural disaster such as a hurricane or tornado or other unusual conditions.

Section 5. Conceptual Framework(s)

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Please indicate evaluations of and changes made to the unit's conceptual framework (if any) during this year:

Section 6. Unit Standards

Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

1. The dispositions assessed by the unit are not evaluated consistently or aligned with the conceptual framework.	(ITP)
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Please indicate how the unit has addressed these Areas for Improvement.

We have created more clearly defined decision points that include dispositional ratings. Additionally, a new rubric is being used to evaluate the dispositions. This rubric was piloted last year, and this year revisions were made based on feedback received by the users of the rubric. The rubric is a direct outgrowth of the 24 goals and objectives of the conceptual framework. Feedback on the rubric was given by faculty and other stakeholders such as cooperating teachers, college supervisors, and the teacher advisory council.

Standard 2. Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Please describe the unit's plans for and progress in meeting this standard.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

1. The unit does not systematically analyze and use data to improve candidate performance,	
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	program quality, and unit decisions.	(ITP)
2.	The unit does not maintain its assessment system through the use of information technologies.	(ITP)

Please indicate how the unit has addressed these Areas for Improvement.

We are currently working with a new course management system, ANGEL, to assist with data collection. The rubrics created for each of the key assignments are linked directly to the 24 goals and objectives of the conceptual framework. The data from these rubrics will allow us to analyze the strengths and weaknesses of our candidates, our program and our unit. We are still working on they types of reports and data that can be generated by ANGEL, as well as using anecdotal information to improve our program. Additionally, we are beginning the process of data collection for SPAs to strengthen our programs and unit.

Standard 3. Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Please indicate any significant evaluations, changes and/or improvements related to Standard 3 that occurred in your unit this year:

Areas for Improvement related to Standard 3 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement.

Standard 4. Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

1.	Candidates have limited opportunities to interact with racially and culturally diverse faculty within the unit.	(ITP)
2.	The unit does not ensure that secondary education candidates are provided with substantial field-based experiences with diverse students in P-12 schools.	(ITP)
3.	The unit does not systematically track field and clinical placements to ensure that all candidates have experience in diverse settings.	(ITP)

Please indicate how the unit has addressed these Areas for Improvement.

Candidates interact with diverse faculty throughout the College and with clinical faculty. In 2007, 4 of 69 faculty were faculty of color. In 2008 that percentage increased with the increase of 5 faculty of color out of 67 faculty and in 2009, it increased again to 6 of 67 are faculty of color. To further detail the diversity present in our faculty, 2 are from Nigeria, 1 from Venezuela, 2 from India, 1 from Germany, and 1 from Korea. In all postings for faculty the following statement is published and encouraged, "Manchester College is an equal opportunity employer. Applicants who will further diversify our faculty are warmly welcome." We plan field experiences deliberately in schools that are rich in diversity, primarily in Fort Wayne Public Schools, increasing the interaction of our candidates with diverse students and teachers. Our candidates are required to take one-third or more of their courses outside of education in the liberal arts courses; therefore, interaction with diverse professionals occurs. Faculty identified as diverse teach courses required in the liberal arts curriculum such as English, Spanish, economics, religion, history. Not all of our candidates take Spanish, but English, social sciences, and religion courses are required. Secondary candidates seeking teacher licensure are required to take EDUC 440 General Methods for Adolescent Learners in a

Fort Wayne middle school that has been selected due to its diverse population. This course is an intensive three-week immersion into the school's culture. Candidates spend the full teacher contract day for 3 weeks teaching students and observing a professional in their respective content areas. This is a required course for all secondary majors, and a substantial field experience for all of secondary candidates with the exception of those seeking a teaching license for one of the World Languages. World Language teaching candidates are required to study abroad in a country where the native language is the language the candidate plans to teach. The classes that these candidates take include MODL 350 Teaching English to Speakers of Other Languages and/or 350 Practicum in Teaching English to Speakers of Other Languages. This experience serves as their substantial field experience with diverse candidates.

Standard 5. Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Please indicate any significant evaluations, changes and/or improvements related to Standard 5 that occurred in your unit this year:

[Redacted]

Areas for Improvement related to Standard 5 cited as a result of the last NCATE review:

[Redacted]

Please indicate how the unit has addressed these Areas for Improvement.

[Redacted]

Standard 6. Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Please indicate any significant evaluations, changes and/or improvements related to Standard 6 that occurred in your unit this year.

[Redacted]

Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:

1.	The unit does not have a sufficient number of support staff to meet the needs of a growing program and to fully implement the assessment system and other unit work.	(ITP)
2.	Excessive workloads limit the engagement of full-time faculty in professional responsibilities.	(ITP)

Please indicate how the unit has addressed these Areas for Improvement.

The unit has one full time administrative assistant, a student worker with up to 20 available hours of work per week, and adjunct faculty is utilized for supervising over 50% of student teachers. The workloads of full-time faculty remain at 24 credits per year. The director of teacher education is now responsible for 12 hours of administrative work and 12 hours of teaching. This does alleviate some of the workload issues. The workload expectations of education faculty are similar to those in other departments on campus.

If you have another comments, use the space below:

[Redacted]