Section 1 - Institutional Information:

NCATE ID: 10213
AACTE SID: 3310
Institution: Murray State University
Unit: College of Education
Next Accreditation Visit: F08
Last Accreditation Visit: F02
Deadline to Submit Final Version of Part C: 03/04/2005

Section 2 - Individual Contact Information

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1st Coordinator Email: janice.hooks@coe.murraystate.edu
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Section 3 - NCATE Standards Categories & Weaknesses

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 Areas for Improvement 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.
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 (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.

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 (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 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 (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 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 (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:

Departments continue to refine the post-tenure process. Resulting from that process, all departments use a common annual evaluation portfolio that includes common criteria for teaching, professional development and growth, service to the university, and academic and professional recognition. The departments also follow a common schedule for submission and committee evaluation of portfolios. Last, the department chairs document the formula used to assign merit (if merit is available). The evaluation forms and formula scoring sheets are shared with faculty and stored in the department offices. Copies are also retained in the college dean's office.

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 (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:

Since the fall of 2003, a new relational database has offered information on College of Education graduate students. The database allows faculty and administrators on-line access to advisee information, including check boxes or more specific data regarding all required graduate program paperwork. The database has staff assigned to its maintenance and to track all required paperwork for students in graduate programs. Over the past two years, the data from new graduate students have been entered into the database and queries are periodically executed to determine when required paperwork has not been submitted. Included in this check are planned program forms (submitted during the first semester in a program), teaching certificates/waivers (where required), other conditions of admission as applicable to specific programs (GRE scores, letters of recommendation, etc.), and applications to candidacy (required immediately after the completion of nine semester hours of course work in a program). These data allow the coordinator to determine which students are deficient in their paperwork, communicate with them, and, if necessary, block them from registering for additional classes until all paperwork is in. Also, in an effort to efficiently manage student records, the records were centralized in a newly created records room convenient to faculty and staff. Centralization of the files has allowed easier access and maintenance for the graduate administrative staff, advisors, and program coordinators.

The reporting of comprehensive examination and portfolio results was streamlined by routing it through the COE graduate coordinator who, in turn, notifies the dean's office and Teacher Education Services. The dean's office then notifies the Graduate Admissions office and students of the results.
The expanded Graduate Studies Committee has met periodically to discuss such issues as new programs, revisions and additions to existing programs, revisions to comprehensive procedures, and clarifications to procedures for non-certified students entering graduate programs.

Areas for 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 for Improvement (Optional).

**Section 4 - Program Completers**

The total number of candidates who completed education programs within NCATE's scope (initial & advanced) during the 2003-2004 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 2003-2004 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.)

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Name of the Person Filling Out the Report: Pam Miller