1. Impact on Student Learning and Development - CAEP Standard 1, Component 4

2. Indicators of Teaching Effectiveness - CAEP Standards & Component 2

3. Indicators of Completion and Employment Outcomes - CAEP Standards & Component 4.1

4. Evaluation Plan Details & Enforcement

5. Ability of completers to design learning experiences that address how different students learn as a result of your program?

6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II

7. Ability of completers to be hired in education positions for which they have prepared

8. Component 4.2: Can program completers effectively apply the eight annual measures dashboard?

9. Ability of completers to contribute to an expected level of student learning?

10. Classrooms and instruction using multiple perspectives?

11. Classroom management is a strength.

12. Learners in analysis using multiple perspectives?

13. Learners to connect concepts across disciplines?

14. Needs of diverse learners using methods (e.g., oral and written)?

15. Needs of diverse learners using reflective practice (uses assessment results, knowledge of students to reflect on and evaluate one's teaching)?

16. Needs of diverse learners using with caregivers, uses culturally relevant practices)

17. Reflective practice (uses assessment results, knowledge of students to reflect on and evaluate one's teaching)

18. Recognize the needs of diverse learners (e.g., gifted, sped, etc.)?

19. Recognize the needs of diverse learners using cognitive needs?

20. Needs of diverse learners using with the social and emotional development of learners?

21. Communicate with others using a variety of backgrounds?

22. Communicate with others in a variety of settings?

23. Communicate with others using a variety of technologies?

24. Communicate with others using a variety of techniques?

25. Communicate with others in a variety of environments to encourage positive interaction?

26. Design a classroom environment to encourage positive interaction?

27. Design a class environment to work with diverse student populations and/or special needs populations (for special ed. teachers, please note student specialty in your response)?

28. Design a class environment to work with car egivers, uses culturally relevant practices)

29. Design a class environment to work with car egivers, uses culturally relevant practices)

30. Design a class environment to work with car egivers, uses culturally relevant practices)

31. Design a class environment to work with car egivers, uses culturally relevant practices)

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50. Design a class environment to work with car egivers, uses culturally relevant practices)}
According to a 2016 report released by Kentucky's Council on Postsecondary Education, Office of Research and Policy Analysis, the three-year official cohort default rates for Georgetown College were among the lowest of all 4-year private nonprofit institutions.