(Part C of the AACTE Annual Report)

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: 11/06/2006

Section 2 - Individual Contact Information

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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:

No substantive changes were made to the conceptual framework. A sentence was added to include the undergraduate’s adaptation of the CHAMPs classroom management as a program strand.

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.

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:

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).

Department chairs and department and college committees have standardized the procedures monitoring the post-tenure review process. All three departments in the College use a standard annual evaluation form that includes the criteria for teaching excellence, research and creative activity, service and professional activities, and evidence of qualities and skills needed by the unit. All departments follow an annual schedule designated by the university policy manual for the submission and evaluation of faculty portfolios. The evaluations are stored with the faculty and stored in department and college files. The forms used for tenure evaluation are listed below.
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. Please include any changes related to:

1. The addition or removal of programs
2. 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
3. Unit or institutional name changes
4. Addition or removal of a level of preparation
5. Significant change in physical facilities
6. Status of an institution, i.e., merged, separated, etc.
7. Significant changes resulting from unforeseen conditions, e.g., natural disasters, health calamities, etc
8. Significant changes in budget

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).

Standard 6. Unit Governance and Resources

Program Changes
Middle Level Program - undergraduate
To meet a requested need of school districts, a single certification, math or science, middle school program was established at the Madisonville satellite campus in the fall of 2006.
The areas of middle school specialization in science, social studies, and English/communication were realigned with the PRAXIS exam topics.

Special Education Program - undergraduate
Certification was changed to P-12 with a specialization in either middle or elementary level to meet the NCLB highly qualified teacher standard.

School Counseling - graduate
Adoption of new counseling standards and changes in certification requirements, individuals without teacher certification may now apply to the school counseling program, required the program to be designed at masters and rank 1 levels. This was approved by the University Academic Council and at the KY Educational Professional Standards Board.

Educational Administration - graduate
In the spring of 2006, the educational administration programs began an extensive process of redesign. Based on recommendations from the Kentucky Education Professional Standards Board (EPSB) the Masters in School Administration, a committee was developed, Education Leadership Redesign Task Force ELR, and educational administration faculty representing all institutions in Kentucky that offer educational administration along with individuals from EPSB, Kentucky Department of Education and Council on Post-Secondary Education were appointed to subcommittees. The subcommittees included Preparation and Programs, Induction/Working Conditions, Doctoral Programs, and Professional Development. Final committee reports are due in March of 2007. All programs will then to be redesigned according to the guidelines of the ELR and
submitted to the EPSB for approval.

Masters of Elementary, Middle, and Secondary Education graduate

In the spring of 2006, a statewide committee organized by the EPSB produced the Review of Masters Degree for Rank Change and Efficacy for Improving Student Learning provided guidelines for the redesign of masters and rank II programs for Kentucky teachers. While all aspects of the program still had not been finalized, graduate faculty began a process to evaluate and redesign the Masters/Rank II programs in elementary, middle, and secondary education. The process began in spring 2006 with a survey asking teachers and administrator to define the term Teacher Leader, a concept that had motivated the discussion about changing programs to better prepare teachers for improving student achievement. Later that same spring, the results of the survey were presented to a group of middle level district administrators for their critique and review. An extensive list of desired teacher skills, proficiencies, and dispositions were generated by the group. These were translated into course objectives by university faculty. At this time the faculty has requested additional data collected directly from classroom teachers in focus groups regarding teachers? needs and requests for a redesigned masters degree program. It is anticipated that the graduate faculty will take all collected data and begin designing the program and courses in the spring of 2007.

Institutional Improvements and Streamlining Functions

To improve the management of the graduate programs and increase the efficiency of the flow of candidate paperwork, a number of steps have been taken since 2002.

In the fall of 2003 a new database, COESIS, was implemented with complete student information for all programs. A tracking procedure was implemented for graduate paperwork for students in graduate programs. Included in this check were planned program forms, teaching certificates/waivers, conditions of admission, GPA, GRE scores, letters of recommendations, and applications to candidacy. A flow chart of this application to graduation process was created to assure that students and advisors received program information in a timely manner. In addition, a Program Coordinators Committee was established which includes all program coordinators for a total of sixteen. The committee meets once each semester to discuss matters related to the coordination of graduate programs.

If you have another comments, use the space below:

The total number of candidates who completed education programs within NCATE's scope (initial & advanced) during the 2005-2006 academic year?

708

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 2005-2006 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.)

Name of the Person Filling Out the Report: Pam Miller