Department of Educational Administration and Counseling

Fort Hays State University

I. Departmental Overview

The Department of Educational Administration and Counseling offers Master's Degrees in Counseling and Education Administration, as well as the Education Specialist in administration. The department also provides coursework in human growth and development and foundations of education for undergraduate teacher education programs. It is staffed by eight full-time faculty members and the chair who provide professional training programs for graduate candidates in the areas of school administration (elementary and secondary), school counseling (elementary and secondary), and community counseling.

A. Departmental Mission and Vision Statements

Mission Statement: The Department of Educational Administration and Counseling is organized and staffed: (1) to provide professional preparation programs for counselors, school supervisors, and administrators; (2) to extend assistance to schools and related professional groups through research, surveys, and consultative services; and (3) to cooperate with local, state, regional, and national agencies in working for improvement in education.

The department offers graduate programs in the areas of educational administration and counseling (school and community). Each graduate program includes a research component, a specialization component, and selected electives.

Vision Statement: The department is committed to the preparation of community counselors, as well as school counselors and administrators who are prepared to provide leadership to diverse communities and schools. Students will be prepared to expand the high-tech and high-touch instructional style of FHSU to communities and schools.

B. Departmental Goals, Objectives, and Strategic Priorities

Assist educators in the development of: (1) understanding and knowledge concerning the role and purpose of American education; (2) appropriate skills in the specialized professional areas, and (3) abilities to conduct, supervise report and interpret research.

Departmental Highlights

A. Departmental Productivity and Other Distinctive Departmental Accomplishments

There was a unified effort by the department in FY 2006 to begin the department audit in conjunction with the Year of the Department initiative of the University. Much of what is being reviewed for the department audit continues the ongoing effort of NCATE. The benefits of

NCATE and the Department Audit activities are seen by faculty as a model of continuous improvement that can be institutionalized in the department.

B. Performance Indicators

Key Performance Indicator	**Baseline FY2004**	**Actual FY2005**	**Goal FY2006**	**Actual FY2006**	**Goal FY2007**
Number of New Freshmen	N/A	N/A	N/A	N/A	N/A
Number of Transfer Students	N/A	N/A	N/A	N/A	N/A
Number of Majors					
Undergraduate (first majors /second majors)	N/A	N/A	N/A	N/A	N/A
Graduate Departmental majors	118	140	145	231	N/A
MLS students	2	2	0	2	N/A
Student Credit Hour Production					
Undergraduate	1628	1687	1688	1842	1842
Graduate	4431	3818	3820	3000	3000
Total Student Credit Hour Production	6059	5595	5598	4842	4842
FTE Faculty (Headcount)	8.0	8.0	9 .0	7.0	
Tenured or Tenure Track Faculty (Headcount)	8.5	8.5	8.0	7.0	
Non Tenure Track Faculty (Headcount)	0.0	0.0	1.0	1.0	
Other Faculty (Headcount /Sections Taught)	0.5	0.5	0.0	0.0	
Degrees Awarded					
Undergraduate	N/A	N/A	N/A	N/A	

Graduate					
Departmental degrees	40	46	48	53	
MLS degrees	None	None	None	None	
Scholarly Activity (See Section IV for documentation requirement)					
Number of books, book chapters, and **refereed** articles published	None	None	None	3	
Percent of faculty publishing **refereed** books, chapters, or articles	0	0	0	29	
Number of **non-refereed** articles and presentations	40	57	50	54	
Percent of faculty publishing **non-refereed** articles or presentations	60	75	65	86	
Number of scholarly performances and other creative activities	40	57	87	89	
Percent of faculty in scholarly performances or other creative activities	60	75	87	86	
Total number of external grant applications submitted / percent of faculty submitting	None	None	5	4	
Total number of funded external grants / percent of faculty funded	None	None	None	None to date	
Service Activity	100%	100%	100%	100%	
Percent of faculty meeting					

acceptable standard of service activity				29%	
Percent of faculty meeting exceptional standard of service activity	25%	25%	50%	71%	
Assurance of Student Learning [NOTE: Each dept should pick a couple of departmental student learning outcomes, then measure and report on them annually. Examples might include: first-time pass rate on standard exit exam, student satisfaction with curriculum, number of students successfully completing reviewed portfolios, etc]					
Outcome/Indicator 1 Counseling NCATE Standard 1-11		CPCE National norms of 40th percentile	CPCE National norms of 40th percentile	Dept. is doing a self-study department-wide. Quality assurance measures will be determined.	
Outcome/Indicator 2 Educational Administration		To be determined	To be determined		

C. Current Quality Initiatives and Results

Quality Improvement is a basic ingredient of the department. As the department goals indicate, quality is at the heart of the improvement process.

FY 2005 Quality Initiatives	**Results**
Increase availability of program courses to place bound students through mediation	Partnership with SWPRSC to deliver courses in Southwest Kansas.
Increase availability of program courses to students from diverse socio-economic settings.	More courses were made available to SW Kansas where the highest ratios of diverse students reside.

FY 2006 Quality Initiatives	**Results**
Complete self-study report for submission to CACREP for Counseling accreditation, host team. Community Counseling and School Counseling programs will become accredited	Dr. Stalling left the department before the fall semester began leaving a vacancy in the program staff. The CACREP initiative was put on hold for future consideration.
Utilize the Curriculum Mapper software as a focus for the review of educational administration curriculum.	Curriculum Mapper software was analyzed and piloted in the education administration program and determined to not be suitable for higher education applications. A second software was analyzed and determined to be more suitable. This software will be piloted in 2006-2007 to test its suitability to higher education applications.

FY 2007 Quality Initiatives	**Responsible Party, Resources, and Plan**
1. Complete a program self-study in compliance with the department audit to align program curriculum, instruction and assessment. 2. Review the vision, mission, core values and goals of the program for the purpose of developing an	Chair of the department, Dr. Reginald Nnazor and counseling faculty will collaborate in the self-study, planning and alignment of the program.

action plan to revitalize the counseling program to prepare competent community and school counselors. 3. Operationalize the satellite addictions certification program in partnership with SWPRSC and DREAM.	
1. Continue the program audit to map the program curriculum, conduct a gap analysis of the program curriculum, identify technology standards and applications in individual courses, and embed real-world scenarios and applications in each course. 2. Operationalize the web-based program for the Principalship Degree Matrix. 3. Using the model of the Principalship Degree Program, develop a web-based program for the Superintendency. 4. Establish a Program-wide results based staff development plan. 5. Realign the Higher Education Administration Degree Program as a web-based degree.	Chair of the department and educational administration faculty.

II. Strategic Plan and Opportunities for Improvement for FY2007

A. Departmental Reflection of Strengths, Weaknesses, Opportunities, and Threats

The strategic planning process has become an integral part of the accreditation procedures reportable to the KSDE/NCATE. Course and program data is collected, analyzed and quality changes spring from that procedure. An example is the Counseling program results found in III D.

Strengths	**Weaknesses/Needs**
The department audit process strengthens and gives structure and organization to current dialogue and planning currently happening in the department. This	Distinct needs for the department include: • Fully staffing the counseling program.

structure will take the department out of the strategizing stages into the action and operational stages where productivity can be measured.	• Defining and monitoring quality assurance in course design and instructional delivery processes in the department.
Opportunities	**Threats**
1. Revitalize the counseling curriculum and program to be student focused. 2. Update the education administration program to prepare administrators for a volatile and changing educational environment.	1. Focusing faculty, time and resources to accomplish an aggressive action agenda.

B. Opportunities for Improvement

Long Term Strategic Initiatives	**Resources Required**	**Expected Outcome**
<u>COUNSELING:</u> 1. Program audit completed and institutionalized as an continuous improvement initiative. 2. Accreditation by CACREP	Counseling faculty are preparing for the self-study and audit. Time is being allocated to meet the timeline. Another full-time staff member in counseling is required for CACREP accreditation.	The self-study and program audit will be finished during 2006-07 school term. Self-study results will be submitted to COET leadership and Provost at that time for further direction. Action plan for monitoring quality assurance institutionalized.

EDUCATION ADMIN. 1. Expand the MS Building Leadership Degree into a progressive international education administration program. 2. Operationalize the superintendent endorsement as an online program. 3. Design a leading edge higher education online MS degree program.	Allocation of faculty planning time. Technology resources for online delivery. Additional faculty for new program development.	International online educational administration degree program. Superintendent online endorsement program. Online higher education MS degree program.

III. Supporting Materials

A. Department Degree Program Affinity Diagram(s)

What are the elements\building blocks of a Master of Science degree program in Counseling that will meet the educational needs of the perspective counselor?

Characteristics of Professional Educators	Expected Learning Outcomes	Curriculum	Preliminary Assessment Approach and Methods
I. The Professional Educator is liberally educated. The Professional Educator develops the capacity and disposition to draw on diverse resources from the liberal arts and sciences to answer complex questions based on ethical considerations. S/he develops the capacity and disposition for self-criticism, healthy living, and the appreciation for diverse cultures.	1. to become familiar with the role and function of the professional counselor 2. to develop awareness of and comprehend the use of major appraisal instruments 3. to gain knowledge of the process involved in group counseling 4. to become familiar with	EAC 827 Counseling Skills Development EAC 829 Lifespan Human Development EAC 830 Statistics for Research EAC 831 Foundations of Counseling EAC 832 Lifestyle and Career Development EAC 834 Appraisal EAC 835 Theories of Counseling	The following performance indicators will be utilized for assessment purposes: current student input through the TEVAL instrument, especially for course content alumni satisfaction bi-annually through the College of Education and Technology survey employer satisfaction bi-annually through the College of Education and Technology survey

II. The Professional Educator assumes a professional role within the organizational system of the school. The Professional Educator interprets and implements regulatory, professional, and ethical standards, utilizing the resources from professional organizations and the knowledge bases from social, historical and philosophical foundations. III. The Professional Educator combines an understanding of relevant academic disciplines with an appreciation for pedagogical theory and research. The Professional Educator develops teaching strategies based on the unique structure and method of inquiry of her/his particular discipline and current research-based pedagogy.	the basics and research concepts needed to evaluate the effectiveness of counseling and to interpret professional literature 5. to be aware of and comprehend the impact of social and cultural diversity upon the counseling process	EAC 836 Management of School Counseling Programs EAC 838 Group Counseling EAC 839 Research Design EAC 840 Social & Cultural Foundations EAC 844 Professional Counseling in Elementary Schools EAC 847 Professional & Ethical Issues in Counseling EAC 848 Psychopathology & Diagnosis EAC 849 Management of Agency-Community Counseling Practice EAC 879 Practicum in Education II School/Community EAC 889 Counseling Internship School/Community EAC 976 Internship in Education: School Counseling I or II	employer satisfaction monthly through regular meetings of the Fort Hays Educational Development Center Superintendent's Advisory Council historical review of number of majors and enrollments each year historical review of graduation numbers each year comprehensive examination results results of CPCE National Examination required of program completers
IV. The Professional Educator respects and values all persons and provides a supportive environment for diverse learners. The Professional Educator implements teaching strategies and curriculum designs that accommodate the special needs of individual learners as well as the cultural differences that emanate from a multicultural environment in a global society. V. The Professional Educator integrates appropriate technology into the educational process. The Professional Educator demonstrates a sound knowledge of educational technology in planning, designing, delivering, and evaluating effective learning experiences.			review of student dispositions at entry, mid-point and exit of the program data collection of performance, knowledge and c review of college data assessment process

VI. The Professional Educator demonstrated knowledge and use of multiple assessment and diagnostic techniques. The Professional Educator utilizes the appropriate measurement theories and a variety of information sources in evaluating student educational needs and achievements. VII. The Professional Educator utilizes reflection as a tool for self-growth, program assessment, and instructional effectiveness. The Professional Educator uses self-reflection as well as the reflection of others such as peers, mentors, students, supervisors, and parents to effect positive changes in curriculum, instruction, and classroom management. The major objective of the Counselor Education program is to provide students with didactic and experiential opportunities which will enable them to develop the skills and techniques needed to function effectively in a counseling relationship.			

College of Education
Affinity Diagram for Degree Programs

What are the elements\building blocks of a Master of Science degree program in Educational Administration that will meet the educational needs of the perspective administrator?

Characteristics of Professional Educators	Expected Learning Outcomes	Curriculum
I. The Professional Educator is liberally educated. The Professional Educator develops the capacity and disposition to draw on diverse resources from the liberal arts and sciences to answer complex questions based on ethical considerations. S/he develops the capacity and disposition for self-criticism, healthy living, and the appreciation for diverse cultures.	1. to demonstrate a philosophy of leadership based on the moral and political values, which are the foundation of our democracy 2. to select and implement a curriculum to meet the needs of students and society 3. to exhibit a knowledge of public relations in order to further	EAC 875 Special Education for School Leaders EAC 875 Introduction to School Administration EAC 875 Data Analysis and Assessment EAC 803 Educational Research EAC 850 School Law EAC 851 Supervision and Evaluation of School Personnel EAC 854 Educational Finance EAC 855 Educational Leadership

II. The Professional Educator assumes a professional role within the organizational system of the school. The Professional Educator interprets and implements regulatory, professional, and ethical standards, utilizing the resources from professional organizations and the knowledge bases from social, historical and philosophical foundations.	the community's understanding and support of the educational program 4. to exemplify a leadership role by providing for instructional improvements through supervision and in-service training 5. to demonstrate a workable knowledge of school budgetary procedures and activity fund accounting	EAC 856 School-Community Relations EAC 859 Curriculum Planning and Evaluation K-12 EAC 875 Seminar in Education (Leadership Topics) EAC 879 Practicum in Education: Building Leadership
III. The Professional Educator combines an understanding of relevant academic disciplines with an appreciation for pedagogical theory and research. The Professional Educator develops teaching strategies based on the unique structure and method of inquiry of her/his particular discipline and current research-based pedagogy.		
IV. The Professional Educator respects and values all persons and provides a supportive environment for diverse learners. The Professional Educator implements teaching strategies and curriculum designs that accommodate the special needs of individual learners as well as the cultural differences that emanate from a multicultural environment in a global society.		
V. The Professional Educator integrates appropriate technology into the educational process. The Professional Educator demonstrates a sound knowledge of educational technology in planning, designing, delivering, and evaluating effective learning experiences.		
VI. The Professional Educator demonstrated knowledge and use of multiple assessment and diagnostic techniques. The Professional Educator utilizes the appropriate measurement theories and a variety of information sources in evaluating student educational needs and achievements.		
VII. The Professional Educator utilizes reflection as a tool for self-growth, program assessment, and instructional effectiveness. The Professional Educator uses self-reflection as well as the reflection of others such as peers, mentors, students, supervisors, and parents to effect positive changes in curriculum, instruction, and classroom management.	The master of science program is designed to assist educators in the development of: (1) understanding and knowledge concerning the role and purpose of American education; (2) appropriate skills in the specialized professional areas, and (3) abilities to conduct, supervise, report and interpret research.	

College of Education and Technology
Affinity Diagram for Degree Programs

What are the elements\building blocks of a Specialist Degree program with an emphasis in Educational Administration that will meet the educational needs of perspective unified school district superintendents, central administrative staff, and related administrative personnel?

Characteristics of Empowered Educators	Expected Learning Outcomes	Curriculum	Preliminary Assessment Approach and Methods
I. The Professional Educator is liberally educated. The Professional Educator develops the capacity and disposition to draw on diverse resources from the liberal arts and sciences to answer complex questions based on ethical considerations. S/he develops the capacity and disposition for self-criticism, healthy living, and the appreciation for diverse cultures. II. The Professional Educator assumes a professional role within the organizational system of the school. The Professional Educator interprets and implements regulatory, professional, and ethical standards, utilizing the resources from professional organizations and the knowledge bases from social, historical and philosophical foundations. III. The Professional Educator combines an understanding of relevant academic disciplines with an appreciation for pedagogical theory and research. The Professional Educator develops teaching strategies based on the unique structure and method of inquiry of her/his particular discipline and current research-based pedagogy. IV. The Professional Educator respects and values all persons and provides a supportive environment for diverse learners. The Professional Educator implements teaching strategies and curriculum designs that accommodate the special needs of individual learners as well as the cultural differences that emanate from a multicultural environment in a global society. V. The Professional Educator integrates appropriate technology into the educational process. The Professional Educator demonstrates a sound knowledge of educational technology in planning, designing, delivering, and	1. to gain practical experience in the collection, analysis and interpretation of data 2. to obtain theoretical and practical knowledge of educational administration 3. to conduct an in-depth research study of a major topic in school administration 4. to develop a practical understanding of school facilities 5. to develop an understanding of current issues and practices in school auxiliary services	EAC 830 Statistics for Research EAC 932 Research Design and Analysis EAC 951 Advanced Educational Administration EAC 952 Trends and Practices in Educational Administration EAC 955 School Plant EAC 979 Practicum: Superintendent EAC 999 Field Study	The following performance indicators will be utilized for assessment purposes: 1. current student input through the TEVAL instrument, especially for course content 2. collection and review of performance data 3. alumni satisfaction through the College of Education and Technology survey 4. employer satisfaction through the College of Education and Technology survey 5. employer satisfaction monthly through regular meetings of the Fort Hays Educational Development Center Superintendent's Advisory Council 6. historical review of number of majors and enrollments each year 7. historical review of graduation numbers each year 8. Review of student dispositions at entry, mid-point and exit of the program 9. Data collection of performar knowledge and dispositions through in assessment process

evaluating effective learning experiences. VI. The Professional Educator demonstrated knowledge and use of multiple assessment and diagnostic techniques. The Professional Educator utilizes the appropriate measurement theories and a variety of information sources in evaluating student educational needs and achievements. VII. The Professional Educator utilizes reflection as a tool for self-growth, program assessment, and instructional effectiveness. The Professional Educator uses self-reflection as well as the reflection of others such as peers, mentors, students, supervisors, and parents to effect positive changes in curriculum, instruction, and classroom management. The Specialist program is designed to assist educators in the development of: (1) understanding and knowledge concerning the role and purpose of American education; (2) appropriate skills in the specialized professional areas, and (3) abilities to conduct, supervise, report and interpret research.			

B. Department Staffing Plan

College of Education and Technology
Department Staffing Plan and Assignments (Projected)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Projected Department Needs	**Faculty Member**	**Current Faculty Expertise**	**Retirement**	**Assigned Instructional FTE's**	**Rank Current Date**	**Degree Completed**	**Track**	**Current Salary In Line**	**Nat'l Average For Discipline/ Rank**
Administration Core Courses Ed Foundations Finance Leaderships Internships	K. Dale	Core Courses Ed Foundations Finance Leadership Internships		1.0 Instructional	Assistant 2004 Professor	Ed. D	Tenure Track	62,452	76,000
Ed Res Res Design Couns Theories Human Growth (ug) Thesis	B. Daley	Ed Res Res Design Couns Theories Human Growth Thesis		1.0 Instructional	Professor 1992	Ph. D	Tenured	62, 639	76000
Counseling Core Courses Career Development Soc/Cult Foundations Hum Growth (ug) Practicum Internships	Vacant	Counseling Core Courses Career Development Soc/CultFoundations Hum Growth (ug) Practicum Internships		1.0 Instructional			Tenure Track		
Counseling Core Courses Counseling Skills Management-Schools Ethics Prof Cns – Schools	C. Hattan	Counseling Core Courses Counseling Skills Management/School Ethics Prof Cns-Schools		1.0 Instruction	Assistant 2001 Professor	Ph.D.	Tenure Track	46, 709	50000

Hum Growth (ug) Practicum Internships		Hum Grth (ug) Practicum Internships							
Administration Core Courses School Law Sch/Com Relations Management School Plant NCAA Accreditation Practicum	R. Moody	Administration Core Courses School Law Sch/Com Relations Management School Plant NCAA Accreditation Practicum		1.0 Instruction	Assistant Professor	Ed. D	Tenure Track	47,000	50,000
Counseling Core Courses Group Counseling Psychopath & Diag Appraisal Found of Counseling Hum Growth (ug)	W. Shaffer	Counseling Core Courses Group Counseling Psychopath & Diag Appraisal Found of Couns Hum Growth (ug)		1.0 Instruction	Associate 1992 Professor	Ed D	Tenured	50,938	60000
Administration Core Courses Sup/Eval Personnel Adv Ed Administration Leadership Practicum	M. Slattery	Admin Core Courses Sup/Eval Personnel Adv Ed Admin Leadership Practicum		1.0 Instruction	Professor 1999	Ed. D	Tenured	67,370	76000
Administration Core Courses Ed Foundations Curriculum Practicum Internship	R. Wieland	Administration Core Courses Ed Foundations Curriculum Practicum Internship		1.0 Instruction	Assistant 2004 Professor	Ph. D	Tenure Track	50,106	50000
Department Chair		Administration core courses, practicum, internships		1.0 .50 Instruction .50 Chair		Earned doctorate	Tenure track	75,000	76,000

C. Bibliography of Departmental Scholarly Activity

Scholarly Activity

Articles

Dale, R.K. (April, 2006). *Leading Foward*. Feature Article NCA CASI e-News, April, 2006.

Papers Presented

Dale, R.K. (August, 2005). The Poverty Model for Juvenile Offenders. Presented at The Governor's Conference on Juvenile Justice: Belief in a Brighter Future, Topeka, Kansas.

Dale, R. K. (2005, October). *Poverty: Effects on Student Academic Ability*. Presented at KATM Annual Conference, Liberal, Kansas.

Dale, R. K. (2006, January). *Characteristics of Children in Poverty*. Presented at COET Embracing Diversity Day, Hays, Kansas.

Publications

Dale, R. K., Editor (2005, Oct.). *Academic Leadership Journal*, Vol. 4, Issue 3, Sept./Oct./Nov. 2005.

Dale, R. K. **Legacy Leadership for Educators**. CoachWorks Publications, First Edition 2005.

Dale, R. K., Editor (2006, Jan.). *Academic Leadership Journal*, Vol. 5, Issue 4, Jan./Feb./ Mar. 2006.

Dale, R. K., Editor (2006, March). *Academic Leadership Journal*, Vol. 5, Issue 4, April/May/June 2006.

Dale, R. K., Parker, C., Zollinger, B., Paige, L., *Low Enrollment Schools Finance Analysis Report*, Docking Institute, February, 2006.

New Course Development

Dale, R. K., Slattery, M., & Wieland, R. (2005, Oct.). Best Practices Across the Content Areas. Camp Aldrich, Great Bend, KS.

Dale, R. K., Slattery, M., Danner-Kuhn, C. & Wieland, R. (2006, April.). Adult Learner to Webmaster in One Day. Camp Aldrich, Great Bend, KS.

Dale, R. K., Slattery, M., & Wieland, R. (2006, April.). Differentiated Classroom Strategies. Camp Aldrich, Great Bend, KS.

Dale, R. K., Slattery, M., & Wieland, R. (2006, April). Educating Diverse Learners. Camp Aldrich, Great Bend, KS.

Scholarly Activity

Dr. Daley

1. Thesis
   (a) Worked with thesis students - (3) finished
   (b) Two students are working toward completing theses
   (c) Three students are working on proposals for maybe theses

2. Research
   (a) Two students from another college
   (b) Two doctorial students at another university
   (c) One faculty member

3. Professional Association Memberships
   (a) American Educational Research (as cited in the Development Plan 2005-2006)
   (b) American Statistical Association (as cited in the Development Plan 2005-2006)
   (c) American Psychological Society

4. Professional Journals
   (a) Subscriptions (as cited in the Developmental Plan for 2005-2006)
   (b) Journals used (as cited in the Developmental Plan for 2005-2006)

III Scholarship 20%

1. National Presentation: Argosy University/Winter Symposium
   Childhood Posttraumatic Stress Disorder: A Comprehensive Review
2. State Presentation: Kansas Counseling Association Pre-conference Workshop (3 hours)
   Anxiety Disorders in Childhood
3. Three Regional Presentations: Kansas Counseling Association Drive in Workshops / Hays; Dodge; Greenbush

   Depressive Disorders of Childhood

Scholarly Activity

Slattery, M. A., (2004, October 25). *Research-Based Instruction*. USD 208 Trego County Community Schools, Wakeeney, Kansas.

Slattery, M. A., (2004, August 18). *Research-Based Instruction*. USD 297 St. Francis Community Schools, St. Francis, Kansas.

Teaching: Creation of "New" Courses

Slattery, M.A. (2004-2005). *Internship in Education: Building Leadership I & II*. Fort Hays State University, Hays Kansas.

Slattery, M.A. (2004-2005). *Internship in Education: District Leadership I & II*. Fort Hays State University, Hays, Kansas.

Slattery, M., Dale, R. & Wieland, R. (2005, Oct.). Best Practices Across the Content Areas. Camp Aldrich.

Slattery, M., Danner-Kuhn, C., Dale, R. & Wieland, R. (2006, April.). Adult Learner to Webmaster in One Day. Camp Aldrich, Great Bend, KS.

Slattery, M., Dale, R. & Wieland, R. (2006, April.). Differentiated Classroom Strategies. Camp Aldrich, Great Bend, KS.

Slattery, M., Dale, R. & Wieland, R. (2006, April). Educating Diverse Learners. Camp Aldrich, Great Bend, KS.

Scholarly Activity

Wieland, R. (2004, August). Beginning Curriculum Mapping.
Presented at USD 105, Rawlins County, Atwood, Kansas.

Wieland, R. (2005, September). Technology use in Curriculum Mapping.
Presented at USD 388, Ellis, Ellis, Kansas.

Wieland, R. (2005, September). Curriculum and School Improvement.
Presented at USD 388, Ellis, Ellis, Kansas.

Wieland, R. (2004, October). Curriculum Alignment Processes.
Presented at USD 271, Stockton, Stockton, Kansas.

Wieland, R. (2004, October). Web-Based Curriculum Programs.
Presented at USD 271, Stockton, Stockton, Kansas.

Wieland, R., & Dale, R.K. (2004, October). Legacy Leadership for Educational Leaders.
Presented at the National Rural Education Association Conference, Indianapolis, Indiana.

Wieland, R., & Ervay, Stuart B. (2004, October). School Improvement Models for Rural Schools.
Presented at the National Rural Education Association Conference, Indianapolis, Indiana.

Wieland, R., & Yeo, F. (2004, October). Diversity Issues in Rural Schools.
Presented at the National Rural Education Association Conference, Indianapolis, Indiana.

Wieland, R. (2004, October). Curriculum Alignment and Technology Use.
Presented at USD 105, Rawlins County, Atwood, KS.

Wieland, R. (2004, October). Curriculum and School Improvement.
Presented at USD 388, Ellis, Ellis, Kansas.

Wieland, R. (2004, November). Kansas Quality Performance Accreditation Guidelines.
Presented at USD 228 Hanston, Hanston, Kansas.

Wieland, R. (2004, November). Building a Standards-Based Curriculum.
Presented at USD 388 Ellis, Ellis, Kansas.

Wieland R. (2005, January). Curriculum Mapping.
Presented at USD 388, Ellis, Ellis, Kansas.
Wieland R. & Gaschler P. (2005, January). Curriculum Mapping.
Presented at USD 105, Rawlins County, Atwood, Kansas.
Wieland R. (2005, February). Curriculum Mapping & Technology.
Presented at USD 388, Ellis, Ellis, Kansas.
Wieland R. & Ibrahim, R (2005, February). Curriculum Mapping & Technology.
Presented at USD 105, Rawlins County, Atwood, Kansas.
Wieland, R.& Karl, M. (2005, February). Preserving the Future of Rural Schools and Communities on the Plains.
Presented at the Fort Hays Educational Development Center Regional Inservice, Hays, Kansas.
Wieland R. (2005, March). Rural School Consolidation.
Presented at the Nebraska Small and Rural Schools Conference, Kearney, Nebraska.
Wieland R (2005, March). Curriculum Alignment Planning.
Presented at USD 388, Ellis, Ellis, Kansas.
Wieland R. (2005, April). Curriculum Alignment Planning.
Presented at USD 105, Rawlins County, Atwood, Kansas.
Wieland R. (2005, April). Overcoming the Hazards in the Curriculum Development Process.
Presented at Curriculum Mapping Trainer of Trainers Conference, Fargo, North Dakota.

Teaching Creation of "New" Courses

Wieland, R., Slattery, M., & Dale, R. (2005, Oct.). Best Practices Across the Content Areas. Camp Aldrich, Great Bend, KS.
Wieland, R., Slattery, M., Danner-Kuhn, C. & Dale, R. (2006, April.). Adult Learner to Webmaster in One Day. Camp Aldrich, Great Bend, KS.
Wieland, R., Slattery, M., & Dale, R. (2006, April.). Differentiated Classroom Strategies. Camp Aldrich, Great Bend, KS.
Wieland, R., Slattery, M., & Dale, R. (2006, April). Educating Diverse Learners. Camp Aldrich, Great Bend, KS.

Scholarship

Hattan, C.J. (2005, October 18). *Professional ethics in counseling*. Garden City Community College, Garden City, Kansas.
Hattan, C.J. (2005, November 15). *Norm-referenced testing in schools*. Fort Hays State University, Hays, Kansas.
Hattan, C.J. (2006, February 3). *Legal and ethical issues in school counseling: Working with minors is schools*. Garden City Public School District, Garden City, Kansas.
Hattan, C.J. (2006, February 3). *Legal and ethical issues in school counseling: Working with minors is schools*. Salina Public School District, Salina , Kansas.
Hattan, C.J. (2006, February 3). *Legal and ethical issues in school counseling: Working with minors is schools*. Smoky Hill Education Center, Salina, Kansas.
Hattan, C.J. (2006, March 1). *Ethics in counseling*. Kansas Counseling Association Preconvention Workshop. Hutchinson, Kansas

Hattan, C.J. (2006, March 15). *Role of school counselors*. Fort Hays State University, Hays, Kansas

Hattan, C.J. (2006, April 13). *Norm-referenced testing in schools*. Fort Hays State University, Hays, Kansas.

D. Assessment of Department Results

The Department implemented the Academic Audit using the following steps as outlined in the Quality Process Domains in **Honoring the Trust** by William F. Mass:

- Determination of desired learning outcomes
- Design of curricula
- Design of teaching and learning processes
- Student learning assessment aligned with desired outcomes
- Implementation of quality assurance

The process will continue into 2006-2007 with both programs curricula refined, learning outcomes redefined, self-study of research based instructional strategies, assessment alignment, online course development and implementation of quality assurance in online course design and delivery.

E. Other Departmental Information

- Dr. Reginald Nnazor became the new Department Chair June 21, 2006.
- Dr. Ray Johnson retired for Educational Administration in May, 2006
- Dr. Robert Moody was hired to replace Dr. Johnson

F. Special AQIP Report

We are not responding is year.