Section 1 - Institutional Information:

NCATE ID: 10213
AACTE SID: 3310
Institution: Murray State University
Unit: College of Education
Next Accreditation Visit: F02
Last Accreditation Visit: F96
Deadline to Submit Final Version of Part C: 12/02/2002

Section 2 - Individual Contact Information

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2nd Coordinator Title: Associate Professor
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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:

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

Section B. Candidate Performance

Standard 1. Candidate Knowledge, Skills, and Dispositions
Candidates 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 learn. Assessments indicate that candidates meet professional, state, and institutional 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 year of NCATE 2000 implementation)

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

Please indicate how the unit has addressed these areas of improvement (Optional).

Standard 2. Assessment System and Unit Evaluation
The unit has an assessment system that collects and analyzes data on the applicant qualifications, 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 year of NCATE 2000 implementation)

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

Please indicate how the unit has addressed these areas of improvement (Optional).

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:

Areas of Improvement related to Standard 3 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these areas of improvement (Optional).

Standard 4. Diversity
The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the 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:

Areas of Improvement related to Standard 4 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these areas of improvement (Optional).

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:

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

Please indicate how the unit has addressed these areas of improvement (Optional).

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:

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

The unit does not effectively manage and coordinate graduate programs.

Please indicate how the unit has addressed these areas of improvement (Optional).

Name of the Person Filling Out the Report:

Draft  Deferred  Final

Exempt