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 2007-2008 academic year?

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 2007-2008 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. change in Title II data that indicates the unit no longer meets the required state pass rates on licensure exams
2. change in the state-approved status (e.g., probation or low-performing) of the professional education unit as identified by the state licensing agency
3. change in institutional accreditation status
4. the addition or removal of programs.

The Teacher Leader Master’s and Planned Fifth-Year Programs are currently being approved by the MSU Academic Council and will be submitted this month to the Kentucky EPSB for approval. The program is a significant change at master’s level for all continuing teacher certifications, and teachers in Kentucky are required to continue certification through to the master’s level. The programs required for revision to the Teacher Leader concept are
IECE, CTE, elementary, middle, secondary, special education-LBD, and mathematics. The Reading and Writing Master's degree is not required to for revision but has changed some core courses to align with the teacher leader philosophy. The program includes five new core courses, a portfolio for candidate evaluation, and interaction with school districts through leadership projects approved by building principals, teacher evaluation by building principals, and co-teaching of courses with school partners who are experts in their field. The conceptual framework of the program is based on the work of Linda Lambert (2003) and provides guidance in the development of teachers who as leaders are able to create and sustain reciprocal, purposeful learning communities that will help all students to achieve their potential.

5. changes in program delivery, particularly when traditionally delivered programs become distance learning programs. NCATE defines distance learning programs as programs in which more than 50 percent of the courses are not delivered face-to-face.

6. addition or removal of a level of preparation (e.g., a master's degree)

7. change in status of institution (i.e., merged, separated, etc.)

8. increased offering for the preparation of education professionals in off-campus sites

9. increased offerings for the preparation of education professionals outside the United States

10. changes in institutional and unit leadership

11. significant change in budget, which is defined as a 25 percent decrease in the overall unit budget from the previous reporting year

12. significant change in the size of the full-time faculty, which is defined as a 25 percent decrease from the previous reporting year

13. delivery of a program in whole or in significant part by a non-profit or for-profit partner

14. change in institutional control or ownership

15. significant change as a result of unforeseen conditions such as a natural disaster

Exempt