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 2009-2010 academic year?

732

*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 2009-2010 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.

<table>
<thead>
<tr>
<th>Program</th>
<th>Level</th>
<th>Degree Level</th>
<th># of Candidates Enrolled</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifted and Talented Endorsement</td>
<td>ADV</td>
<td>Licensure Only</td>
<td>13</td>
<td>Changed</td>
</tr>
<tr>
<td>Library Media</td>
<td>ADV</td>
<td>Licensure Only</td>
<td>19</td>
<td>Changed</td>
</tr>
</tbody>
</table>

2. Addition or removal of a level of preparation (e.g., a master’s degree).

*ADV Level added: Post-master's Certificate Program(s) (e.g., CAS) for Other School Professionals (non-degree)*

3. Change in control of institution. Please indicate any changes in control or ownership of the institution such
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
Please indicate evaluations of and changes made to the unit's conceptual framework (if any) during this year:

During the 2009-2010 academic year, the faculty considered modification of the disposition “Tolerant.” Currently, the tolerant disposition is defined as “Considers new ideas, alternative possibilities, different perspectives, and people representing a variety of differences without prejudice or bigotry.” This version of the Conceptual Framework Dispositions has been in use since 2005, but for several years the faculty have reported that the term and the meaning of the disposition be changed to better communicate the concept. Faculty have complained that students tend to reference the more common meaning of “tolerant” as to be accommodating, but with reluctance and with a negative connotation. Several substitute words have been discussed, including accepting, open-minded, broadminded, and liberal, but no agreement has been reached for one of these words or even if the term for the disposition will be changed. The proposal for a recommendation is in the hands of the Diversity Committee, and the members have set a goal for a decision by the end of the 2011 spring semester.

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.

Educational Leadership/School Administration Cohort
Kentucky regulation 16 KAR 3:050, enacted in 2007, requires all school leader programs in Kentucky to be redesigned. The current programs 'sunset' in December 2013, and admissions are prohibited after December 2011. The new program was developed to be consistent with the University/District Partnership Model, which includes the co-selection of candidates, co-design of curriculum and the co-delivery of the program. The program also features the field experience component as central to the program, increasing the hours from roughly 50 to 250 hours. The redesigned Murray State University program was approved by Kentucky Education Professional Standards Board and Murray State University Academic Council in fall 2010.

School Counseling program is seeking CACREP (Council for Accreditation of Counseling and Related Educational programs) accreditation. The program has been revised to the required 48 hours for CACREP initial certification. Changes to student and program assessment include a mid-point content exam and an oral defense of skills demonstrated with a video counseling session. The faculty are experimenting with a video analysis program that allows students to tag specific counseling skills and reflect on their video-taped session. A 600-hour internship comprising GUI 794 & GUI 795 was also added to provide additional intensive on-the-job experience conducted in a setting as similar as possible to that in which the candidate subsequently seeks employment. Close supervision of counseling candidates will be provided by counseling faculty and on-site counselors.

Middle School Education, Single Certification
The undergraduate Middle School program was revised to include a single content specialization in addition to the current two content specializations. This will allow middle school education majors to obtain certification in a more timely manner. The request for the single certification was made by school leaders at a Middle School Advisory meeting to help produce teachers more quickly in a high need area of certification. Total program hours for the single content specialization range from 120-122 hours according to the content specialization.

• Math – 29-31 content hours, plus MID 371: Laboratory in Teaching Mathematics: Middle School; (added MAT 117 for the single specialization)
• Science – 29 hours – and EDU 404: Teaching Environmental Education
• Social Studies – 33 hours
• English/Communications – 24 hours, plus MID 307: Middle School Language Arts, and REA 407: Middle School Reading

The middle school single specialization field experience was increased by 12 hours with the addition of MID 380: Middle School Practicum.

Japanese Certification
An undergraduate, teacher education certification program in Japanese will be the first such program in Kentucky. The program proposal will be submitted to the Kentucky Education Professional Standards Board in February 2011. Special features of the program include MLA 400: Senior Seminar, where candidates are required to choose a topic of inquiry for which they complete a research paper of 12-15 pages in the target language. Since Kentucky doesn’t support an ETS exam to determine language mastery, the Modern Language Department will provide in-house testing for the skills of speaking and writing, where students are expected to reach Advanced Low through Mid ACTFL proficiency levels. For reading and listening skills, the Japanese Language Proficiency Test administered by the Japan Foundation will be used. Instructors staff a weekly Japanese ‘table’ to allow candidates practice in developing listening and speaking skills, and candidates are given every opportunity to study with two affiliate universities, Tenri University in Nara and Kansai Gaidai in Osaka.
Undergraduate English as a Second Language Certification
For a number of years MSU has provided a highly successful graduate ESL program where teachers could receive a Master of Education and a Kentucky Endorsement. With an increasingly diverse student population, the need for more teachers to specialize in English language learning prompted the English Department to design an undergraduate version for initial certification as P-12 ESL teachers. Five new courses were designed to meet initial certification requirements, including: TSL 410: Assessment, Placement, and Advocacy; TSL 409: Language Acquisition in Children and Adolescents; ENG 362: Ethnolinguistics in the United States; TSL 332: ESL Methods, Grades 5-12; and TSL 331: ESL Methods, Grades PK-5. The program proposal will be submitted to the EPSB on February 15, 2011.

Literacy Specialist Endorsement
The EPSB required the Revision of Reading and Writing Master’s Degree and Endorsement to reflect the growing need for reading specialists and literacy coaches. The revised, but not yet approved, program prepares candidates with the knowledge, skills, and dispositions to serve in these roles in schools. The program capstone course is REA 639: Supervised Practicum in Reading, and, under the supervision of a school leader, students are required to design, plan, and implement leadership projects. As part of these projects, students provide professional development workshops for their colleagues or work as literacy coaches with individuals or small groups of teachers. The major assessment tool for the program is the Reading/Writing Portfolio, which provides a means for assessing students’ attainment of mastery of each of the IRA Standards for Reading Professionals, as well as the COE Dispositions.

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

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

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.

The Banner university student information system described in last year’s report has not provided the access to student data that we had hoped. We visited another Kentucky University using the same system and found that we would not be able to use Banner for our data needs without modification to the system. After the visit, we met with our IT director to develop a plan for this modification. So far there has been little progress on this plan. We are still relying on our COESIS data system (and appreciate it more) for student data, such as PRAXIS scores and professional GPAs. We have decided to invest in an upgrade of COESIS by modifying existing reports to better meet our needs and creating new reports to provide more and better data for programs. LiveText is still utilized for course-based data and portfolios, and the new programs listed in this report are designing their assessment systems in LiveText.

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

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

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:

The revision to the Educational Leadership program has increased the field hours from 90 to 250. These hours are spent in residency in the school district with field experiences as observers, participants and leaders in 13 leadership areas, or Critical Success Factors. Each three hour course requires 25 such field hours based upon the proposal of students. Field hours are approved by a district supervisor and are supported by district leadership.

A 600-hour internship comprising GUI 794 & GUI 795 was added to the School Counseling program to provide additional intensive on-the-job experience conducted in a setting as similar as possible to that in which the candidate subsequently intends
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:

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

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:

The College of Education Faculty Evaluation Handbook underwent a revision in the previous year to provide clarity for promotion and tenure committees to make decisions about faculty effectiveness in teaching, research, and service. The section on the annual review of teaching now includes a rubric with descriptions of “targeted” and “outstanding” performance. The annual review for research includes an extensive list of activities and guidelines to determine levels of performance for “targeted” and “outstanding.” The section on the annual review for service is similar in format to the research guidelines. The faculty committee that developed the revisions did so with the intent of protecting the quality of the teaching faculty and protecting faculty requesting tenure and promotion from the varieties of committees, individuals, and administrator standards and personalities. These revisions fall within the guidelines provided by the Murray State University Faculty Handbook.

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

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

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.

Dean Russ Wall retired last summer and an Interim Dean was appointed. A national search is being conducted to select a new Dean. The search committee's goal is to hire a new College Dean by March 2011.

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

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

If you have another comments, use the space below:

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