Section 1 - Institutional Information:

NCATE ID: 10213
AACTE SID: 3310
Institution: Murray State University
Unit: College of Education
Next Accreditation Visit: Fall 2002
Last Accreditation Visit: Fall 1996
Deadline to Submit Final Version of Part C: 01/31/2001

Section 2 - Unit Head Information

Unit Head Name: Jack Rose
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Coordinator Email: russ.wall@coe.murraystate.edu
NCATE Coordinator:
Coordinator Phone:
Coordinator Fax:
Coordinator Email:
CEO: Kern Alexander
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<th>Corrected Unit Head:</th>
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<td>Corrected NCATE Coordinator2: Renee Campoy</td>
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<td>Corrected Coordinator2 Fax: 270-762-3889</td>
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<tr>
<td>Corrected Coordinator2 Email: <a href="mailto:renee.campoy@coe.murraystate.edu">renee.campoy@coe.murraystate.edu</a></td>
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Section 3 - NCATE Standards Categories & Weaknesses Section
Special Notice to the Person Completing the Form:

Section A. 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:

See conceptual framework changes in the response to weaknesses listed below.

Conceptual framework weaknesses cited as a result of the last NCATE review:

There is inadequate coherence between the conceptual framework and state standards as they relate to student outcomes, field experiences, instruction and evaluation.

Please indicate how the unit has addressed these weaknesses.

The third year review of the annual report indicates this weakness has been adequately addressed. However, the conceptual framework continues to be evaluated and revised. The conceptual framework committee solicited input from all stakeholders and updated the knowledge base underlying the framework during the 1999-2000 school year. The conceptual framework was shared with faculty during the fall 2000 retreat. As a result of these efforts, the conceptual framework has been expanded to better represent all College of Education programs, and a new theme of educator as “reflective decision maker” was selected to communicate the unit goal of producing productive, thoughtful professionals. It is anticipated that the conceptual framework will continue to be revised.

Section B. Candidate Performance

Standard 1. Candidate Knowledge, Skills, and Dispositions

Candidates include persons preparing to teach, teachers who are continuing their professional development, and persons preparing for other professional roles in schools such as principals, school psychologists, and school library media specialists. Preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students. All students includes students with exceptionalities and of different ethnic, racial, gender, language, religious, socioeconomic, and regional/geographic origins. Learn. Assessments indicate that candidates meet professional, state, and institutional Institutional standards are reflected in the unit’s conceptual framework and include candidate proficiencies. standards.

Please describe the unit’s plans for and progress in meeting this standard. (Refer to the NCATE 2000 Unit Transition Plan for information regarding the levels at which units should address Standards 1 and 2 during the first 4 years of NCATE 2000 implementation)

With ongoing concern for improving candidate’s ability to effectively meet the Kentucky New Teacher Standards and to become productive professionals working in a KERA environment, the following program changes were explored and proposed:

The Career and Technical Teacher Education program faculty from the programs of Agriculture education, Business and Marketing education, Family and Consumer Sciences education, Industrial Technology education and Vocational-Trade and Industrial education along with the chair of Elementary and Secondary education and a cross section of practicing teachers and administrators from each of the instructional areas collaborated throughout the
1999-2000 academic year. Their collective goal was to identify programmatic changes where technical teacher education could be strengthened to better assure that candidates meet the Kentucky New Teacher Standards, the Kentucky Vocational Teacher Education Standards, and national standards that have recently emerged from each area. The result was the proposal of four new courses, a series of course revisions, an Integrated Career and Technical Teacher Education program at the Bachelors degree level, and a plan for initial certification at the graduate level. These proposals are being reviewed by various university and state governance committees. This plan has been strongly endorsed by personnel of the Kentucky Department of Education and identified as a potential model for improving Career and Technical education across the Commonwealth.

The Department of Special Education developed SEC 300: The Exceptional Individual in the Classroom, a course that highlights the importance of regular and special education teacher collaboration. This course replaced two courses where special and regular education majors received the content separately. The SED 300 faculty also began the design of a multicultural workbook based on the service learning model to help candidates to work through the process of identifying and addressing the educational needs of students from diverse populations.

New technology programs offered by the Kentucky Academy of Technology Education, housed within the College of Education, continue to allow candidates and faculty opportunities to explore the instructional uses of technology. In a pilot program, some student teachers developed their Eligibility Portfolio on CD ROM rather than in the traditional three-ring binder.

Weaknesses related to Standard 1 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these weaknesses.

Standard 2. Assessment System and Unit Evaluation
The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Please describe the unit’s plans for and progress in meeting this standard. (Refer to the NCATE 2000 Unit Transition Plan for information regarding the levels at which units should address Standards 1 and 2 during the first 4 years of NCATE 2000 implementation)

The state of Kentucky has been a standards based system since 1990 with the legislation of KERA (Kentucky Education Reform Act). The unit has developed a standards based program using Kentucky and national standards with portfolio assessment as the primary evaluation tool for continuous assessment. Due to the reorganization of the unit, program change has created a need to revisit, reevaluate and revise the continuous assessment plan on a program by program basis. These assessment plans will be filed this year using a new format developed by a faculty committee who examined the unit's continuous assessment process.

Weaknesses related to Standard 2 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these weaknesses.
Section C. Unit capacity

**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 personnel develop and demonstrate the knowledge, skills, and 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:

**Weaknesses related to Standard 3 cited as a result of the last NCATE review:**

Secondary field experiences do not provide sufficient opportunity for hands-on experiences prior to student teaching.

Please indicate how the unit has addressed these weaknesses.

After piloting last year, a senior practicum of classroom methods and evaluation techniques has been implemented to provide secondary education students an intensive preparation semester prior to student teaching. This practicum is supervised and evaluated by university faculty who teach the courses and by cooperating teachers in the placement schools. The block is required of all students seeking secondary certification.

**Standard 4. Diversity**
The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the
total, knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with
diverse higher education and school faculty, diverse candidates, and diverse 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:

**Weaknesses related to Standard 4 cited as a result of the last NCATE review:**

(Initial Teacher Preparation only) Little cultural diversity is reflected in the settings where field-based and/or clinical experiences are conducted.

Please indicate how the unit has addressed these weaknesses.

The coordinator for field placements and the coordinator for student teaching continue their efforts to provide placements in more diverse settings such as Graves County, Henderson, Hopkinsville, Madisonville, and Paducah. A contract with the Jefferson County School in Louisville was continued in order to place additional student teachers in a more diverse, urban setting.

A standing multicultural education committee within the College of Education continues to update and share materials in the cultural diversity resource center. These materials are available for all faculty to use in courses. The committee also continues the popular Dean's lecture series on multi-cultural education.

**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:

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<th>The unit established an annual award to recognize excellence in independent research by faculty members in the College of Education. During 1999-2000, two faculty members were awarded the Outstanding Faculty Research Award and received $1,000.</th>
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<td>The unit continues to facilitate professional development with the awarding of incentive grants on technology, collaboration and multicultural education. In 1999-2000, twenty-two grants involving thirty faculty members were awarded in the amount of $24,343.</td>
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<td>The unit collaborated in the preliminary planning stages for the delivery of off-campus upper level elementary education courses to better address the educational needs of the service region. This planning was in conjunction with four community colleges located in diverse settings.</td>
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Weaknesses related to Standard 5 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these weaknesses.

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:

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<th>Murray State University has committed $7,184,000 to a building program for the College of Education. The project was bid on June 15, 2000, and will be completed in spring of 2002. The university also committed $2,000,000 to renovate the Carr Health and Physical Education Building. The project was bid on July 19, 2000, and will be completed in the fall of 2001.</th>
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<td>During the 1999-2000 school year, the Kentucky Academy of Technology Education within the College of Education received two grants to assist public school teachers and university faculty in the use of instructional technology. The U.S. Department of Education awarded a grant of approximately one million dollars over a three year period, and BellSouth awarded a $500,000 grant for two years.</td>
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Weaknesses related to Standard 6 cited as a result of the last NCATE review:

The organization of the unit does not exhibit cohesion and/or coordination of programs.

The unit does not have a long-range, regularly monitored plan to assure the ongoing vitality of the unit and its programs.

Please indicate how the unit has addressed these weaknesses.

The unit has taken great strides to see that adequate record-keeping and documentation has occurred from all committee and planning meetings. The College Administrative Council (CAC) meets weekly to provide cohesiveness across departments. Committees within the college
document all decisions made and submit minutes to the Dean's office. A centralized system has been developed to collect and file minutes from all committee meetings. This is collected electronically and archived for future use.

The unit continues to review, revise and update the College of Education Strategic Plan. The Strategic Plan was shared with unit faculty during the fall 2000 retreat. The College Administrative Council updated the Strategic Plan based on input from faculty committees and other sources. This process provides a mechanism to monitor and assess the vitality of the unit and its programs.

Section D. Other weaknesses cited during the prior visit.

Other evaluations, changes and improvements during this year:

Other weaknesses cited as a result of the last NCATE review:

Please indicate how the unit has addressed these weaknesses.

Additional Changes in the Unit:
Beginning July 1, 2000, Murray State University reorganized the entire university. Six colleges were combined onto four, and a new college was created. Following this extensive reorganization of the University and the unit the faculty and administration have engaged in new and higher levels of collaboration in order to plan and implement the reorganized program. In the new configuration, courses from programs are housed in more than one department. Also, faculty housed in one department may be teaching courses from other than their home department.

At the unit level, the College of Education has been reorganized from four departments to three. The Department of Early Childhood and Elementary Education includes Interdisciplinary Early Childhood Education, Elementary Education, Library Science, and Reading. The Department of Adolescent, Career and Special Education includes Middle School Education, Secondary Education, Career Technical Education, Special Education, Physical Education, and Health Education. The Department of Educational Studies, Leadership, and Counseling include School Administration, Educational Foundations, Counseling, School Psychology, and Youth Agency Administration.

Name of the Person Filling Out the Report: Russ Wall & Renee Campoy

Draft

Final

Creation Date: 08/31/2000 01:13:32 PM Last Modified By: James Convery Last Modified Date: 01/27/2003 Date Received over Web: 10/27/2000