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CONTINUING ACCREDITATION VISIT

Eastern Kentucky University
Richmond, Kentucky

November 9-13, 2002

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# SUMMARY FOR PROFESSIONAL EDUCATION UNIT
## NCATE 2000 Standards

**Institution:** Eastern Kentucky University

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M = Standard Met  
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INTRODUCTION

Kentucky Education Reform Act (KERA)

In 1985, 66 property-poor Kentucky school districts sued the Governor, General Assembly, Superintendent of Public Instruction, and the Kentucky Board of Elementary and Secondary Education on grounds that the state’s system of school funding was inadequate and inequitable. On June 9, 1989, the Kentucky Supreme Court declared Kentucky’s entire system of common schools to be unconstitutional. The Court ordered the Kentucky General Assembly to re-create a substantially uniform system of schools to provide each child an equal opportunity to have an adequate education. On April 11, 1990, the Kentucky Education Reform Act (KERA) was signed into law.

KERA brought about systemic reform of curriculum, finance, and governance in Commonwealth schools. KERA initiatives included high school restructuring, school-based decision making councils, Family Resource and Youth Services Centers and Regional Service Centers, high-stakes statewide performance-based assessment, and a major technology initiative. A new funding formula, Support Education Excellence in Kentucky (SEEK), allowed state funds to be more equitably distributed to school districts. School reform in P-12 classrooms demanded new instructional approaches, leadership skills, and knowledge of teaching areas. Also as part of KERA, the General Assembly created the Education Professional Standards Board (EPSB). Teacher certification is now linked to standards established by the EPSB, specifically these for New Teachers, Experienced Teachers, Administrators, Counselors, and Interdisciplinary Early Childhood Education. The standards require continuous assessment that includes appraisal through performance assessment plans. Kentucky standards, while not a mirror image of NCATE standards, embody the same performance base and are correlated to NCATE standards.

Kentucky has redesigned its entire assessment system so that the focus is on student performances and how performances match specific standards. Continuous assessment is an institution’s internal quality control mechanism to ensure that teacher preparation programs consistently address and integrate the appropriate performance standards and the EPSB’s policies. A continuous assessment plan honors each institution’s singular mission statement and student population. Likewise, each institution’s plan is the product of intense reflective analysis by faculty, administrators, and staff, and supports the institution’s claim of a quality teacher preparation program. Because each teacher preparation program is unique, assessment plans differ across institutions.

Performance-based programs in Kentucky have recently completed a two-stage implementation process. Initial level program folios were submitted during the first stage and, as of September 1997, completed the approval process. Advanced level program folios were submitted at the second stage and, as of January 1998, completed the approval process. All institutions must admit new students into the “new” performance-based initial and advanced level programs.
Overview of the Institution

The institution was established in 1906 by the Kentucky General Assembly as Eastern Kentucky State Normal School and became a Teachers College in 1922. In 1966, Governor Edward T. Breathitt signed into law a bill renaming the institution Eastern Kentucky University (EKU) and sanctioning the awarding of graduate degrees in academic fields other than education. Since that time, EKU has remained a regional, co-educational, public institution of higher education offering pre-professional and professional training in education and other disciplines at the undergraduate and graduate levels. Located in Richmond, Kentucky, the institution (accredited by the Southern Association for Colleges and Schools) has a distinguished record of more than nine decades of educational service to the Commonwealth. In the development and offering of its programs, the institution places priority on meeting the needs of the citizens of central, eastern and northeastern Kentucky. The population within this service region is 4.3% minority compared to an 8% minority population within the institution.

University Description

Eastern Kentucky University’s mission seeks to provide intellectual and cultural opportunities which develop habits of scholarship and intellectual curiosity; provides a deep understanding of American democracy and the citizen’s role in maintaining its strength and vitality; imparts an understanding of humans and their aspirations; enables effective and efficient communication; and prepares productive and responsible citizens. Within these purposes, the institution has three specific functions: teaching, service and research. Through its five colleges (Arts and Sciences, Business and Technology, Education, Health Sciences, and Justice and Safety), EKU seeks to offer quality instruction at a variety of degree levels in general education, the arts, sciences, business, education and technical disciplines. The institution provides service to the community through consultative services, continuing education, and its extended campuses to advance knowledge through research in the subject matter areas to support its primary function of teaching (Eastern Kentucky University Undergraduate/Graduate Catalogs 2001-2003).

Embedded in the mission of the College of Education (COE) mission is a strong interest in and commitment to the preparation of teachers. The college is dedicated to preparing the highest quality teachers and other school personnel for Kentucky and beyond. Being true to its heritage as an institution of opportunity, the COE also provides a climate that supports, challenges, and enriches students aspiring to professional educational careers in a diverse society. The mission of the Professional Education Unit (PEU) is consistent with that of the institution and the COE which is “to teach, to learn, to help others teach and learn.”

Unit Description

The Professional Education Unit at EKU includes the Colleges of Education, Arts and Sciences, Business and Technology and Health Sciences. Thus the professional education
program is a university-wide function offering initial and advanced programs focusing on
the preparation of school personnel. The dean of the COE also serves as the unit head.
The College of Education, which houses most of the professional education programs at
the institution, consists of three academic departments: Counseling and Educational
Leadership, Curriculum and Instruction (C&I) and Special Education. Through the C&I
Department, the unit offers programs at the Bachelor and Master’s levels in elementary
education (P-5), middle grade education (5-9), special education, interpreter training, deaf
and hard of hearing, interdisciplinary early childhood education and communication
disorders. The department of Counseling and Education Leadership offers a Master’s
Degree in School Counseling and Education Administration. The unit also offers
programs in secondary education at the Bachelor, and MAT levels. All secondary
education programs at the initial level are offered through the colleges of Arts and
Sciences, Business and Technology and Health Sciences with candidates receiving
academic advisement and counseling from both their home college and the COE. In
addition the COE provides course work for the major field of study in support of a
doctoral program offered through the Graduate School in collaboration with the
University of Kentucky. Effective Fall Semester 2001, the COE began offering an
alternative route to certification program in middle and secondary education, learning and
behavior disorders, educational leadership and school counseling.

The Model Laboratory School (operated by the COE) provides: 1) pre/in-service
education for prospective teachers and practicing professionals in area schools, and 2)
serves as a setting for experimental testing site for curriculum development. The unit
offers some coursework using Kentucky Telelinking Network at three extended sites at
Corbin, Danville, and Manchester. While courses are offered at these sites and
throughout Kentucky, full degree programs are only offered at the Richmond campus.
The faculty members teaching the online courses are all full time unit faculty housed in
the College of Education.

2002 Fall Semester enrollment figures indicated that 2489 undergraduate and graduate
candidates are enrolled in school personnel preparation programs at Eastern Kentucky
University. At the initial program level, the unit enrolls 1730 candidates; of those
enrolled, 322 are part-time. At the advanced program level, there are 40 candidates
enrolled full time and 717 part-time bringing the total candidates in the advanced
programs to 759. There are 76 full time faculty and 47 part time faculty teaching in the
unit. Of the 47 part time faculty members, 11 are full time at the institution, and another
36 faculty appointed part time in the unit are from outside the institution.

Since the 1998 NCATE visit, a new dean and head of the unit has been hired and the
college has reestablished the lines of communication with other colleges on campus. The
institution underwent a restructuring thus the College of Education has been restructured.
The restructuring allows for more collaboration among all colleges involved in the
preparation of school personnel. The AACTE Data Report and meeting minutes
confirmed that faculty members from other colleges are invited and most attend all COE
faculty meetings. Other changes include the hiring of a director of Education Student
Services and the establishment of a capital equipment line item in the college’s budget
primarily for use in upgrading and purchasing new technology. Also since the last accreditation visit, changes in faculty composition, mentoring of beginning faculty, expansion of the school partnerships, development of Educational Leadership and Counseling Cohorts, as well as work with community agencies, revision of the curriculum to include a comprehensive, systematic, coordinated, continuous assessment model and increased endowments, grants and state supported activities have been realized.

This was a joint visit with state (Kentucky Professional Education Standards Board).
II. CONCEPTUAL FRAMEWORK

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.

A. Level: Initial and Advanced

B. Findings:

Introduction

The Eastern Kentucky University (EKU) Professional Education Unit has revised its conceptual framework, Applying Knowledge to Practice Through Performance-Based Learning Experiences (APPLE) since the 1998 NCATE visit. It was determined that while the conceptual framework did a good job in its presentation of the academic programs, it was lacking in its presentation of the individual and the dispositions necessary for effective, successful teaching. Therefore to make the conceptual framework more coherent, it was redesigned into three major elements. Two elements, knowledge and pedagogical skills, were retained and a third element, dispositions was added to address the new emphasis on the person and the dispositions associated with effectiveness. The conceptual framework was redrawn to show the three elements of content, pedagogy and dispositions as interlocking and overlapping. At the center of the revised model is the person. As candidates progress through the program, that overlap increases until the three elements amalgamate into a unique “professional educator” reflective of the revised conceptual framework “Effective Educator as an Effective Person.” The conceptual framework continues to be reviewed and modified periodically by full-time/part-time faculty, program candidates, and practicing school professionals. Evidence was available that indicated the process used to articulate the conceptual framework was carefully planned to be comprehensive and inclusive by conducting a feasibility study to assess the strengths and limitations of the professional education programs.

The conceptual framework is consistent with the institution’s mission of preparing the highest quality educators and related professionals for Kentucky and beyond through teaching, research and service. The conceptual framework is also guided by the mission of the College of Education and identifies a set of core values which under-gird all professional education programs at EKU.

Shared Vision

At the heart of the conceptual framework is the commitment that the education unit will prepare candidates who will possess the knowledge, skills, and dispositions to help all
students learn. The conceptual framework is based on the belief that program graduates must be reflective educators to be effective persons as school professionals. This belief is also based on the extensive body of research gleaned from the professional literature on teacher education. At the core of the conceptual framework are the following beliefs. Program candidates are expected to: 1) acquire breadth and depth in knowledge of subject matter, 2) study and practice the skill of teaching, and 3) reflect upon personal abilities, interests, and dispositions to help their students learn and develop. Candidates’ performance and overall program effectiveness are assessed during regular reviews of candidate progress across each of the three elements (knowledge, skills and dispositions) of the conceptual framework. The unit cites a number of recent reform reports and “best practices” drawn from the professional literature on teacher education to support the revised conceptual framework. The elements within the conceptual framework are evident in initial and advanced programs’ curricula, candidates’ clinical and field experiences and assessment measures used to assess candidates’ performance and linked to the conceptual framework.

To fully implement its shared vision, the conceptual framework “effective educator as an effective person,” has been presented to several groups across campus including the Professional Education Fellows, Council of Deans, unit faculty outside the College of Education, and practicing school professionals. Unit faculty in education, arts and sciences, business and technology and health sciences, and program candidates and school practitioners and recent graduates were able to articulate how the conceptual framework relates to their work. Program candidates were also able to cite evidence of how their courses and field experiences and clinical practice prepare them to be an effective educator as an effective person.

**Coherence**

Candidates in the initial and advanced program are required to study theories and research about human development and learning (including individual differences and exceptionalities); social and cultural bases for behavior; character of rural and urban populations; historical and global manifestation of educational practice; local, state and national standards, and legal/ethical requirements related to professional practice. Professional education candidates are expected to know how to use technology in their teaching and the learning of their students. Embedded throughout all programs are theories and practice that teach candidates to become knowledgeable and respectful of diverse populations and apply varying assessment strategies. Both are essential to becoming an “effective educator as an effective person.”

**Alignment with Professional and State Standards**

The professional education program learning outcomes have been aligned with the Kentucky New and Experienced Teacher Standards, the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, National Board for Professional Teaching Standards and the national professional specialty organizations. Candidate centered projects such as portfolios, classroom-oriented projects, field
experiences, formative and summative assessment instruments used at checkpoints throughout the program are reflective of the conceptual framework and linked to state standards.

The unit assessment system is also reflective of the conceptual framework and has a performance-based mission. The assessment system allows for candidates’ knowledge, skills, and dispositions to be assessed at various checkpoints throughout the initial and advanced programs. Using both formative and summative performance-based measures ensures that candidates possess the competencies needed to be an effective educator as an effective person. These competencies include candidates’ ability to work with all students regardless of their racial/ethnic and/or socio-economic backgrounds. The conceptual framework serves as the guide for designing, implementing, and assessing all professional educational programs at EKU.

Initial and advanced program candidates, faculty, and P-12 school practitioners capably described how content, pedagogy, technology, and diversity elements of the conceptual framework are incorporated into programs, courses, instruction, and performance assessments used within classes. The long-range articulation of how formative and summative assessments relate to each of these aspects of the conceptual framework will be aggregated and used to inform program and unit evaluation.

**Commitment to Technology**

The “Effective Educator as an Effective Person” is reflective of the unit’s commitment to preparing program candidates who demonstrate the use of instructional technology to help all students learn. Integrating emerging technology into classroom practice is common across programs. Applications and use of technology are infused in both teaching and learning throughout initial and advanced programs. Initial and advanced program candidates are required to acquire the dispositions and skills, which enable them to recognize the instructional advantages of new technologies and assist their students in assessing and evaluating information derived from these technologies. Candidates were very articulate about the kind of technology faculty use in instruction as well as the kinds of technology they have used in their research, class presentations, and applications in field-based experiences.

**Commitment to Diversity**

The knowledge base for the “Effective Educator as an Effective Person” is reflective of the professional literature on diversity in teacher education as well as the mission for the institution. EKU and the unit share responsibility to prepare educators who have a broad perspective of diversity as an inclusive concept. Diversity, as defined in the conceptual framework, includes ethnic, racial, cultural, lingual, religious, and gender differences, exceptionalities, and social economic levels. Initial and advanced program candidates are expected to acquire and demonstrate content knowledge, pedagogical skills, and dispositions to foster learning for all populations in a variety of school settings. Through coursework, the unit’s commitment to diversity is evidenced by providing candidates
with: 1) an understanding that society exists with economic, social, educational inequities which have either positive or negative impact on students; 2) the skills for reducing social injustices and for promoting all dimensions of diversity, including exceptionalities; and 3) the dispositions for becoming an advocate for increasing accessibility to an excellent education for all children and youth.
FINDINGS FOR EACH STANDARD

1. **Candidate Skills, Knowledge 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.

A. **Level**: Initial and Advanced

B. **Findings:**

The three components of the EKU conceptual framework, knowledge, pedagogical skills, and dispositions, are based upon Kentucky’s New and Experienced Teacher Standards, which in turn are based upon the INTASC Standards and the standards of national specialty professional associations (SPAs). Program matrices included in the program folios submitted to the Kentucky Education Professional Standards Board showed how that initial programs at the undergraduate level addressed the Kentucky New Teacher standards of the SPAs. Advanced programs are aligned with the knowledge base standards in the Kentucky Experienced Teacher Standards, the Interstate School Leaders Licensure Consortium, the Kentucky Board of Certification for Professional Counselors, the American Association of School Librarians, the Kentucky Board of Examiners for Speech-Language Pathology and Audiology and the Standards for the Certificate of Clinical Competence adopted by the American Speech-Language-Hearing Association.

The conceptual framework provides guidance for the development of candidate assessments. The Knowledge element enables students to construct an understanding of the complexity and richness of the learning/teaching process (New Teacher Standards I (designs and plans instruction), VIII (knowledge of content), IX (demonstrates implementation of technology); Experienced Teacher Standards, 1 (professional leadership), 2 (knowledge of content), and 10 (implementation of technology) and include:

- general knowledge needed in order to develop as an educated person and citizen in a diverse society,
- specific knowledge related to a professional specialty,
- foundational knowledge in professional subjects basic to professional preparation, and behavioral knowledge needed for understanding of self and others, and
- technological knowledge needed to enhance professional practice.

The Pedagogical Skills element enables the professional educator to facilitate learning and addresses both content-independent and content-specific pedagogical methods. Candidates’ ability to reflect and improve their practices is incorporated. (New Teacher Standards I (designs and plans instruction), II (creates/maintains learning climate), III (implements/manages instruction), IV (assesses and communicates learning results), VI (collaborates with colleagues/parents/others), VII (engages in professional development),
IX (implementation of technology); Experienced Teacher Standards 3 (designs and plans instruction), 5 (implements/manages instruction), 6 (assesses and communicates learning results), 8 (collaborates with colleagues/parents/others), 9 (engages in professional development), and 10 (implements technology)). Indicators of pedagogical expertise include:

• communicating specific standards and high expectations for learning,
• using multiple assessments and sources of data,
• making appropriate provisions to address diversity among learners, and
• using technology to support instruction and enhance professional growth and productivity.

The Dispositions element includes the attitudes, beliefs, professional commitments, and/or perceptions that educators possess which form the basis for behavior and include:

• self-perceptions that allow for identifying with diverse student populations,
• perceptions of students as able learners and worthy individuals,
• perceptions of the purposes of education in a larger context, and
• frames of reference as people oriented.

Program area faculty have designed comprehensive systems for gathering evidence regarding the performance of candidates at various check points, typically: admission to the program, completion of clinical experiences, program completion, and during the first year of practice. Extensive efforts over the past two years have been targeted toward developing the program assessments systems, integrating the new emphasis upon candidates’ dispositions, and coordinating and designing key candidate assessments. The process of program assessment, which is largely based upon candidate assessment, is being monitored through the Teacher Assessment Committee. The “Assessment of Advanced Preparation Program Matrices” and “Assessment of Initial Certification Program Matrices” list the methods of candidate evaluation or sources of data used and whether the assessments reflect candidates’ knowledge, pedagogical skills, and/or dispositions. Examples of the types of evaluations and sources of data used in initial and advanced programs include:

• admission requirements such as GPA, standardized test scores, interviews, portfolios;
• written assignments addressing dispositions;
• assessments of performance in courses and clinical experiences (e.g., professional improvement plans, evaluations of course assignments and research projects, assessments of early clinical experiences);
• program completion requirements such as assessments of final clinical experiences, comprehensive exams, and licensure exams; and
• follow-up surveys of graduates and employers.

Review of key assessments tasks showed that these were related to the unit’s conceptual framework and to national and state standards though evaluation tools for some key assessments did not reflect the framework and standards. The unit and its faculty are collecting a significant amount of data on candidate performance. Some of this data is collected at the unit level through the Office of Student services (particularly admissions data and certification data), and other data is collected at the program level. Review of the Annual Program Assessment Review Matrices indicated that programs vary with
regard to how much assessment data is currently being collected, compiled, analyzed and reported.

Candidates apply for admission to the professional education unit through the office of Student Services. The personnel in this office include a director, associate director, an admissions analyst, a certification analyst, a tracking specialist, a secretary, an alternative certification specialist, and a recruitment and retention specialist. The office houses candidate files in all professional education programs, initial and advanced, graduate and undergraduate. Candidate data related to decisions regarding candidate admission, retention, completion, and certification are gathered and entered into various databases. Examples of the types of data collected are: cumulative hours; cumulative GPA; EKU GPA; ethnicity; gender; grades in required courses (academic and professional studies); standardized test scores; scores on the university writing test and portfolio assessment scores at various “checkpoints” in the candidate assessment system. The office is working to integrate the databases and will coordinate these efforts with the state’s efforts in upgrading and refining the state database and linkages with institutional databases. The state has just received an $11.5 million Title II grant, a portion of which is dedicated to this project.

Content Knowledge for Teacher Candidates

Initial Programs

Candidates for admission to the teacher education program at the undergraduate level must provide evidence of meeting the following requirements that address aspects of the knowledge component:

- 60 semester hours of credit
- Overall GPA and EKU GPA of 2.5 or higher
- Passing scores on one of the following—SAT (990), PPST (Reading 173, Writing 172, and Mathematics 173), ACT (21)
- Specified courses (ENG 101, 102, and 105; a math course above MAT 105) must have a grade of “C” or better
- Pass the University Writing Requirement
- Demonstrate computer literacy by completing a computer course (CSC 104 or CIS 212) with a “C” or better or by successfully completing the written and performance components of the computer literacy test
- Satisfactory completion of a Speech-Hearing-Language screening, and
- Satisfactory recommendations from the advisor and two faculty, including one from the academic major.

Of the 1730 undergraduate applicants (July 1, 2001- June 30, 2002), 402 were admitted. Three hundred ninety-eight of the admitted candidates are white, two are African American, one is Asian American, and one is Hispanic. If candidates are unable to meet application requirements, the Office of Student Services provides them with information about appropriate resources available on campus in Math, Reading and Writing, and test preparation materials.
Advanced Programs

Candidates for an initial license at the graduate level pursue a Master of Arts in Teaching. Candidates may meet licensure requirements by engaging in the regular M.A.T. preparation programs or by pursuing the Alternative Certification Program. At this time, teaching candidates in the alternative route option are seeking licensure in secondary areas, the middle grades and special education. Candidates can also pursue advanced programs in counseling, educational leadership, and director of special education. Due to the overwhelming interest, the unit has established a cap of 40 candidates (20 accepted in both spring and fall) in order to select the most highly qualified candidates. The Curriculum and Instruction Department Committee selects candidates based on the following admission criteria:

- Official transcripts indicating a bachelor’s degree from an accredited institution documenting that they meet the requirements of the degree in the content area they will be teaching. (For middle school candidates, this includes two academic areas.)
- Professional resume, autobiography, and 3 letters of reference documenting relevant life/work/educational experience,
- Evidence of academic achievement shown by any of the following: Master’s degree or 3.0 overall GPA and minimum GRE of 350 verbal and 350 quantitative or 3.0 in last 60 hours and GRE score of 350 verbal and 350 quantitative, and
- Passing scores on the relevant PRAXIS II.

The BOE requested data on how well applicants to the initial teaching programs performed on these admission requirements and received reports on individual applicants over the past three years, both admitted and not admitted, including information on the reasons for denial of admission. A review of these records confirmed that the admitted candidates met the above requirements and that overall GPA’s ranged from 2.5 to 4.00.

Individuals preparing for fields in communication sciences disorders must provide evidence of performance in major and supporting courses, practicum experiences, labs, standardized tests, research projects and portfolios. A minimum overall GPA of 2.8 and a “C” or better in key undergraduate communication science disorders courses are required along with 25 hours of observations with written analysis of client behavior.

As candidates continue in initial licensure programs, they must successfully meet additional content area requirements. Candidates in secondary education programs complete a major in the subject they teach, elementary candidates complete at least 21 hours in a core subject, and middle candidates complete a minimum of 24 semester hours in two academic areas. They continue to demonstrate content knowledge by maintaining a 2.5 GPA or better in these areas and a grade of “C” or better in critical courses. Initial licensure candidates in the MAT programs must complete any content area deficiencies identified by the MAT Committee.
Candidates are also expected to apply an understanding of content knowledge as they complete assignments in methodology courses and early field experiences. Candidates’ work, evaluated by course instructors, is collected in the portfolios that are reviewed at three different points. Review of the portfolios and of the scoring rubric used for the portfolio indicated that content knowledge was not directly addressed through the portfolio process. Content knowledge (“knowledge of subjects”) is addressed on the student teaching evaluations.

A single weakness was identified in the state program review that has been addressed. The ETS report showed a 64% pass rate on the PRAXIS II for Special Education. The College submitted a report to the Education Professional Standards Board (as requested) in July of 2002 to review factors impacting the pass rate and outlining a plan for ensuring higher pass rates. The EPSB approved this plan with the expectation that candidates’ pass rate will be 70% or higher at its November 2002 meeting.

A “Program Review Update” sent to the College Dean on September 23, 2002 by the KY Education Professional Standards Board (EPSB) indicated that all 68 programs submitted to the state, including the new alternative certification program, were in compliance with state certification guidelines. The Content Area Review Committee (who use the standards published by the national specialty organizations) and the Reading Committee of the EPSB review all programs.

A review of program descriptions and of course syllabi indicated that the programs provide planned opportunities for candidates to learn and apply the knowledge, skills, and dispositions outlined in the conceptual framework. Candidates and cooperating teachers reported that the Kentucky Standards were consistently emphasized in their preparation and candidates reported feeling “competent” in addressing the standards. A survey of 269 undergraduate and 424 graduate alumni was conducted in the Spring of 2001. Ten percent of the undergraduate alumni responded and 12 percent of the graduate alumni responded. Alumni reported feeling “competent” to “very competent” in creating lessons that addressed Kentucky’s Core Content for Assessment and national standards (3.4 on a 1-4 scale). The graduate alumni survey focused upon candidate satisfaction with the program and did not address their perceptions of how well prepared they were.

Advanced Programs

Candidates in advanced teacher preparation programs are required to submit transcripts verifying satisfactory performance in subject matter and professional content studies. EKU requires an expanded level of content knowledge in every discipline P-12. Candidates must take a minimum of 12 additional content hours in their teaching area. Evidence of candidates’ content knowledge is also monitored though the use of course assignments, research projects, case studies, and masters’ level comprehensive exams.
Content Knowledge for Other Professional School Personnel

All advanced programs for other school personnel were reviewed by the Education Professional Standards Board and were found to meet certification requirements. No weaknesses were identified.

As mentioned above, data regarding candidate performance during the program is primarily based upon course work and clinical field experiences and that this information is compiled and reviewed at the individual or program level. Two examples of advanced programs that include candidate assessment data in the Annual Program Assessment Report (APAR) matrices are given below.

In 1999-2000, thirty-five of the 37 individuals who took the EKU Tests for School Administrators passed. Thirty-seven of the 45 who took the Principal Test passed. The Annual Program Assessment Review matrix indicated that the student portfolio is being revised and a rubric is being devised in order to enable the portfolio to be used in reviewing candidates’ ability to demonstrate ISLLC standards.

School media librarian specialists complete a Professional Improvement Plan and a portfolio. At this time, the faculty are in the process of updating the portfolio to bring it into compliance with the new national standards. The School Media Librarian APAR Matrix reports the following performance on an oral exam addressing AASL standards: 20% excellent; 53% above average; 20% average and 6% below average.

Interviews of candidates from the advanced programs in teaching, communication science disorders, educational leadership, counseling indicated that they felt well prepared in the professional content required for their careers.

Pedagogical Content Knowledge for Teacher Candidates

At Eastern Kentucky University, teacher education candidates gain a broad knowledge of content specific instructional strategies through required content methods courses, related field and practicum experiences, and through student teaching. In addition, candidates observe and practice content specific strategies in the courses required for their major and/or areas of academic emphasis.

Courses that candidates may take as part of EKU’s liberal studies requirements or as part of their major were recently revised through the collaborative efforts of arts and sciences and education faculty (PT3 grant). Courses were modified to ensure that a variety of appropriate instructional strategies were modeled in the courses and that the content was aligned with the state standards for elementary and middle school teaching. Some of these courses are currently being offered.

All teacher education candidates must complete content specific methods courses that require field experiences. Elementary education majors complete a block of reading/language arts, math, social studies, and natural science specific methods as well
as methods courses in art, music, physical education, health education, and special education. Middle grades majors complete content specific methods courses in each of their two required areas of emphasis (English, math, natural science, or social studies), and secondary teaching majors complete one such course. Candidates in P-12 certification programs (art, French, health, music, physical education, and Spanish) complete at least two courses spanning the P-12 grade range. Each course requires additional content-specific field experiences as well. Candidates in Special Education complete appropriate method courses.

At the elementary, middle, and secondary levels, English/language arts majors practice such methods as reading/writing workshop, literature circles, “Poetry Alive” techniques, writing portfolio development and assessment, sentence combining and WebQuests. In social studies they explore concept attainment and concept development teaching strategies, discovery and inquiry learning, interactive candidate notebooks, case study methods, and project-based learning. Candidates with a science emphasis or major address concept mapping; discrepant events; science fair projects; guided, challenge, and open inquiry; and science process skills. Using manipulatives, Polya’s problem solving techniques, and graphing calculators are examples of math-specific pedagogy for which entries may be found in candidate portfolios.

Student teaching evaluations (using the KTIP) require that candidates demonstrate knowledge and skills in content-specific pedagogy, particularly in the following standard categories: designs and plans instruction, creates and maintains learning climate, implements and manages instruction, assesses and communicates learning results, and reflects upon and evaluates specific teaching and learning situations. Professional competencies are captured in the NTS standards’ categories of collaboration and professional development and in the initial set of items on personal and professional qualities.

One item on the recent survey of graduates (2001) showed that alumni felt well-prepared in planning instruction related to Kentucky and national content standards, 3.4 rating on a scale of 1-4: “not competent” to “very competent”).

Review of lesson plans submitted in portfolios indicated that most candidates were able to demonstrate proficiency in content pedagogy. Interviews with candidates indicated that they felt well-prepared in this area.

**Professional and Pedagogical Knowledge and Skills for Teacher Candidates**

Beginning with their first professional education course EDF 103: Introduction to Education and throughout their programs, candidates become familiar with Kentucky’s New Teacher Standards, standards of appropriate learned societies, Kentucky’s core content for curricula, theories of human development and learning, technological skills, the needs of diverse populations, and varied appropriate procedures for instruction and assessment. Candidates for initial certification must meet all of Kentucky’s New Teacher Standards prior to admission to student teaching and throughout student-teaching
experiences. In particular, candidates demonstrate their pedagogical content knowledge when they design and plan instruction (Standard I), create and maintain learning climates (Standard II), and implement and manage instruction (Standard III) in their teaching field(s). Through these activities, candidates also demonstrate knowledge of content (Standard VIII), ability to effectively communicate the concepts and skills in their teaching fields, effectively utilize technology as an instructional and professional aid, apply methods of inquiry, and connect that knowledge to real-life situations.

Across all programs, candidates seeking initial certification must: successfully complete at least 150 hours of field and clinical experiences and a semester of student teaching; pass the PRAXIS II examinations in pedagogy and in their content area(s) or specialty(ies); and submit a teaching portfolio demonstrating competence in the nine Kentucky NTS. Candidates must also complete all required coursework and student teaching at acceptable levels.

The portfolios in initial teacher preparation programs are organized according to the nine New Teacher Standards. Candidates may select artifacts and work to submit in the Portfolio. Faculty members often provide assistance and guidance in selecting appropriate items, and have designed several course assignments and projects that reflect the nine standards. EKU has established a comprehensive process for using the Portfolio in monitoring candidates’ progress as they move through the program.

The rating sheet used with the portfolio addresses the nine standards or the conceptual framework. The Portfolio is rated using the following ratings: “1” Not Satisfactory, “2” Making Progress” or “3” Satisfactory. The categories included in the rubric are: HomePage/Cover Page and Title Page; Introductory Items; and Standards Entries. Within each of these three areas are the following criteria: “all items completed and acceptable;” “personal introduction informative and professionally prepared;” “technology effectively used such as alignment, spacing, graphics, audio/video, Powerpoint;” “content informative and well written;” “spelling, grammar, and mechanics professional.” Individual reports on the portfolio assessments of candidates in the program were provided but the ratings did not provide adequate information regarding candidate pedagogical skills. BOE team members reviewed several examples of portfolios (most did not include any ratings or evaluations of the portfolio) and found a variety of levels of pedagogical knowledge and skill reflected in the assignments submitted.

Student teaching provides another primary opportunity for assessing candidate’s pedagogical knowledge and skills in EKU’s programs. The mid-term evaluation is completed by the student teacher and cooperating teacher and then discussed with the University supervisor. The candidate’s performance is rated according to some of the following dimensions, using “+” to indicate a strength, “*” to indicate acceptable in the following growth area:

Rapport
Planning
Verbal skills/usage
Non-verbal skills
Written communications
Questioning techniques
Appropriateness of methods and content
Personal appearance
Professional behavior
Team planning
Classroom control
Classroom management
Testing skills
Timing and transition
Knowledge of subjects
Enthusiasm and interest
Bulletin boards and learning centers
Manipulative and audiovisual aids
Penmanship
Resourcefulness

The working relationship is evaluated as “very satisfactory” to “should be terminated.”

An overall assessment of the student teacher’s development to date is given as “better than average;” “standard progress;” “slower than average;” “very slow;” or “unless improvement shows, should be terminated.”

Student teachers are evaluated at least once using the KTIP evaluation. This evaluation form is based upon the Kentucky New Teacher Standards and is quite extensive. Candidates’ performance is rated using the following scale: excellent, above average, competent, needs improvement, poor, not applicable or not observed. Key categories of performance include:

- Personal and professional qualities (responsibility, record-keeping, creativity, flexibility, appearance, composure, acceptance of constructive criticism, spelling, grammar, etc.) Designs and plans instruction
- Creates and maintains learning climate
- Implements and manages instruction
- Assesses and communicates learning results
- Reflects and evaluates specific teaching and learning situations
- Collaboration
- Professional development

At the time of the visit, summary results from the assessments of student teaching were not available.

Candidates in the Master of Arts in Teaching (M.A.T.) programs gain general pedagogical knowledge and skills through methods courses and associated field experiences in which they work closely with a mentor teacher. Candidates also complete a semester of student teaching during which their knowledge and skills in this area are assessed.
The Master’s of Arts in Education (MAEd.), initial certification option in Special Education is based on the Council for Exceptional Children (CEC) Standards and the Kentucky NTS and Experienced Teacher Standards. Candidates take a variety of courses that focus on pedagogical and professional knowledge and skills. Candidates demonstrate their mastery of pedagogical specific content and skills through completion of an action research project and practice content specific pedagogy during field and practicum experiences.

The results of the recent survey of graduates (2001) showed that alumni felt “well-prepared” in pedagogy. The items on the survey are preceded by the following mean rating scale of 1-4 with 4 meaning “not competent to very competent.”

During my first year of teaching I was able to create lesson plans that:

- 3.5 proposed learning experiences that were developmentally appropriate for all learners
- 2.9 incorporated strategies that addressed the diversity of my students
- 2.9 integrated media and technology into instruction
- 3.4 connected instruction to real-life situations and other disciplines

During my first year of teaching, I was able to:

- 3.4 communicate high expectations for all students
- 3.3 engage students in a variety of tasks that reflected real-life situations
- 3.5 use appropriate instructional strategies that engaged students in learning
- 2.6 integrate technology into instruction
- 3.2 use classroom management techniques that fostered self-control and self-discipline
- 3.0 use formative and summative assessment to guide instruction
- 3.2 implement instruction that addressed the abilities of all students in my class
- 2.8 implement instruction that addressed the cultural attributes of all students in my class
- 3.6 communicate accurate knowledge of content
- 3.0 demonstrate a repertoire of discipline-specific instructional strategies
- 2.5 use a variety of software applications to support student learning
- 2.5 integrate student use of technology

**Professional and Pedagogical Knowledge and Skills for Other School Personnel**

Candidates in continuing (advanced) certification programs engage in self-reflection and continued professional growth. A variety of courses that focus on pedagogical and professional knowledge and skills are either required or elected by candidates, such as courses addressing school and classroom cultures, human development, curriculum, classroom management, social and cultural problems, assessment, communities and families, and technology. Many candidates complete action research projects in their own classrooms or in other schools or school settings. Several advanced programs also make use of individualized plans for professional growth in which candidates identify goals in building their professional and pedagogical knowledge and skills and then carry out activities and projects to achieve those goals. Portfolios and interviews with candidates
confirmed that such experiences enhanced their professional and pedagogical knowledge and skills.

**Dispositions for All Candidates**

The conceptual framework has recently been revised to more adequately address dispositions that enable candidates to help all students learn. The definitions and assessments of these dispositions are based upon Combs’ perceptual theory. These can best be described by quoting from a “Perceptual Rating Rubric” used in the screening interview of MAT candidates:

1. **Perceptions of self**
   - **Identified:** the educator feels an oneness with all people. S/He perceives him/herself as deeply and meaningfully related to persons of every description.
   - **Unidentified:** The educator feels generally apart from others. His/her feelings of oneness are restricted to those of similar beliefs.

2. **Perceptions of others**
   - **Able:** the educator sees others as having capacities to deal with their problems. S/He believes others are basically able to find adequate solutions to events in their own lives.
   - **Unable:** the educator sees others as lacking the necessary capacities to deal effectively with their problems. S/He doubts their ability to make their own decisions and run their own lives.

3. **Perceptions of purpose**
   - **Larger:** the educator views events in a broad perspective. His/her goals extend beyond the immediate to larger implications and contexts.
   - **Smaller:** the educator views events in a narrow perspective. His/her purposes focus on immediate and specific goals.

4. **Frame of reference**
   - **People:** the educator is concerned with the human aspects of affairs. The attitudes, feelings, beliefs, and welfare of persons are prime considerations in his/her thinking.
   - **Things:** the educator is concerned with the impersonal aspects of affairs. Questions of order, management, mechanics, and details of things and events are prime considerations in his/her thinking.

Candidates’ dispositions are assessed at the key decision-making points in the assessment systems for programs. In order to assess candidates’ dispositions as part of the admissions process, candidates are required to:

- confirm in writing that they have read the Professional Code of Ethics for Kentucky School Personnel and that they understand the standards for personal and professional conduct which apply to them as educators;
- submit recommendations from faculty, which provides opportunity for the faculty member to identify areas of concern regarding written language,
spoken language, mental alertness, punctuality, attitudes, beliefs, values and commitments to education;

- complete constructed response writings (“The Human Relations Incident” and “My Favorite Teacher”) used to assess dispositions;
- complete a portfolio review and interview conducted by an advisor and another faculty member; and
- submit a “Personal and Professional Fitness Declaration and Criminal Checks” form upon application.

The courses EDF 103: Introduction, EDF 203: School and Society, and EDF 310: Transition to Education particularly emphasize dispositions. These courses are used as part of the “gate” for entry into teacher education. In 103, candidates explore perceptual theory and begin to articulate their own characteristics and explain why they want to become a teacher. They complete several assignments in which they learn to apply the rubric on dispositions. These writing assignments mentioned above “human relations incident” and “my favorite teacher” are also used in the application process for MAT candidates.

In EDF 203: Schools and Society, a revision of EDF 202: Introduction to Education, candidates begin to develop their portfolios and engage in a mentoring project. Candidates complete reflective journals, class assignments, and portfolio entries. At the end of the course, the instructors will verify that the candidate has shown evidence that he/she has the proper dispositions for teaching. The Teacher Education Admission Committee interviews the candidate in situations where the instructor is not able to verify the proper dispositions. The committee will determine if the candidate demonstrates through the interview that he/she has effective dispositions. It is the candidate’s responsibility to provide evidence of appropriate teacher dispositions. If the candidate successfully completes the interview process and the committee verifies that the candidate demonstrates appropriate dispositions, the candidate may continue through the admission process. If the committee determines that the candidate fails to meet the necessary dispositions for teaching the following actions may be taken: candidates may be recommended for therapy, tutoring, field experiences, public speaking, sensitivity training, or other activities as deemed appropriate by the committee. Upon completion of the recommended activities, candidates may participate in a second interview and provide documentation of their efforts to follow through with the committee’s recommendations. Candidates will demonstrate through their behavior and responses that they possess the dispositions appropriate for teaching. Candidates who still fail to demonstrate the necessary dispositions will be informed that they are not able to demonstrate the appropriate dispositions for teaching and will be advised to seek another major. Candidates who fail will not be allowed to continue in the teacher education program.

Candidates who are evaluated as not having appropriate dispositions for teaching may appeal this decision to the unit head or dean of the College of Education. A committee comprised of the dean and the department chairs will review the documentation and interview the candidate. This committee has the authority to overturn the lower committee’s decision or affirm the decision. If the decision is affirmed the candidate will
not be allowed to continue in the teacher education program. If the decision is overturned the candidate may continue with the admission process.

EDF 310 is a class that accomplishes the same thing for candidates who transfer into EKU programs from another institution; candidates must complete all of the screening procedures described above. The clinical experiences provide opportunities to continue to evaluate teacher attitudes and perceptions. Several of the NTS, which are used in the KTIP evaluation during student teaching, address dispositions.

Review of course syllabi and admission materials and interviews with candidates and cooperating teachers confirm EKU’s emphasis upon dispositions. Course evaluations document that a significant majority of EDF 103: Introduction to Education Course participants feel they “have a good understanding about the qualities necessary for being an effective educator.”

**Student Learning for Teacher Candidates**

Candidates in all initial teacher preparation programs complete coursework in assessing student learning. Initial preparation teacher candidates are required to document the impact of their teaching on P-12 student learning in portfolio materials. Candidates teach lessons and units during student teaching and report data indicating the level(s) of student achievement.

The Teacher Education Program Portfolio of each initial candidate has as its main focus Kentucky’s NTS which require that all teachers are able to: (a) design and plan instruction tied to Kentucky’s learner goals and academic expectations, (b) demonstrate knowledge of content in the lessons they design, implement and manage instruction appropriately for diverse groups of students, and (c) assess and communicate learning results. Further, candidates are required to demonstrate that they reflect on and evaluate teaching and student learning, and that they make appropriate changes based on assessment results and adapt instruction to accommodate individual differences.

During courses such as EDF 413/EPY 413, candidates complete a variety of assignments such as designing a test based on learning outcomes for a unit appropriate to their certification. They study, reflect upon and design alternative methods of assessment other than testing, such as portfolios and performance task evaluations of student learning.

Candidates in special education programs must demonstrate skills in diagnosis of academic and behavioral needs of students and in developing appropriate educational plans. Candidates’ ability to evaluate student learning is assessed by faculty at the respective program levels through course assignments, observations of candidates in field experiences and input from cooperating teachers. For example, faculty in initial certification programs (a) conduct exit interviews with candidates completing the program, (b) send follow-up questionnaires to candidates after they complete the program, (c) maintain anecdotal records on candidates as they progress through the program, (d) collect feedback on the performances of candidates from cooperating
teachers, and (e) monitor the scores of candidates on the areas of the PRAXIS exam that are required for certification. During the first year of teaching, candidates further demonstrate that they have successfully mastered the NCATE Standard 1 element 7, Student Learning, when they complete the Kentucky Teacher Intern Program.

**Advanced Programs**

Advanced candidates build upon the knowledge foundation gained through their undergraduate studies in the baccalaureate degree program and through their experiences as P-12 teachers. They study how a student learns (EDF 319), and participate in applied assignments based upon the Kentucky Experienced Teacher Standards.

**Student Learning For Other Professional School Personnel**

Other professional school personnel meet the national and state standards related to enhancing student learning through a variety of activities in their programs. The emphasis in these programs is to ensure that candidates have the skills for ensuring a positive learning environment for students. Field experiences most often provide the context for action research projects and other activities that promote the candidates’ abilities to enhance student learning.

A second key aspect of preparation for other school personnel focuses upon knowledge and skills in gathering, analyzing, and using data in a continuous developmental process applied at the individual, group, or organizational level. For example, candidates in educational leadership conduct research projects designed to assist schools in enhancing their ability to serve students. Candidates in the Counseling Program design programs that meet the needs of particular schools, or develop appropriate programs for individual students based upon information provided by the school. Through such activities as program development, researching issues, and IEP planning, candidates have opportunities to demonstrate their ability to impact student learning.

Candidate and faculty interviews and reviews of candidate materials confirmed that they have opportunities in their preparation to learn how to promote student learning. The examples of candidate work reviewed indicated that they could plan such projects and interventions.

**Overall Assessment of Standard**

Programs provide opportunities for candidates to develop the knowledge, skills and dispositions addressed in the conceptual framework and in the national and state standards. Candidates’ performance is being carefully reviewed at critical check points in the assessment system and data is being used to determine if candidates may continue to progress. Review of key candidate assessment tasks showed that they reflect the unit’s conceptual framework and national and state standards. Evaluation tools generally reflect the conceptual framework. The assessment tools used to evaluate the overall quality of
candidates’ portfolios, a key assessment in programs, do not consistently reflect the conceptual framework.

The unit and its faculty are collecting a significant quantity of data on candidate performance. Some of this data is collected at the unit level through the Office of Student Services (e.g., admissions and certification data), and other data are collected or compiled at the program level. A review of the Annual Program Assessment Review Matrices indicated that programs vary with regard to how much assessment data are collected, compiled, analyzed and reported. However, the preponderance of evidence indicates that candidates meet performance expectations related to knowledge, skills, and dispositions reflected in this standard.

C. Recommendation:

Initial Teacher Preparation Level - Met
Advanced Program Level - Met

D. Areas for Improvement: None
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.

A. Level: Initial and Advanced

B. Findings

Assessment System

The unit is required to participate in several forms of internal and external assessment that are mandated by Eastern Kentucky University, the Southern Association for Colleges and Schools (SACS), Kentucky Department of Education, and the Kentucky Education Professional Standards Board. In addition, the unit has designed new assessment systems and a timeline for implementing those systems. The systems that are already in place collect multiple forms of data related to candidate and program performance, and additional data components are planned for the future. The instruments used to collect all data regarding candidates’ performance and programs reflect the unit conceptual framework.

During the 2001-2002 academic year, the NCATE Standard 2 committee included faculty from each department in the unit, representative faculty from other colleges within the University, teachers and administrators from the local school district, and current candidates reviewed the Unit’s Assessment System. The Committee requested departments and programs within the Unit to report in-depth how they measured the quality of their initial and advanced candidates; the effectiveness of the overall program including its faculty, courses, and advising; and how collaborative these assessment activities were. From the information gathered in this review a Professional Education Continuous Assessment Plan (PECAP) was developed, proposed, approved, and initiated by the unit in the spring of 2002. This plan is now operational.

The Professional Education Continuous Assessment Plan (PECAP) evaluates the ability of the unit to train and educate pre- and in-service educators in the three major elements of the EKU Conceptual Framework for Professional Education Programs – Knowledge, Pedagogical Skills, and Dispositions. It is the method by which all EKU Professional Education Unit programs are reviewed on an annual basis.

Initial Program

Three checkpoints or gates (gateways) are used to assess content knowledge, pedagogical skills and dispositions at the initial level. The gateways include: 1) Admission to Teacher Education; 2) Admission to Student Teaching; and 3) Exit from Student Teaching. Multiple evaluations are used at each of these points.
Gate One: Admission to Teacher Education

Tracking of candidates through the gateways begins with their declaration to enter one of the certification programs. Tracking is a collaborative effort between the candidate; his/her assigned faculty advisor, and the office of Student Services. Tracking begins in EDO 100: Academic Orientation, at an advisor level; in the first professional education courses (EDF 103: Introduction to Education or EDF 310: Transition to Education for transfer candidates); and through initial contacts and work with the office of Student Services.

Candidates and their faculty advisors track and monitor progress through respective programs using CARES (Colonel’s Advising and Registration Equals Success). This secure system is available on-line any time to both the candidate and his/her faculty advisor. The CARES report outlines for the candidate what courses and requirements have been completed and what courses and other requirements remain to be completed.

The office of Student Services, which is responsible for monitoring the admission of students to professional education, formally reviews each candidate’s curriculum between the first and second gates allowing a candidate to be stopped in his/her program if he/she is not progressing satisfactorily. If this action is taken, the candidate is either mentored by the faculty advisor and/or the office of Student Services to help him/her reach satisfactory levels or counseled into other fields if satisfactory completion of requirements is not met or is deemed unlikely. Additionally, certification applications for teachers and school personnel (principals, supervisors, superintendents, counselors, pupil personnel directors, business administrators, librarians, and speech pathologists) are processed through the office of Student Services. Close monitoring of candidates continues through completion of the program and into the first year of teaching.

Formal applications to the professional education program are made to the College of Education’s Office of Student Services after completion of 60 hours credit (excluding developmental level courses). Applicants who are transfer students must first complete 12 hours of credit at EKU. Candidates must have a:

- passing score on one of the tests approved by the Education Professional Standards Board including: ACT (American College Test), PRAXIS I - PPST (Pre-professional Skills Test), SAT (Scholastic Aptitude Test), or GRE (Graduate Record Exam);
- minimum overall and EKU GPA 2.5 or higher in all undergraduate course work;
- satisfactory grade in EDF 103, a grade of "C" or higher EDF 203, ENG 101 and ENG 102;
- satisfactory college level mathematics and computer courses with a grade of "C" or higher (students with prior computer knowledge and skills may demonstrate proficiency by satisfactorily completing both the written and performance portions of the computer literacy test);
• satisfactory performance on the University Writing Requirement; and
• demonstrated proficiency in oral communication including evidence of satisfactory and hearing screening (screening is provided at the Speech-Language-Hearing Clinic).

Candidates must:
• submit satisfactory recommendations from four EKU faculty members including the education instructor, the advisor and two faculty members from the major;
• demonstrate the dispositions for teaching and related professions;
• satisfactorily complete a formal interview which will include the portfolio presentation; and
• complete and sign a "Personal and Professional Fitness Declaration" form.

After the candidate has completed all of the requirements for Admission to Professional Education, he/she is recommended to the Teacher Education Admissions Committee.

The Teacher Education Admissions Committee (TEAC) makes the final approval of candidates’ qualifications for entering the program. TEAC is made up of representatives from the unit, the University, and local school districts. An appeals process for the TEAC Committee decision allows candidates who have been denied admission to the Professional Education Program an opportunity to request a second review of their records as well as a personal interview before the Committee.

**Gate Two: Admission to Student Teaching**

Candidates apply for Student Teaching during the first four weeks of the semester prior to the term in which student teaching is to occur. Applications are evaluated and processed by the Office of Professional Laboratory Experiences in conjunction with the candidate’s advisor, Department Chair, and Office of Student Services to determine whether the candidate has completed all necessary requirements including the successful completion of the Admission to Student Teaching interview and portfolio review.

Again, there are both formative and summative measures that document the candidate’s eligibility for this important event including a second portfolio interview and presentation with the candidate’s faculty advisor and a second faculty member from the candidate’s department and/or program. Entries selected by the candidate from the best work from courses organized around the nine Kentucky New Teacher Standards and are evidence of the candidate’s content knowledge, pedagogical skills, and dispositions for successful teaching. In addition, the portfolio requires reflections on these samples along with a revised philosophy, resume, personal introduction, and professional growth plan. The process ends with acceptance to student teaching and placement in the student teaching site.
Gate Three: Exit from Student Teaching

Student teaching is the final performance for each teacher education candidate. The assessments during this period include observations of the candidate in the classroom, completion of standardized evaluations (required PRAXIS II exams), and exit portfolio presentation and review. Student teaching candidates must have a 1) minimum of four formal visits is conducted by the unit supervisor who provides written feedback regarding the candidate’s progress in the teaching setting; and a 2) minimum of one observation is conducted using the Kentucky Teacher Internship Program (KTIP) observation instrument that includes a rating across all nine Kentucky New Teacher Standards. The classroom cooperating teacher provides continuous assessment and feedback each day of student teaching and transmits weekly evaluations, a mid-term, and a final evaluation to the candidate and the unit supervisor. The final, written evaluation of the candidate is completed by the cooperating teacher and the unit supervisor and includes ratings of specific performances across all nine new teacher standards and an evaluation of the candidate’s professional and ethical conduct and demeanor.

The candidate maintains a reflective journal or reflective entries on lessons each day of the student teaching experience. These reflective writings contain the candidate’s summation of what is being learned, insights into experiences, self-evaluations of successes and areas for improvement and helps them observe develop and refine dispositions. In addition, written critiques of videotaped lessons are prepared and shared with the unit supervisor. Using this reflective process to inform practice, the candidate develops and implements a professional growth plan with the unit supervisor and cooperating teacher.

Portfolio entries in the student teaching placement include evidence of effectiveness of the candidate’s teaching. The candidate’s portfolio is presented to, reviewed, and scored by the candidate’s cooperating teacher and Unit supervisor at the completion of his/her student teaching assignment.

Advanced Program

The Advanced Program Assessment System includes an evaluation of Advanced Professional Education Program candidates’ content knowledge, pedagogical skills and dispositions at seven critical points for degree and non-degree programs. These include: 1) entry into the university; 2) admission to graduate program department; 3) admission to candidacy for a degree and mid-point portfolio review; 4) practicum; 5) internship; 6) assessment and 7) verification of state certification requirements.

Within these first two assessment periods, candidates are tracked by the Graduate School and the by the candidate’s department. Candidates must demonstrate completion of an undergraduate baccalaureate degree in an appropriate field, required GPA from previous undergraduate program, satisfactory scores on the GRE or an alternate examination, and other individual program requirements.
Advanced program candidates must apply for admission to the Graduate School. Candidates must meet the minimum requirements of the Graduate School and the department offering the desired program in order to be admitted to graduate study. After evaluation of an applicant’s credentials by the appropriate department and by the Graduate School, admission may be granted, denied, or deferred. Conditions of admission are explained in a letter sent from the Graduate School. Reasons for not being admitted or for being deferred are provided in a letter from the Graduate School and department. A candidate can make a request for a program time waiver or other deviation from an initially approved program via the candidate’s advisor, department chair, college dean, and the Graduate School. This request is then granted or denied by the Graduate Council. Members of the Graduate Council include faculty from each College, the Graduate School, and graduate student representatives. After approval by the Teacher Education Committee, the Graduate Council is asked to make decisions to approve or deny advanced preparation program and course proposals before being forwarded to other appropriate University committees for approval. The Graduate Council also makes decisions concerning graduate faculty nomination status of instructors who teach advanced program courses.

Candidates in advanced non-degree and degree programs must present a Professional Portfolio that reflects content knowledge, pedagogical skills and dispositions for teaching. These Professional Portfolios are based upon the ten Kentucky Experienced Teacher Standards or upon other appropriate professional standards. Professional portfolio reviews or checks may be conducted at any point during the degree-seeking student’s advancement; however, application for Admission into Candidacy for Degree represents one point of review in many programs. Final review will occur at the time of program completion.

In some programs, review and evaluation of the portfolio is the responsibility of the advisor; in others, the review is incorporated into the comprehensive examination that is part of the program exit procedure. Advanced non-degree programs (Graduate Certification and Rank Programs) have a Mid-point Portfolio Review only which occurs after completion of a specified number of hours in the program and is conducted by the candidate’s program faculty advisor. Candidates in degree and additional certification programs must successfully complete a practicum and/or a student teaching or internship assignment.

Candidates seeking an advanced degree who have made application for graduation must demonstrate the required GPA for their respective program, successful completion of a written and/or Comprehensive Program Assessment and/or a successful Exit Portfolio Review conducted by his/her graduate faculty advisor. Candidates in non-degree programs must demonstrate the required GPA for their respective program and pass an Exit Portfolio Review by their graduate faculty advisor. After successfully completing all exit requirements, all advanced candidates have state certification requirements verified by the Unit certification officer based in the office of Student Services.
The office of Student Services provides department chairs, coordinators and others responsible for individual programs, and individual faculty with information about their respective candidates’ and graduates’ performance on required national assessments. In addition to these report instruments, personnel from the office of Student Services are available to meet with each department chair and with program faculty annually to review and discuss candidate and graduate performance results. The office of Professional Laboratory Experiences is another unit-level office that collects assessment data as it relates to candidate, faculty, and cooperating teacher performance in field placements specifically student teaching. The office of Professional Laboratory Experiences shares this information with each program faculty at the completion of each semester. This office, along with program faculty, uses that information to evaluate future placements and to improve the quality of supervision during this important culminating experience.

Other continuous assessment activities are more program-specific and faculty-specific. Formal activities such as surveys of alumni, surveys of employers, and questionnaires for practicum and cooperating teachers that focus on program effectiveness may be generated by program faculty, by the chairperson of the respective department, by the unit, and by institution and/or state mandated program reviews.

As a result of unit-wide and program-specific assessment reviews, collaborative planning of general education courses designed specifically for candidates pursuing degrees in the unit have been developed. Together, unit faculty (Education and Arts and Sciences) have designed general education courses in the areas of English, Biology, and Physics.

The professional community, including principals, counselors, teachers, alumni of the College of Education, and other agency personnel, has been involved in evaluating, designing, revising, and improving existing programs. The involvement of these stakeholders includes but is not limited to acting as department and program advisory board members, as outside reviewers or participants in course/program development and revisions, or through questionnaires and interviews.

Tracking of candidates and their performance extends through the first year of teaching. Teacher candidates, including those from EKU, completing an initial certification programs are monitored by the Kentucky Teacher Internship Program (KTIP) during their first year of teaching. In addition, all unit faculty members have been trained to serve as KTIP teacher educators. KTIP teacher educators and unit faculty have the opportunity to observe the quality and success of recent graduates teaching within the University’s service area.

Data are collected from a variety of sources that are both unit-wide and program-specific, and the data come from both internal and external sources. Data are collected from entry into a program to at least one year after completion of a program. Unit-wide collection instruments include a Survey of Undergraduate Degree Candidates, Candidate Technology Questionnaire, Student Evaluation of Cooperating Teacher Survey, Student Evaluation of University Supervisor Survey, and Employer Follow-up Survey. Program
specific data collection instruments include surveys, tests, portfolios, student work samples, reflective journals, videotapes, and technology-based projects. The unit has collected data on candidates’ performance using external and internal measurements. However, at the time of the onsite visit, the unit has not consistently compiled the data to provide implications for unit improvement.

As required by the university, the unit is utilizing a five-year Eastern Kentucky University program review cycle titled the Academic Program Review process. This program review is an integral part of each program’s and University’s ongoing assessment and strategic planning processes.

Data Collection, Analysis, and Evaluation

The unit and institution are well on their way to developing a comprehensive system for assessing candidate performance, and they are already collecting substantial assessment data on candidates and programs. The data are collected regularly and systematically. In initial programs assessment data are collected, at a minimum, at admission to the program, prior to student teaching, during and at the end of student teaching, prior to exit from a program, and at least one year after program completion. In advanced programs, data are collected at the same intervals as they are at initial programs except that assessment during student teaching in Initial programs is replaced in advanced programs by assessment during graduate practicum and internships.

Data concerning initial certification and advanced program preparation candidates and programs are collected from a variety of sources on a continuous basis. Candidate assessment data are collected during admission, checkpoint events, and upon program completion exiting. Initial certification and advanced teacher preparation program candidate admission data include a variety of assessments such as: grade point averages, test scores, and portfolio/interview results. Checkpoint events include: admission to student teaching/practicum, advanced degree admission to candidacy and program completion or advanced non-degree portfolio/project review. Information collected from these checkpoint events includes: planned program reviews, grade point averages, and program portfolio or project review. Exit assessment information includes such data as: test scores, exam results, grade point averages, program completion reviews, and portfolio/project/research reviews.

Review of surveys concerning program and unit effectiveness given to graduates of initial certification and advanced preparation programs in 2001 indicate a high degree of satisfaction at both the initial and advanced levels.

The Unit collects information by using multiple assessments from internal and external sources. Data concerning initial certification and advanced teacher preparation candidates are collected systematically representing each part of the unit’s framework: content knowledge, pedagogy skills, and dispositions. Unit and program specific assessments are used to collect data concerning graduate competence. Examples of this assessment data include: initial certification test scores, test scores for school administrators, initial
Assessment information concerning programs is collected and analyzed during the spring and summer semesters by the Program Assessment Committee (PAC) as part of the Professional Education Continuous Assessment System (PECAP). Annual program assessment reports are reported to the Teacher Education Assessment Sub-Committee by each program PAC during the fall semester. Proposed revisions or new program proposals are then submitted to the Teacher Education Committee for consideration and approval. Once approved by the Teacher Education Committee, proposals are forwarded to other appropriate University committees for approval.

Information is obtained and transferred with the assistance of technology-based systems such as: the Kentucky Educator Preparation Program Report Card site, digitally transmitted test scores such as ACT and GRE, BANNER (the University’s information system), and CARES reports. Public access to assessment information can be obtained from sources such as: the Professional Education Unit/College Factbook, the Eastern Kentucky University’s Online Factbook, and the Kentucky Educator Preparation Program Report Card. Additionally, the unit has implemented a system for on-line instructional technology inventory and service requests.

**Use of Data for Program Improvement**

The unit regularly and systematically collects data to evaluate the efficacy of its courses, programs, and clinical experiences. The unit is beginning to compile, analyze and review data regularly and make programmatic decisions. The Professional Education Program and the individual programs that comprise it collect an extensive variety of data on candidate and program performance. These data are used primarily to evaluate individual candidate progress as well as overall program. Within the unit, faculty, administrators, and staff are beginning to compile, analyze and review data regularly and make programmatic decisions based upon these data analyses.

Prior to the 2001-2002 academic year, all programmatic curricular changes went through an extensive review process that began with program faculty approval. Program faculty considered a proposed change, and then forwarded the requested change for departmental approval. Once approved, the department made the proposal to the College of Education Curriculum Coordinating Committee or other appropriate college committee for approval. With the unit’s approval, changes went to the University Council on Academic Affairs and other appropriate institution committees. Requested changes included an explicit rationale statement which, in part, was supported by data that had been collected and analyzed.

In the unit’s new Professional Education Continuous Assessment Plan (PECAP), each individual program generates and receives assessment data from department and unit level evaluation activities. Each program, then, reviews, and synthesizes assessment data related to candidate, graduate, and program performance. In the spring term, the
Department Program Assessment Committee presents a formal report to the department chair. This report summarizes program performance, program goals and objectives for the upcoming year, and proposes any revisions or changes that need to be acted upon in the coming year. Program reports are then submitted to the Teacher Education Assessment Sub-committee. Proposed revisions or new program proposals that come from this assessment review must include specific measures to gauge the effectiveness of changes. Revisions within course content and emphasis may be noted on the Annual Program Assessment Report and implemented by program faculty. For example, when the Education of the Deaf and Hard of Hearing Program reviewed data from a questionnaire sent to alumni and past cooperating teachers and supervisors, one area of preparation receiving low to middle ratings was the ability to share information with families about hearing loss and its educational implications. At a course-level, program faculty have incorporated more content information, the use of case method of instruction, and a parent panel to help candidates become more sensitive to parents’ needs, more aware of resources for working with parents, and more aware of different ways to share information with them.

Proposed revisions or new program proposals that impact candidates at a department and unit level are also proposed within the Annual Program Assessment Report. The proposals are sent to the Teacher Education Assessment Sub-committee for review who submits the proposed changes directly to the Teacher Education Committee for their consideration and approval. Membership of the Teacher Education Committee includes representatives from the Unit, from across the institution and from the professional community allowing for input and reflection from the unit as well as important stakeholders. Once approved by the Teacher Education Committee, proposals are forwarded to other appropriate University committees for their approval. Approved changes and revisions are then implemented with assessment of effectiveness an embedded part of the change. PECAP allows for consistent review across all programs.

Candidates in all degree and rank programs in the department develop professional portfolios to show evidence of specified requirements. Portfolios are used in guiding the development of individual candidate program goals and in assessing candidate understanding of and ability to translate Kentucky’s New and Experienced Teacher Standards into appropriate instructional actions.

**Overall Assessment of Standard**

The unit has a well-developed system to collect, analyze, and use performance assessment data to make candidate and program decisions. In addition, the unit is already collecting a variety of assessment data related to candidate performance and program improvement. The assessment system is based primarily on the standards approved by the Kentucky Education Professional Standards Board. Furthermore, it is correlated to some extent with other programs that assess candidates on additional indicators of performance specific to that program. The unit made available assessment results generated by its offices in a variety of formats; however, it became clear to the BOE that data were not being regularly and systematically compiled, summarized, and analyzed. As a result, it is
not yet clear how the unit will shape the results of data collection for decision making in the future.

C. **Recommendation:** Met

D. **Areas for Improvement:**

**New:** Data are not regularly and systematically compiled, summarized, and analyzed.

Rationale: The lack of regular, systematic compilation, summarization, and analysis of data inhibits the unit’s ability to describe its overall effectiveness and plan for future improvements.
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.

A. **Level**: Initial and Advanced

B. **Findings**:

**Initial Programs**

All candidates in initial programs complete a minimum of 150 clock hours of field experiences associated with the various education classes. The field experiences are designed to involve candidates in real-life, authentic situations. Field experiences address the teacher attitudes and perceptions that the unit faculty members believe to be necessary to make a successful teacher. Field experiences begin with the “foundations” courses, EDF 103 Introduction to Education (8 clock hours), EDF 203 Schooling in Society (12 hours), and EPY 319 Human Development and Learning (15 hours); and culminate in student teaching. The experiences include mentoring, case study development, reflective teaching, and curriculum development. The requirements are documented in the course syllabi.

EKU also has a 39-hour Master of Arts in Teaching (M.A.T.) program, which serves as the institution’s alternative route to certification program. Through this program, students who already have completed a Bachelor’s degree in a teaching field are given the opportunity to acquire certification while completing a Master’s degree. Candidates in this program participate in a series of core courses (EGC 820, EGC 830, EGC 845, EGC 847, and EGC 889) that include field experiences. Candidates also must complete the appropriate methods course in their field, which requires an additional 20 clock hours of field experience. They also complete a student teaching/practicum semester (EGC 846). Students who are employed by a school system and have their own classroom may use hours spent there as a replacement for some field placement hours, and they complete the Kentucky Teacher Internship Program during their second year. There is an equivalent program in Learning and Behavior Disorders (LBD).

**Advanced Programs**

Students in the advanced level programs complete the field experience/practicum requirements unique to each program. Programs require such experiences as: Principalship, Superintendency, Library Science, School Counseling, Mental Health Counseling and Student Personnel Services.
Collaboration between Unit and School Partners

In an effort to ensure consistency for field/clinical experiences in the initial programs, the unit has established a Field Experiences Committee. This committee, chaired by the director of the office of Professional Laboratory Experiences, represents the various departments in education as well as school partners and other departments within the institution. Committee activities include periodic reviews, experience analysis and actions taken. The work of this committee has resulted in major changes relative to field experiences, as reflected by the course syllabi for the three foundations courses. These changes have been verified through interviews with students, faculty and classroom teachers associated with field experiences.

During student teaching, each student teacher evaluates the cooperating teachers. The director of the office of Professional Laboratory Experiences maintains files that determine whether that cooperating teacher will be used again. Cooperating teachers and the student teachers both evaluate the supervising teacher. The principals meet annually with the director to review the experiences in their building. He reviews the material to plan and make placements for the next semester/school year.

Design, Implementation and Evaluation of Field Experiences and Clinical Practices

Initial Programs

Prior to student teaching, all candidates in initial programs complete a minimum of 150 clock hours of field experiences associated with the various education classes. The experiences for each program are designed, implemented and planned by department chairs working with program coordinators and faculty.

Field experiences are designed to meet the unit’s conceptual framework, which includes the professional and pedagogical knowledge and skills defined by state and national standards. In particular, initial certification candidates must meet pedagogically oriented and professionally oriented standards of the Kentucky New Teacher Standards.

In 2001-2002, 253 candidates were accepted into student teaching. Seven candidates were ineligible to student teach, primarily due to low GPA or failure to complete required courses with a “C” grade.

A survey of education course syllabi shows an alignment between these standards and course assignments. Students develop lessons/activities that, along with their reflections, become part of their permanent portfolio. Classroom teachers and unit faculty associated with the field experiences also use a variety of instruments to assess the students’ skills and dispositions. Formative and summative evaluations for these field experiences are closely tied to these state standards as well as those of national organizations. The standards vary from program to program and are documented by a student portfolio.
Through field experiences aligned with methods courses in regular education and special education, candidates observe, plan, and teach content-specific lessons, develop teaching materials, design bulletin boards, tutor individual candidates, work with small groups, and assess candidate work to make appropriate accommodations and modifications for diverse learners. Cooperating teachers report that during student teaching, candidates have access to Smart Boards, digital cameras, photo-gates (science classes), graphing calculators (mathematics classes), and computers on wheels. Student portfolios and interviews document that students have used technology as teaching tools.

Student teaching encompasses 16 weeks of clinical practice, 8 weeks at two different placements for elementary, special education, and middle school programs, and 14 weeks at one placement or seven weeks each at two placements for secondary student teachers. Formative evaluation, in the form of a professional development plan, helps candidates continue to develop the content, pedagogical skills, and dispositions outlined in the conceptual framework.

School-based faculty and cooperating teachers are selected to supervise candidates based on their previous teaching expertise and demonstrated ability to guide and assess teacher candidates. Cooperating teachers meet the standards for experience and advanced training as required in Kentucky. Classroom teachers who meet these minimum requirements must apply in writing to the director of Professional Laboratory Experiences. The unit then provides these teachers with the training necessary to work with an intern or student teacher. Training includes assessing teaching performance, providing timely feedback, mentoring the novice teacher, as well as developing, implementing, and monitoring the candidate’s professional growth plan.

Each candidate interviews with a specialist in their teaching area who makes a recommendation on where to place the student teacher, sometimes with a particular cooperating teacher or school. These recommendations are forwarded to the director of Professional Laboratory Experiences who reviews evaluation data on cooperating teachers, calls the principals, and gets a written confirmation of the placement. Student teachers are notified of the placement.

During the field experiences/student teaching, candidates are evaluated weekly by their cooperating teachers who report the findings to the supervisors. In addition, the unit has created an evaluation instrument, which is completed by school partners, to be used with all field experiences.

Advanced Programs

Several graduate programs have practicum experiences attached to courses. The courses, EAD 810: Educational Leadership Practicum and EAD 821: Practicum in Administration and Supervision require program candidates to do a field experience as part of the course’ requirements. The graduate program in educational leadership (either those with certificates seeking an MA or Rank I or those seeking to convert to a P-12 certification) includes a full semester practicum. Candidates are required to log a total of 30 hours at
the various school levels. In the EAD 879: The Superintendency Practicum, candidates are also required to do a field experience in a school setting. Candidates for the superintendent certificate complete a full semester mentorship, usually at a local district, since candidates are usually fulltime employees working in schools. Candidates complete a variety of tasks that both self-assess and externally assess their competence as potential superintendents of schools.

In Library Science Practicum (LIB 870), candidates complete a four (4) week, full day, experience in public school library/media centers. Sites are selected to match candidates’ needs, particularly regarding driving distances, since these practicum are completed in the summer or during the academic year.

Candidates seeking certification in School Counseling do a practicum in COU 880: Counseling Practicum. The practicum consists of a full semester. In 881: Internship Counseling, candidates complete 100 hours of field experience, 40 of which will be in direct counseling experience and 60 will be indirect counseling experiences. Candidates complete a full semester of field experiences in that Human Services/Student Personnel Program while they are enrolled in COU 845: Internship Personnel Student Personnel Services.

**Candidates’ Development and Demonstration of Knowledge, Skills and Dispositions to Help all Students Learn**

**Initial programs**

Teacher candidates must be admitted to student teaching. Applications are evaluated and processed by the office of Professional Laboratory Experiences in conjunction with the candidate’s advisor, department chair, and office of Student Services to determine whether the candidate has completed all necessary internal and external requirements. These requirements include a minimum 2.5 GPA in education and content courses, a valid medical examination, a crime check and an ethics declaration.

During student teaching, candidates must demonstrate continued progress toward the nine standards leading to an exit review assessed by the cooperating teacher, the candidate, and the university supervisor. Cooperating teachers and university supervisors complete a mid-term evaluation and a final evaluation. Candidates also complete a variety of performance-based activities that document their pedagogical and professional knowledge and skills. Candidates reflect on their experiences through journal writing and formal evaluations. The student’s reflections are graded by the unit supervisor and placed in their portfolio.

Initial teacher certification candidates demonstrate specific content knowledge in the subject area they teach as they apply principles of effective teaching in methods courses and during student teaching. Specifically, Kentucky’s New Teacher Standard VIII Knowledge of Content is referenced in course objectives and activities. Individual course
sylab.i outline knowledge criteria, course activities, products, and evaluations. Evidence of content knowledge can be found in undergraduate candidate portfolios.

Candidates enrolled in the Secondary/P-12 Master of Arts in Teaching or the Middle Grades Master of Arts in Teaching (initial teacher certification programs) in the Department of Curriculum and Instruction complete an undergraduate content degree prior to admission to the M.A.T. Program. Unit content faculty review transcripts for secondary/P-12 candidates to ensure adequate content knowledge. Since middle grade certification involves two academic areas, program faculty evaluates candidates’ transcripts to determine whether they have adequate background in two chosen areas. Applicants for M.A.T. Programs must pass the PRAXIS exam(s) in their content field(s) and complete a minimum of 12 semester hours of advanced course work in their content area(s). Evidence, including an action research project related to classroom practice that is completed in the capstone course, can be found in candidates’ program portfolios. Candidates further demonstrate knowledge through a required written report and by a passing score on comprehensive exams at the end of their program.

The only program for “other professional school personnel” at the initial level is Communication Disorders. In this program candidates demonstrate their content knowledge by their ability to explain and apply principles and concepts delineated in professional (ASHA) and state standards. They provide evidence of content knowledge through their performance in practicum experiences, labs, standardized tests, research projects, and portfolios. Students in the program must complete 25 hours of observation during which a written analysis of client behavior during each observation reflecting knowledge of and ability to use content in their field is required.

Unit faculty members have attempted to arrange a number of field experiences in classrooms that represent varying degrees and types of diversity and exceptionalities. Some candidates have also traveled to Lexington and Louisville to observe and interact at schools with highly diverse populations. Other program experiences are designed to include P-12 schools and other appropriate settings such as child care centers, agency settings, and clinical settings. Model Laboratory school, where many field experiences take place, has made a conscious effort to increase the diversity of its student population.

Graduate program field placements are in a rich variety of settings with diverse populations of children. Communication disorder candidates are exposed to diversity and technology in their field experience when working with children unable to use speech, who require communication devices. Candidates work with students from various cultural backgrounds and sometimes have clients with multi disabilities. Candidates often have caseloads of at least 60 to 65 clients ranging from normal to severe communication disorders.

**Overall Assessment of the Standard**

All candidates in initial and advanced programs complete field experiences associated with the various programs. The nature and required time of the experiences vary from
program to program, but all are designed to involve candidates in real-life, authentic situations. A Field Experiences Committee, representing various departments in education as well as school partners and other University departments, examined and evaluated the field/clinical experiences in the initial programs. The work of this committee has resulted in major changes relative to field experiences, as reflected by the course syllabi for the three foundations courses.

Student teaching encompasses 16 weeks of clinical practice, eight weeks at two different placements for elementary, special education, and middle school programs, and 14 weeks at one placement or seven weeks each at two placements for secondary student teachers. Formative evaluation, in the form of a professional development plan, helps candidates continue to develop the content, pedagogical skills, and dispositions outlined in the conceptual framework.

C. **Recommendation**: Met

D. **Areas of Improvement**:

Corrected
(Old Standard I.H.) The unit does not consistently select and design field experiences that are well planned and of high quality for candidates. (Initial)

Rationale: Beginning with the foundation courses, the unit has developed a varied sequence of field experiences that appear to prepare the teacher candidates to apply and reflect on their knowledge, skills and dispositions. Field experiences are tied to the New Teacher Standards. Rubrics and assignments clearly articulate the proficiencies that candidates are expected to demonstrate. The experiences are designed to give candidates the opportunity to work with diverse populations, including students with exceptionalities.

New: None
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.

A. Level: Initial and Advanced

B. Findings:

**Design, Implementation, and Evaluation of Curriculum and Experiences**

There is a clear commitment to enhancing diversity at the Professional Education Unit level, as well as at the University level. The Professional Education unit has established ten purposes, one of which is “to provide the academic and field experiences necessary for candidates to function effectively in a culturally diverse society.” The Conceptual Framework for the unit is composed of three elements: knowledge, pedagogical skills and dispositions. Specific dispositions related to those identified by the unit include: self-perceptions that allow for identifying with diverse student populations; perceptions of students as able learners and worthy individuals; perceptions of the purposes of education in a larger context; and, frames of reference as people oriented. Curriculum, instruction, assessment and operational aspects of the unit reflect the diversity emphasis established by the stated purpose of the unit and by the commitment expressed in the Conceptual Framework.

For curriculum development and program and candidate assessment, all initial and advanced programs at Eastern Kentucky University (EKU) utilize the required state-mandated New Teacher Standards or Experienced Teacher Standards. These standards, monitored by the Kentucky Education Professional Standards Board, contain standards and related performance criteria expectations that address diversity. In addition, some course syllabi in the unit include a series of professional strands that address specific topics considered integral to the curriculum. These strands were the organizing elements for the unit before the adoption of the current conceptual framework “Effective Educator as an Effective person.” Diversity and inclusion/exceptionalities represent two of the strands identified.

Within the various EKU programs at the initial and advanced levels are entire courses that focus on differences inherent in human development, multicultural issues, and exceptionalities. Specifically, candidates in initial programs begin with classes EDF 103 (Introduction to Education) EDF 203 (Schooling and Society). These courses stress the dispositions and characteristics of effective educators and provide opportunities for field experiences in a variety of diverse settings. In addition, candidates will take one or more classes that focus on the developmental differences of students and the influence of family, ethnic, cultural and regional differences. These classes include EDF 319 Human
Development and Learning (initial programs) and EMS 839 Multicultural Education (advanced programs).

Candidates in professional education programs take one or more courses in meeting the needs of learners who have exceptionalities. The course, SED 401: Exceptional Learners in Inclusive Classrooms, is taken by all initial program candidates with the exception of special education majors and physical education majors (who take PHE 562: Adaptive Physical Education). Candidates in graduate programs for initial certification choose from several options, including SED 800: Exceptional Learners in the Regular Classroom and SED 775: Nature and Needs of Exceptional Learners.

Advanced programs also include a required focus on diverse populations. Educational Leadership requires three courses that include a focus on diversity (EAD 801: Introduction to School Leadership, EAD 831: Collaboration, EAD 846: Community and School Relationship. The Counseling and Educational Psychology program infuses multicultural issues across the curriculum and requires COU 804: Counseling Diverse Populations.

Throughout the course work and field/practicum experiences, initial and advanced programs are designed to provide a foundation for the candidate’s understanding of, and proficiency with, diversity in the classroom. In the initial and advanced programs, candidate knowledge and skill related to diversity are assessed through multiple assessment opportunities. All candidates must complete written reflections and other assignments and prepare a portfolio which documents the candidate knowledge and skills related to utilizing teaching and methods that are responsive to diverse needs of students and also relate to the candidate’s ability to assess student learning. Assessments of candidate knowledge, field experience/student teaching is also completed by supervising and cooperating teachers. The evaluation forms utilized by supervising and cooperating teachers have been updated by some programs (and in process of being updated by other programs) to more clearly address the diversity dispositions and Kentucky Teacher Standards), reports and presentations, and/or development of instruction-related materials are also used to evaluate candidates.

Each program completes an Annual Program Assessment Report Matrix that analyzes information about student performance in several areas, including performance on the Kentucky Teacher Standards for Preparation and Certification (which include standards inclusive of diversity and related performance criteria). This assessment process provides information for program planning/improvement and is reviewed by the Teacher Education Committee. Information available from Annual Program Assessment Report Matrices, portfolio artifacts and evaluation rubrics, and interviews with students, cooperating teachers and administrators confirm that EKU candidates possess the knowledge, skills and dispositions to help all students learn.
Experiences Working with Diverse Faculty

Candidates interact in classroom settings with professional education faculty and faculty from other units from diverse ethnic, racial and gender, and exceptionality groups. The faculty includes African American professors as well as professors from Sierra Leone, Pakistan, Iraq, Hong Kong and the People’s Republic of China. Minority composition of the unit faculty (10%) exceeds the composition of the overall University (8%), exceeds minority composition of the Service Region (4.3%) and the immediate surrounding area (Madison County-7.6%). The proportion compares favorably with the state minority population of 10.7%. The limited minority population in the Service Region results in a limited pool of diverse cooperating teachers in the field experience settings; therefore, candidates have limited opportunities to interact in classroom settings with school faculty from diverse ethnic and racial groups.

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<tr>
<th>Year</th>
<th>University*</th>
<th>% Minority</th>
<th>COE</th>
<th>% Minority</th>
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<td>8.0%</td>
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<td>10.0%</td>
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*Does include non-resident aliens

The unit, along with the institution, recognizes the importance of creating a learning climate that is inclusive, open and more focused on enhancing diversity within the faculty. The unit has several initiatives in place related to faculty and diversity that support this focus. Examples of these initiatives are described below.

The unit has an active Multicultural and Diversity Issues Committee (Diversity Committee). The committee includes representation from several organizational units within the College of Education (COE) and other offices in the university that have specific assignments related to recruitment and diversity issues (such as the Student Success Institute, Multicultural Affairs, and Career Services). The chair of the COE Multicultural and Diversity Issues Committee and another one of the committee members participate on the University Diversity Committee. These coordinated efforts help to maximize the impact on recruiting and retaining excellent candidates for unit programs.

The committee has provided leadership for the development of the “Recruitment and Retention Action Plan” for the professional education unit. The major purpose of this plan is to increase the number of candidates and faculty from diverse backgrounds in professional education programs at Eastern Kentucky University and to create an environment within the COE that welcomes students, faculty and staff from diverse backgrounds. Although a priority focus of the Diversity Committee and the Recruitment and Retention Action plan is increasing the race, color and national origin diversity of faculty and candidates, they also focus on diversity issues related to gender, sexual orientation, and exceptionalities. The plan has only recently been formalized; however...
some components have already been implemented. Funds from the Regional University Excellence Trust Fund are designated to support the work of the Diversity Committee and the activities under the recruitment and retention plan.

Administrative commitment from the institution and the work of the Unit Multicultural and Diversity Issues Committee, and elements of the Recruitment and Retention Action Plan have supported a number of initiatives including the hiring of a Recruitment and Retention Specialist for the unit who has responsibilities for:

- overseeing of the activities of this plan, monitoring progress,
- providing an evaluation of the impact of the plan on a regular basis, and serving as a liaison between the various EKU offices/organizations and the unit to ensure collaboration;
- planning to assure affirmative efforts to advertise/attract diverse applicants; developing strategies centering around enhancing the environment for diverse faculty and candidates;
- retaining an African-American elementary teacher to serve as a unit foundations instructor for a one-year appointment; and,
- developing and sponsoring an annual Diversity Conference and other faculty in-service opportunities.

Interviews and information obtained from the website point to other collaborative efforts between the unit and education stakeholders, such as the development and delivery of professional development/in-service to P-12 institutions related to diversity issues.

**Experiences Working with Diverse Candidates**

The unit has a 6% minority candidate population. This figure has remained fairly constant over the last 4 years. This exceeds the 4.3% minority representation of the Service Region but is slightly below the 8.5% overall institution minority enrollment. The Racial/Ethnic origin of unit candidates includes: American Indian/Alaskan Native, Asian/Pacific Islander, African American and Hispanic.

<table>
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<tr>
<th>Professional Education Candidates with Minority Backgrounds</th>
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<tr>
<td><strong>AACTE/NCATE Reports</strong></td>
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<td><strong>YEARS</strong></td>
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Candidates have opportunities to work together on committees and education projects related to education and the content areas through a variety of unit and institution-wide activities. These opportunities are a rich supplement to diversity experiences candidates have through direct classroom experiences. The unit is committed to increasing candidate diversity and is actively employing strategies to address that commitment. As discussed
above, the Diversity and Multicultural Issues Committee (Diversity Committee) is well
established. In addition to the components of the Recruitment and Retention Action Plan
discussed above, following are examples of initiatives/activities that are specifically
targeted at increasing candidate diversity.

Future Teacher Day is an activity that targets high school students and provides an
opportunity for those students to come to campus for the day. Strategies that specifically
consider diversity are included in the planning and implementation of the activity. The
most recent two Future Teacher Days attracted nearly 700 total students.

Program candidates are selected (and paid) to serve as representatives in the Teacher
Corps. Their activities include recruitment on and off campus. The individuals
interviewed were very clear about the priority the group has for attracting diverse teacher
preparation students. Several scholarship funds have been created and support services
have been targeted at recruitment and retention of diverse candidates.

Active student organizations that are program specific are available to candidates.
Examples include a middle school organization, special education organizations, and a
graduate counseling organization. In addition, there are campus-wide organizations that
have a foundation in addressing diversity, including WILL (gender-related), PRIDE
(sexual orientation) and the Association of Black Collegians.

**Experiences Working with Diverse Students in P-12 Schools**

Candidates have experiences in the classrooms of the Service Region that represent
varying degrees and types of diversity and exceptionality. Placements in the service
region may be in schools that: represent a minority composition equal to or above the
minority average representation for service region; serve a significant representation of
special education students; and/or enroll significant numbers of students who come from
low socioeconomic status. Information about the placement of program candidates in
diverse settings is currently not tracked by the unit. However, there was evidence of
discussion within the Professional Laboratory Experiences Office has focused on creating
a process for this purpose.

The Model Laboratory School (Model), which is also included in the service region, has a
growing and increasingly diverse special education population with approximately 11% of
the student population requiring an IEP. The minority student population at Model is
currently 12%, which represents a significant increase over the 5.4% representation found
during the previous visit.

In addition to field experience sites in the service region, the unit has developed a
relationship with schools in Jefferson County to increase opportunities for candidates to
have experiences in diverse settings. The minority representation in Jefferson County is
significantly higher than schools in the designated Service Regions of EKU and ranges
from 29%-80%. Special education student proportion ranges from 2%-100%, and low
socioeconomic status ranges from 10%-85%.
Candidates have several opportunities to observe and work in field-based settings. The first experience is during EDF 103: Introduction to Education and is heavily focused on self-reflection related to dispositions and diversity components. Subsequent field-based experiences (including student teaching, practicum and clinical experiences) are also designed to include candidate self-assessment opportunities related to diversity and also provide for opportunities for candidates to consider how they can adapt instructional methods to address diverse needs in the classroom and to develop skills for assessing and documenting their impact on student learning. Evidence of this was found in student portfolios. Supervising and Cooperating Teacher Assessments have been designed to evaluate the candidate knowledge, skills and dispositions observed during the field placement are based upon the Kentucky standards for teacher preparation and the related performance criteria for those standards. These standards include diversity components.

**Overall Assessment of Standard**

Teacher preparation programs have required course content and experiences that address issues of diversity. Candidates demonstrate knowledge, skills, and dispositions related to diversity through coursework and through experiences in diverse field-based (including practicum, student teaching and clinical) settings. Evaluation instruments used to assess student field experiences contain the Kentucky Teacher Standards that include performance criteria directly associated with diversity. In addition, candidates are required to complete field-based assignments and assessments that provide opportunities for them to reflect on their knowledge and skill strengths, areas for improvement, and dispositions.

The Professional Education Unit is committed to enhancing faculty and student diversity in undergraduate and graduate programs. The COE Student/Faculty Recruitment and Retention Action Plan is finalized and some components have been implemented. In addition, there is evidence that significant planning has taken place to implement additional components of the plan.

**C. Recommendation:** Met

**D. Areas for Improvement:**

*Corrected*

(Old Standard I.H.) The breadth of candidate involvement with professional best practices is limited by the lack of diversity in the student body at the Model Laboratory School.

Rationale: Minority enrollment at the Model Laboratory School is currently at 12% (as compared with 5.4% during the last visit).
Corrected
(Old Standard II.B.) A plan for recruiting and enrolling diverse candidates is not in place. (Advanced)

Rationale: The unit has developed the “Minority Student/Faculty Recruitment and Retention Action Plan.” The plan was developed with the involvement of unit faculty and staff and the Multicultural and Diversity Issues Committee (which includes representation from other university offices with assignments related to recruitment and diversity issues).

New:
There is no assurance that all teacher candidates have experience in diverse settings.

Rationale: There is no system in place to ensure that all teacher candidates have experience in a diverse setting.
5. Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in teaching, scholarship, and service 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.

A. Level: Initial and Advanced

B. Findings:

Faculty and Faculty Qualifications

The Eastern Kentucky University Professional Education Unit faculty consists of 76 fulltime and 47 part-time members in three departments, including Counseling and Educational Leadership, Curriculum and Instruction, and Special Education. Eighteen (24%) of the College faculty hold the rank of Professor and 18 (24%) hold the rank of Associate Professor, while 33% are Assistant Professors and 8 (10%) are Instructors. Almost half (49%) of the faculty is tenured; 17% are tenure-track and 34% have visiting or non-tenure track status.

A fourth department, the EKU Model School, employs 49 teachers who, in addition to their regular teaching of students in nursery school through 12th grade, serve as some of the supervising teachers for field experiences and student teaching. Sixteen (33%) of the Model School teachers are tenured, and the balance of its faculty is tenure-track.

The unit also retains 47 part-time faculty. Four of these are Model School teachers; three are unit administrators (it is the Dean’s guideline that administrators teach at least one course). Four of the part-time faculty teach more than one course. A majority of the part-time faculty members are graduates of the EKU program or have been identified for their accomplishments in P-12 schools. Several retired principals and superintendents, currently practicing teachers and school counselors, and practitioners with technology expertise are among the adjunct faculty.

The unit reports that it collaborates with 129 cooperating teachers or internship resource teachers in local schools (this number includes Model School teachers). These teachers meet the highest criteria defined by state regulation. They are licensed in their fields, have a Rank II certificate (Master’s degree or significant training beyond a Bachelor’s) plus four years of teaching experience, and some are trained in the Kentucky Teacher Intern Program (KTIP).

Ninety-two percent (92%) of the fulltime faculty have earned doctorates and, according to faculty report, 84% have licensure or certification in the areas in which they teach. Ninety-five percent of the part-time faculty members have master’s degrees and 5% have
doctorates. Similarly, 6% of the Model School faculty have earned doctorates; 85% have Master’s degrees, many with advanced areas of study. A majority (64%) of Model School faculty members have more than 10 years of P-12 teaching experience.

**Modeling Best Practices in Teaching**

A review of programs, course descriptions, and syllabi revealed that courses are well planned to address objectives important to the Kentucky Education Reform Act, to the Kentucky Teacher Standards, and to the Unit’s Conceptual Framework. The Conceptual Framework (Content + Pedagogy + Dispositions = Effective Teaching) diagram appears on virtually every syllabus and is widely displayed in classrooms; content and pedagogy are addressed by many course projects. About half of the unit syllabi also reference 10 “Professional Education Strands.” These strands – field experiences, metacognitive skills, communication skills, research skills/independent learning, planning skills, technology, professional/social skills, teaming/collaboration, continuous authentic assessment, diversity, inclusion/exceptionalities, professional development plan, professional portfolio – predate the current conceptual framework but are still considered useful by many faculty: course projects and assignments are listed under these headings, providing conceptual continuity within the unit.

A unique feature of the preparation programs is the emphasis on the dispositions to be an effective person and an effective educator. The unit has initiated a series of introductory courses in which the student is introduced to assessing his/her dispositions; faculty have learned to evaluate a candidate’s dispositions as a part of the evaluation process of candidates at admission to the program and admission to student teaching. The “language” of dispositions is making its way into methods courses and scoring guides. Although the program is new and there has been limited implementation, results suggest that students can identify if teaching is not a “fit” for them and select other majors; likewise, faculty are learning to recognize students who need more work to develop the dispositions necessary to a successful student relationships.

Students are assessed in each course by a variety of means, as evidenced by portfolio entries, course syllabi, and artifacts found within the College environment. Examinations, written work, and class participation are the predominant assessments but many courses also use case studies, videotapes of field-tested lessons, short and long-term projects, and web-based products for evaluating student learning. Some faculty use helpful and detailed scoring guides to explain and assess student work; others use student conferences and student self-reflection as evaluation tools.

Faculty self-assessment of teaching is a part of the regular annual performance review. Faculty respond to student ratings of their courses with plans for improvement and report using student performance on course projects in a feedback loop to revise projects and pedagogy. Students report that the unit faculty teach somewhat better than their university counterparts; students rate 48% of classes “high” or “high average” teaching ratings, while they rank only 43% of university classes with these highest scores. Likewise, students give an “average” teaching score to 35% of unit classes and to 39% of university courses; several faculty have won awards for teaching from both the university
and professional organizations, and a few Model School teachers have earned additional credentials such as National Board Certification.

Department chairs decide teaching assignments based on faculty performance, student need, and faculty qualification. Adjunct professors are hired when fulltime instructors cannot be assigned.

**Modeling Best Practices in Scholarship**

Eastern Kentucky University expects its tenure track faculty to participate in scholarly activities, including publications, presentations, creative performances, exhibitions, grant and contract activities as appropriate in their academic discipline as a part of promotion to associate and full professor. The unit expects its faculty to serve on department level committees and one or more college or university level committee. Twenty (20) faculty reported publishing scholarly writings in the last five years, and 38, including some Model School teachers, reported that they had presented papers at professional meetings. Some faculty also serve as editors of Kentucky-based journals, others reviewed submissions to local and national professional journals. A few faculty expressed concern about not having time to develop an active research agenda due to their heavy teaching and advising loads. The unit is host to three state journals and to the Center for Middle School Academic Achievement.

The unit had a productive funding year in 2001, having been granted $4,477,709 for research and training in areas such as school-based decision-making, advancing early literacy, middle school academic achievement, and training in communication and speech disorders.

**Modeling Best Professional Practices in Service**

The unit expects its tenure-track faculty to produce evidence of service to the institution, the profession, and the community in order to advance in rank. Required service includes serving willingly on departmental, college and institution committees, belonging to professional organizations, and working cooperatively with colleagues and administrators. For meritorious performance in service, the guidelines for promotion and tenure expect faculty to 1) be active in leadership roles and responsibilities in professional organizations, 2) provide consultation and professional development to the P-12 community, 3) serve as an active advisor to student groups, 4) provide service to the profession or community agencies.

Unit faculty are extremely service-oriented as demonstrated by their abundant, consistent, and sometimes innovative relationships with a wide variety of organizations. They serve their departments and college on a variety of program-related initiatives, including the creation of the new conceptual framework and the move to measure and teach for dispositions. Unit faculty serve their professions by holding many leadership positions in a variety of local, state, and international organizations, including the Learning Disability Association of America, the Mid-South Educational Research Laboratory, and the Kentucky Art Education Association. Several faculty serve as teacher or administrator
coaches in the required Kentucky Teacher Internship Program (KTIP) and Kentucky Principal Internship Program (KPIP). They provide professional development to numerous groups with such diverse agendas as curriculum alignment, middle school mathematics, speech-hearing screenings, substitute training, and parental involvement. The unit is distinguished by the numerous service roles of most faculty; 86% of the faculty self-reported meritorious service.

**Collaboration**

Unit faculty make consistent efforts to collaborate across the university and across the state. A number of grant-funded centers have as their centerpiece state service and collaboration. Notable examples include the Kentucky Educational Collaborative for State Agency Children (which serves 15,000 identified children in 60 school districts statewide) and AmeriCorps (which provides 41 reading models, trained by EKU faculty, to 20 school districts). The Center on Deafness is one of ten programs in the U.S. funded by Vocational Rehabilitation that collaborates with others to focus on the daily living needs (for example, legal services) of the hearing impaired.

There appears to be a constant exchange between the unit faculty and the P-12 community, as reported by school principals, superintendents, and full- and part-time faculty. The activities of the Center for Middle School Academic Achievement include the development of graduate level courses in the middle school core content areas. Through the Southeast/South Central Educational Cooperative, the unit offers professional development for P-12 faculty and other worthwhile services, such as pamphlets for bus drivers and parents of special needs students. The Center for the Renewal of Schools and the Education Profession, sponsors a significant and innovative program in which a Professional Educational Fellow (university faculty) is released to address an academic concern identified by a P-12 colleague. To date, 44 fellows have given their expertise to this effort, developing projects to expand the caliber of instruction and to raise student achievement. Another across-campus collaboration was initiated with the university’s PT3 grant, in which nine cross-disciplinary clusters, including students, created technology-based initiatives to enhance candidates’ content knowledge. The unit’s dispositions database was one result of these clusters; enriched content courses in biology and English were among the others.

**Unit Evaluation of Professional Education Faculty Performance**

EKU faculty are evaluated annually in the areas of teaching, service, and scholarship. The Provost for Academic Affairs prioritizes the work emphasis for faculty in that order. The institution has established a review schedule for all first-year (as well as second, third, or fourth year) faculty to be reviewed at the same time. The schedule ensures that evaluations are conducted in sufficient detail that persons seeking tenure receive substantive review, advice, and assistance. Faculty initiate the annual review process by writing a detailed self-evaluation of their professional performance and appending supporting materials; the department chair and the Tenure and Promotion Committee then review the materials, write a summary reviews, and offer specific commendations and recommendations for the faculty member’s advancement.
Tenure and advancement in rank is awarded according to printed criteria developed within the unit. The criteria contain the specific performance levels for outstanding, above average, and average for teaching, service, and scholarship. Further, each of these activities is defined by specific categories. Teaching includes instructional planning, instructional effectiveness, and academic advising; service is assessed at the levels of the university, the profession, and the community; and scholarship consists of any of the following: publications, presentations, grant/contracts, creative activity, or technological achievements. Faculty rate their performance levels, presenting evidence to justify their self-ratings. The Promotion and Tenure Committee then reviews the self-assessment, writes a response, and votes on rank change. There was evidence in the faculty performance files of both granting and denying promotion. Denials were accompanied by suggestions for further professional development or accomplishment and worded in supportive language.

In addition to these performance reviews which take place during the fall semester, a merit evaluation is completed in the spring of each year by the faculty member and the department chair. Merit pay is available to both tenured and tenure-track faculty, if there are funds available “in excess of those necessary to meet a standard cost of living increase.” Again faculty rate themselves on their teaching, service, and scholarship, this time showing that they meet an “A” list of required characteristics and a “B” list of meritorious qualities. For example, in teaching, all faculty must show that they have “A” qualities such as current knowledge and demonstrate a positive attitude toward students; to qualify for merit they must show also that they, for example, contribute to curriculum planning in the department or consistently receive positive ratings on advising. Faculty can rate themselves “meritorious” or “highly meritorious.” Merit awards vary and are dependent upon the extent to which an individual exceeds minimum performance standards.

Teaching and advising are also evaluated by students using the university IDEA tool, on which a faculty member’s performance is summarized by course or semester, reviewed by the chair, and returned to the faculty member. In addition, student teachers evaluate their university supervisors after their student teaching experience is completed. These formal evaluation tools are in addition to the frequently mentioned, informal, course-based evaluations initiated by faculty.

Part time faculty members are also evaluated for their teaching competence each semester using the IDEA or other systematic student opinion questionnaire developed by programs or departments. Findings are summarized and reviewed by the chair. The chair uses this data to make decisions regarding continuing employment.

**Unit Facilitation of Professional Development**

There are many opportunities offered within the university for faculty professional development, many of which emanate from an array of grant-funded Centers administered by unit faculty members and administrators. Centers fund professional travel for faculty over and above the $375 travel allowance allocated by the unit. EKU
has a vital Teaching and Learning Center (TLC) that offers workshops, especially in the use of Blackboard and other web technologies; co-sponsors events with campus groups such as the EKU libraries and Women’s Studies; sponsors a Breakfast Book Club; and offers access to an on-line journal emphasizing effective teaching. Also offered by the TLC is a unique Teaching Consultation Process (TCP) to any faculty who wishes to analyze his/her teaching and implement changes. TCP is a structured protocol that consists of an initial interview, data collection, data analysis, planning and implementing changes, and evaluation. Both full- and part-time faculty report their appreciation to the TLC. Some new faculty described a helpful mentoring process in which senior faculty shared favored teaching strategies and effective assignments that supported program goals.

**Overall Assessment of Standard**

The Unit faculty are qualified to teach candidates to implement the Kentucky Education Reform Act initiatives and to meet the Kentucky Teacher Standards. They are exceedingly involved in service projects in P-12 schools and in the community at large in helpful, much-needed service delivery and professional development, and in general they collaborate often and well. Most faculty simply haven’t enough time for a serious research agendas although some do manage to publish and many present at regional or national forums. The unit has a well-developed and consistently implemented faculty evaluation procedure and a supportive climate for improvement of teaching.

C. **Recommendation**: Met

D. **Areas for Improvement**: None
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.

A. Level: Initial and Advanced

B. Findings:

Unit Leadership and Authority

The Professional Education Unit consists of the College Education, College of Arts and Sciences, College of Business and Technology, and College of Health Sciences. The College of Education (houses most of the professional education programs) is divided into three academic departments, two student centered services offices, three special services units and a laboratory school. Secondary education and other programs preparing school personnel are delivered from the colleges mentioned above outside the college of education.

The unit is governed by the Teacher Education Committee (TEC) that serves as the governing body for all professional education programs within the institution. The dean of the College of Education (COE) is also the unit head and chairs the TEC. Curriculum proposals are developed at the program and departmental levels and then pass through the normal institution approval processes. The process of program approval follows the following format beginning at the department level:

Department > College > Teacher Education (Teacher Education Committee) > General Education (initial program) > Graduate Council (advanced program) > Council on Academic Affairs > Faculty Senate > Board of Regents

The unit ensures participation of P-12 practitioners, school administrators, professional education candidates and faculty by structuring all committees with representation from the stakeholders. Members of the larger university community are also involved in the governance of the unit through the TEC and other committee structures.

Candidate recruitment policies and materials are developed and maintained at institutional level with input from the each of the appropriate colleges involved in professional preparation programs. The institution’s catalogs, schedule books and academic calendars are available on the Web and contain current and accurate information for use by faculty and teacher candidates.

Faculty not in the college of education recognize the unit as the leader in the preparation of teachers and school personnel, and are members of committees involved in the governance of the unit. EKU has a laboratory school that is used by teacher candidates.
and the EKU faculty for practice teaching and for research. A part of the public schools, this school is a stakeholder in the unit’s policies and advisory committees.

The institution offers an elaborate faculty development program. The Teaching and Learning Center (TLC) coordinates this effort and offers programs such as: sabbatical leave, release time programs for supporting the upgrading of instructional/skills training, general faculty development activities, academic administrator internships, and a special activity - the teaching consulting process (TCP). The TCP provides faculty support for voluntary peer-to-peer retraining in specific instructional skills. Departments are allocated university funds to support six hours of course work to each faculty to take courses at any public postsecondary school in Kentucky.

The unit arguments the professional development support provided by the institution. The colleges’ professional development opportunities are coordinated through the office of Field Services and Professional Development, and include 11 professional development workshops during the 2001-2002 academic year on such topics as: Palm devices and Microsoft Outlook, Diversity and Motivation and Learning. Other workshops were about how university faculty and school principals can help teachers succeed in educating all students. There were over 900 participants in the conferences. Other faculty development activities include access to online journals, computer labs, and software exclusively for faculty use. Each department is allocated funds to support 6 hours of coursework for each faculty member that they may use to enroll in courses at any post secondary institution in Kentucky to support their on-going professional development.

**Unit Budget**

Departments/Offices originate budget requests that are then reviewed by Dean and Associate Dean, who present the overall budget to the Chairs and Directors for input on how best to spend the allocations. The unit’s operating budgets (funds) are then sent to the through the Provost/Vice President of Academic Affairs for review and disbursement.

Budget allocations for the education unit have been revised since the IR was written. The new report shows data in two sections. In the graphs below funding for Education has increased.


<table>
<thead>
<tr>
<th>College</th>
<th>1997</th>
<th>1998</th>
<th>1999</th>
<th>% increase over 3 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
<td>14,940,394</td>
<td>15,348,935</td>
<td>16,636,257</td>
<td>11.4%</td>
</tr>
<tr>
<td>Education</td>
<td>3,511,018</td>
<td>3,693,534</td>
<td>3,986,554</td>
<td>13.5%</td>
</tr>
<tr>
<td>Justice &amp; Safety</td>
<td>2,085,080</td>
<td>2,441,600</td>
<td>2,467,273</td>
<td>18.3%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>7,356,444</td>
<td>7,477,155</td>
<td>7,665,593</td>
<td>4.2%</td>
</tr>
<tr>
<td>Business &amp; Technology</td>
<td>5,446,317</td>
<td>6,687,669</td>
<td>6,425,797</td>
<td>18%</td>
</tr>
</tbody>
</table>
Budget Allocations for the Five Colleges (2001-2002)

<table>
<thead>
<tr>
<th>College</th>
<th>2001</th>
<th>2002</th>
<th>% increase over 2 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Sciences</td>
<td>20,320,755</td>
<td>20,597,894</td>
<td>1.4%</td>
</tr>
<tr>
<td>Education</td>
<td>5,042,531</td>
<td>6,254,626</td>
<td>24%</td>
</tr>
<tr>
<td>Justice and Safety</td>
<td>6,297,541</td>
<td>6,264,868</td>
<td>-0.5%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>10,622,122</td>
<td>10,474,776</td>
<td>-1.4%</td>
</tr>
<tr>
<td>Business and Technology</td>
<td>7,734,413</td>
<td>7,575,646</td>
<td>-2.1%</td>
</tr>
</tbody>
</table>

In the years 1997-2002 the budget increased 22.2%. From 2001-2002 the budget increased 24%. Although the budget did increase over the five-year period of the review process, some of the increase were caused by changes in how the budget was reported. There has been an increase in total allocation each year for the past five years. The data revealed that there is a commitment to the preparation of teachers at EKU.

An important element of the unit’s budget is outside funding. Grant activity has increased over the past five years. Of particular note is the “Teacher Quality Trust Funds for 2002-2003.” The university received approximately $1,000,000 for such programs as: Educator Retention and Recruitment; Preschool through Grade 12 Outreach; Alternative Routes to Education; Model Laboratory School; Distance Education – Technology Infusion; Grants and Fundraising; and New Initiatives. The unit’s level of outside funding is second highest of all colleges in the university. Additionally, the university has a Preparing Tomorrows Teachers for Technology (PT3) Grant.

**Unit Personnel**

The professional and educational background of the faculty is varied. They hold degrees from institutions from across the nation. The breath and depth of faculty experiences adds to the richness of experiences that students receive when they come to the university. The faculty are supported by a staff of well trained and dedicated support personnel. A new director of Research and Assessment as been hired to coordinate program evaluation, and continues assessments of graduates. The office of Student Services has hired a recruitment and retention staff person; and full-time instructional technology coordinator has been hired provide to plan, coordination and train the unit’s staff and students. In addition the staff in the office of Professional Laboratory Experiences consists of a director, assistant director and a secretary. The latter office staff appears to be sufficient for the candidates served in all field experiences and clinical practice at the initial and advanced program levels within the unit.
The faculty have been recognized for outstanding achievement in the areas of teaching, research and service. Several faculty members have received outstanding teaching awards by the university and professional organizations.

Faculty is committed to teaching using technology. There are three centers where EKU delivers distance learning courses. Presently, 120 students receiving course work through distance learning. Faculty teaching through the Kentucky Learning Network (KTLN), or online are allowed to count distance learning courses as part of their faculty load. Of the faculty who choose to enhance their course work through Interactive Television (IT) there are provisions for compensation of either release time or extra pay to develop and to get these courses off the ground. Once these courses are developed, and implemented, the faculty member is no longer compensated beyond normal faculty load.

The unit employs a number of well-qualified adjunct and part-time faculty. Adjunct and part-time faculty have access to development activities offered by the university.

The faculty in the unit includes a 12% minority representation. This exceeds the composition of the overall University, and it exceeds the minority composition of the Service Region and Madison County (which is the immediate surrounding area). This proportion compares favorably with the state minority population of 10.7%. Interviews and other documentation indicate that unit faculty and staffs are committed to increasing faculty diversity and therefore continue to support the work of the unit Diversity and Multicultural Affairs Committee, and have developed, in collaboration with stakeholders, the “Recruitment and Retention Action Plan.” Funds from the Teacher Quality Trust Funds have been designated to support the implementation of the plan. To date, an individual has been hired as the unit’s Recruitment and Retention Coordinator and funds have been used to support an annual Diversity Conference, which was attended by 175 faculty and students. A strategy has been developed for recruiting, interviewing and hiring diverse staff.

Most full-time tenure track faculty teach three courses (9 hours) per semester. Faculty and program coordinators report several faculty are teaching as much as fifteen credit hours per semester. They report that the increased workload is excessive and interferes with quality of teaching, research and service that they provide to the unit. Administrators are aware of these issues and are working to find solutions before potential problems arise. The unit’s advising load is reported to be no more than 60 active advisees per instructor. It has been reported through faculty interviews and documents that actual advising loads of faculty are between 70 and 75 students. Some unit faculty members were unaware that others were receiving $5.00 per full time student advisee and $2.50 per part-time student advisee per semester. The number of advisee assignments creates an additional load for faculty.

The faculty are actively involved professionally with the public and private schools. Forty-five of the EKU faculty are trained and serve as Kentucky Teacher Internship (KTIP) teacher-educators. Twenty-five of the faculty are working in the public school as teacher-educators on teacher committees. These committees are a part of a systematic process designed to help new teachers become acclimated to being in the classroom. The faculty can choose to work with P-12 teachers in the Professional Education Fellows Program. In the
program, faculty work cooperatively with P-12 teachers in collaboratively solving problems in instruction and learning programs identified by individual school or district. Thirty-five fellows from three EKU colleges were involved with 38 schools in 15 districts.

**Unit Facilities**

The EKU campus is an attractive place for faculty and students. There has been considerable growth in programs over the past several years. This has caused a need for new and better facilities. It has been reported that there is over crowding in administrative and faculty offices and classrooms.

The buildings on the EKU campus are well equipped for information and technology. One hundred computers have been purchased for faculty and student use over the past two years. All faculty offices have desktop computers and software with Internet capability. Every faculty and student has access to laptop computers and software on an as needed or check out basis. Sixteen workstations with wireless compatibilities and a traveling lab provide computer access to any classroom setting.

There is a plan for building a new facility, which will enhance the faculty’s ability to collaborate in the preparation of professional educators. The new building will bring faculty offices and classrooms and labs together, further enhancing faculty’s ability to collaborate.

Every faculty member can access the library and web resources including the EKU web site, which provides important information for both candidates and faculty, including links to other web resources. Every faculty member has access to most recent developments in technology in their offices or in a location near by. Many of the faculty use Blackboard and other state-of-the-art technologies in deliver instruction.

**Unit Resources Including Technology**

Though no programs are currently being delivered totally though distance learning methods, the unit is very supportive of such technologies. The course delivery via distance learning is consistent with the mission of the institution and the unit. Delivering instruction via distance education, supported by the framework and knowledge base, and is guided by the long-range plan. However at the time of this visit, no complete program is being delivered off campus by distance education. The institution is committed, both philosophically and through budgetary allocations to fund distance learning on the EKU campus. Evaluations of the distance learning courses are systematic and on going. Unit faculty who teach courses via distance education are trained and qualified and are systematically evaluated in order to maintain quality of instruction within the distance learning program. There is sufficient and reliable staff to support learning offered by distance education.

The university has made significant effort to utilize technology. Over the past five years three full-time employees have been hired to support all faculty, staff and teacher candidates. The Office of Technology is equipped to offer technology workshops and employs a technology homepage to give and receive information for users. Several computer laboratories have been
established in the college of education for the use of students. There have been many purchases of desktop and laptop computers and printers for use by faculty and students to use. Several classes visited during this visit showed candidates at the initial and advanced program levels were using laptop and or desktop computers to complete class assignments and present them to their peers. Other classes observed, the faculty was modeling the use of evolving technologies in their delivery of instruction and the learning of their students.

The unit is constantly improving the accessibility of technology for candidates, staff, and faculty. A new computer lab has been established to support student electronic portfolio development. Additionally, new multimedia computer lab was created in 2001 with twenty-one workstations to support candidates in their use of technology in their teaching and the learning of their students.

The library at EKU has sufficient resources to meet the needs of the teacher candidates and the faculty. The Learning Resource Center (LRC) is reported to be adequately staffed and supplied with the resources for teaching and learning that can be used by students at EKU. There are many technologies available in the LRC.

**Overall Assessment of Standard**

The unit has a well-developed statement on how the unit is governed and has developed a coherent program of study. All programs are effectively managed so candidates are prepared to meet standards. All faculty have contributed to the design of the program. The faculty in the unit includes a 12% minority representation. This exceeds the composition of the overall institution, and exceeds minority composition of the Service Region and Madison County (which is the immediate surrounding area). This proportion compares favorably with the state minority population of 10.7%. The unit has sufficient funds budgeted to meet programmatic needs. Workload policies, including distance learning policies are well developed and available to the faculty. It has been reported that many faculty exceed the 9-hour undergraduate and 12 hour graduate workload limit. This is a concern to the administration and faculty. EKU has excellent facilities and are able to support programs in a positive fashion. There is some overcrowding in the faculty offices. The unit supports the use of learning technology in a big way. All faculty, candidates and staff are supported in their endeavor to improve their productivity and learning through using technology.

**C. Recommendation:** Met

**D. Areas for Improvement:**

Corrected
(Old Standard IV.C.) The Office of Professional Laboratory Experience has insufficient staff.

Rationale: Evidence indicates that there is sufficient staff in the office of Professional Laboratory Experiences.
Corrected
(Old Standard II.B.) The unit has no budget to develop or implement its plan to recruit and retain culturally diverse candidates.

Rationale: The unit has allocated funds from the Teacher Quality Trust Fund for a variety of initiatives including the recruitment and retention of culturally diverse candidates.

Continued
(Old Standard III.C.) Some faculty overloads are excessive, thus interfering with the quality of teaching, research, and service that they provide.

Rationale: At the initial and advanced levels, faculty workloads are above the 12-9 hour credit limit per semester. Faculty across departments within the College of Education report these loads significantly impact their opportunities to fulfill responsibilities in teaching, advising, scholarship, and service. Some senior faculty expressed concern about how these heavy loads interfere with junior faculty pursuit of their research agendas.
SOUCES OF EVIDENCE

Persons Interviewed
University Administrators
Joanne Glasser, President
Mark Wasicsko, Acting Provost/Vice-President of Academic Affairs
Ken Johnston, Vice-President
Linda Herzog, Associate Vice-President of Financial Affairs

Deans
David Gale, College of Health Sciences
Dominick Hart, College of Arts and Sciences
Lee Van Orsdel, University Library
Robert Rogow, College of Business and Technology
Larry Sexton (Acting), College of Education
Elizabeth Wachtel, Graduate School

Faculty/Support Staff
Kim Alexander, Alternative Certification Specialist
Anisa Al-Khatab, Curriculum & Instruction
Barbara Barnhart, Administrative Assistant, KECSAC
Jim Batts, Psychology/Arts and Sciences
Mike Ballard, Curriculum and Instruction
Robert Biggin, Jr., Counseling & Educational Leadership
Robin Black, Curriculum & Instruction
Julie Bolling, Special Education
Bruce Bonar, Field Experience Coordinator
Dorothy Bowen, Curriculum & Instruction
Rich Boyle, Extended Campus Services
Linda Bozeman, Special Education
Debbie Brown, Curriculum and Instruction Model Laboratory School
Julia Bucknan, Curriculum and Instruction
Robert Byrne, Counseling & Educational Leadership
Connie Callahan, Counseling & Educational Leadership
Beth Campbell, Administrative Assistant, Model Lab School
Bonnie Campbell, Admission Analyst, Student Services
Gloria Carr, COE Director of Student Services
Shunnan Chen, Educational Technology Support Specialist
Vicky Clabaugh, Special Education
Dorie Combs, Curriculum & Instruction
Jerry Cook, College of Arts & Sciences
Justin Cooper, Special Education
Pat Costello, College of Arts & Sciences
Nina Coyer, Special Education
Lonnie Davis, Chair of Exercise and Sport Science
Tricia Davis, Special Education
Rhonda Wheeler, Distance Learning Planning and Program Coordinator
Marlene White, Special Education
Melinda Wilder, Curriculum & Instruction
Lynne Williams, Special Education
Paul Wirtz, Curriculum and Instruction

**Continuing Education and Outreach**
Byron Bond, Dean of KTLN EKU Programs
Marijane Clark, Director, Manchester Center
Teresa Gleisner, Acting Director, Corbin Tri-County Center
Lucinda Peck, Director, Danville Center

**Students**
Melissa Bell
Seidina Brown
Jamie Bryant
Carolyn Byble
Mandy Carl
Ralph Carte
Gina Childress
Katy Clipson
Sandy Conder
Stuart Conder
Lee Coy
Aimee Cupp
Scott Davis
Staci Davis
Crystal Dick
Kathy Dodsworth
Mona Eads
Jennifer Foley
Tracey Francis
Kelly Goodpaster
Greta Griffin
Meighan Hellman
Jennifer Hines
Delena Hoskins
Peggy Horn
Amanda Imbus
Cathy Ison
David Jelley
Miles Johnson
Susan Jones
Leah King
Laura Kirk
Priscilla Koller
Mary Kuhn
Mark Lawson
Kristy Lee
Christy Lester
Gary Martin
Kristy Melton
Jason Morgan
Bobbie Jo McGlothlis
Lisa McPheron
Katie Nash
Deana Peck
Jessica Riddle
Cincy Ringer
Shawn Roberts
Emily Schwartz
Kim Seale
Grace Sizemore
Mark Slone
Heather Smith
Brian Stephenson
Jeremiah Sutton
Veerinder Taneja
Monica Vorleck
Tasha Watts
Erin Wilson
Gay Woloschek
Erin Young

Student Teachers
Carrie Blunschi
Anisa Clay
Lindsey King
Joy Mason
Brenda McCray
Anita Neal
Matt Ogden
Justin Patton
Heather Pittman

Interns
Dana Lynn Broomfield
Tiffany Browning
Andrea Lynn Cain
Carolyn R. Canada
Shana C. Cartrell
Tracy Martin
Allen Rupard
Meghan Russell
Jennifer Trivette
Kim Winters

Recent Graduates
Angela Hammond
Sarrah Mathis
Julie Schott

Graduate Students
Dawn Bugg
James Campbell
Paul Dodson
Amy Driscoll
Leigh Ann Dunn
Sarah Kilby
Pam Logan
Lee Dale Morgan
Johnny Partin
Billy Spickard
Kara Tatum
Creed Turner

Cooperating and Supervising Teachers
Connie Adams
Cindy Combs
Roberta Hendricks
Libby Horn
Clara Parrish
Marc Prete
Debra Reed
Sonya Richardson
Mary Shireman
Margaret Soto
Debbie Sweet
Rodney White
Lynne Williams
Karla Willis

Resource Teachers
Sarah Barger
Mary Ellen Broaddus
Rebecca Hagness
Sandye Kabalen
Tami Pickett
Susan Shearer
Ron Shuler
Denise Stonecipher
Kathy Todd
Elizabeth Wright

School Administrators
Betty Bond, Principal
Hubert Broaddus, Principal
Joe Burton, Superintendent
Mike Caudill, Superintendent
Robert Harris, Principal
B.J. Herndon, Principal
Kevin Hub, Assistant Principal
Bruce Johnson, Superintendent
Ed McNeel, Superintendent
Sharon Reece, Principal
Douglas Roberts, Principal
Cindy Rogers, Principal
Kim Shaw, Superintendent
Kevin Skull, Principal
Jacqueline Vance, Director

Student Educator Organization Representatives
Tiffany Banks, KEA-SP
JoAnna Dicky, Advisor, Kappa Delta Pi
Neil Gray, Faculty Advisor, Chi Sigma Iota
Amy Harrison, Director, Future Teacher Corps
Charlotte Hubbard, Faculty Advisor, National Student Speech Language Hearing Association
Karen Janssen, Faculty Advisor, Student Council for Exceptional Children
Katrina Martir, Student Council for Exceptional Children
Jan Moore, Faculty Sponsor, KEA-SP
Nathan McGee, Future Teacher Corps
Aaron Phillips, EKU-Middle School Association
Rebecca Spoo, Future Teacher Corps
Erin Wilson, Future Teachers Corps
Gay Woloschek, ITP Student Association

Schools Visited
Mayfield Elementary
Madison Middle
Madison Central High
Model Laboratory
Classes Visited
EDF 203  Schooling & Society
EDF 319  Human Development and Learning
EDF 413  Assessment in Education
ELE 445  Foundations of Reading & Language Arts
ELE 491  Mathematics in Elementary Grades P-5
ESE 443  Methods of Teaching Secondary Language Arts
SED 104  Introduction to Special Education
SED 380  Introduction to Audiology
EMS 850  Curriculum for Leaders in Education
EMS 855  Gifted and Talented Youth

DOCUMENTS REVIEWED

General
Institutional report
BOE report
Institutional rejoinder
AACTE/NCATE annual reports 1998-1999
Unit catalogs and other printed documents describing general education, specialty/content studies, and professional studies
Demographic characteristics of the institution
Third-party testimony advertisement
Graduate portfolios
Student teacher portfolios
Sample of student portfolios at admission
Course syllabi
KTIP training information
Enhancing the curriculum through technology project book – Spring 2002
Student teaching evaluations
Cultural Diversity Project notebook
Student Teaching packet
Practicum documents
Lessons and Units indicating student progress
Grants 1999-2002
College Development Plan 1999/2003
Four Year Plan 1999/2003
Roster 2000-2001
Budget 2001-2002
Capital Plan 2002-2008
Summary Budget 1999-2000
Undergraduate Catalog 2001-2003
Graduate Catalog 2001-2003
Class Schedules – Summer 2002, Fall 2002, Spring 2003
2000 Faculty Handbook
Non-Faculty Staff Handbook
Part-time Faculty Handbook 2002-2003
KERA – A Citizen’s Handbook – April 1998
Middle Grade Foreign Language lesson
Special Education Faculty Meeting Minutes
Special Education Committee Minutes
Graduate Council Minutes 2001-2002
Counseling and Educational Leadership Department Faculty minutes 1997-2002
Middle Grade Portfolios
Model Laboratory School notebook
Connections and Diversity notebook
Conceptual Framework document

Standard 1
List of knowledge, skills, and dispositions expected upon completion of programs
Samples of scoring rubrics/criteria
State licensure test scores aggregated by program area
Summaries of assessments of candidates
Samples of candidate work
Follow-up studies of graduates
Employer satisfaction studies
Program review documents
Programs state review reports and findings
Summary of candidate performance

Standard 2
Assessment system plan
Assessment System Matrices
Samples of assessment instruments
Findings of unit evaluations of programs
File student complaints and the unit’s response
Unit or institutional policies for handling student complaints
Minutes of meetings
Description of information technology used to manage performance data
Description of process for evaluation

Standard 3
Demographics of field placement
Candidate work samples
Faculty evaluations of candidates
Summary results of candidate assessments upon entering and exiting field experiences
Internship/student teaching assessment instruments
Student teaching handbook
Criteria for the selection of clinical faculty (both higher education and school faculty)
Assessments and scoring rubrics/criteria used in field experiences and clinical practices
Standard 4
Curriculum components that address diversity issues
List of proficiencies related to diversity expected of candidates
Assessments of proficiencies
Summaries of candidate performance results
Unit policies, practices, and procedures

Standard 5
Faculty qualifications and assignments
Faculty vitae
Samples and summaries of faculty publications and other scholarly activities
Samples of faculty evaluations
Minutes that show collaboration with professional community
Summary of professional development activities in which faculty have participated

Standard 6
Unit budget
List of faculties, including computer labs and curriculum resource centers
Summaries of faculty workload
Faculty development expenditures
Policies on governance and operation of the unit
Descriptions of the unit governance structure, including organization charts
Minutes of meeting
Unit catalogs and other printed documents describing admission practices, academic calendars, and grading policies
Recruiting and admission policies
Sample of institution or program advertising

CORRECTIONS TO THE INSTITUTIONAL REPORT
None.
Appendix

Program Review Update For Eastern Kentucky University
September 23, 2002

Following are the results of the reviews by the Division of Educator Preparation and Internship, various Content Area Program Review Committees, and the Reading Committee of the programs submitted by Eastern Kentucky University in advance of the continuing accreditation visit scheduled for November 9 – 13, 2002.

INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION, BIRTH TO PRIMARY (BS)

1) This program is found to be in compliance with state certification guidelines.

ELEMENTARY SCHOOL FOR PRIMARY THROUGH GRADE 5 (BS)

1) This program is found to be in compliance with state certification guidelines.

MIDDLE SCHOOL FOR GRADES 5-9 (BS)

1) This program is found to be in compliance with state certification guidelines.

BIOLOGICAL SCIENCE GRADES 8-12 (BS)

1) This program is found to be in compliance with state certification guidelines.

EARTH AND SPACE SCIENCE GRADES 8-12 (BS)

1) This program is found to be in compliance with state certification guidelines.

ENGLISH GRADES 8-12 (BA)

1) This program is found to be in compliance with state certification guidelines.

MATHEMATICS GRADES 8-12 (BS)

1) This program is found to be in compliance with state certification guidelines.

PHYSICAL SCIENCE GRADES 8-12 (BS)

1) This program is found to be in compliance with state certification guidelines.
* This certificate is being discontinued by the EPSB. Candidates must complete this program by 9/1/03 and apply for certification by 1/1/04.

SOCIAL STUDIES GRADES 8-12 (BS)
1) This program is found to be in compliance with state certification guidelines.

BUSINESS AND MARKETING GRADES 5-12 (BS)
1) This program is found to be in compliance with state certification guidelines.

FAMILY AND CONSUMER SCIENCE GRADES 5-12 (BS)
1) This program is found to be in compliance with state certification guidelines.

INDUSTRIAL EDUCATION GRADES 9-12 (64-66 Hour program)
1) This program is found to be in compliance with state certification guidelines.

INDUSTRIAL EDUCATION GRADES 9-12 (Associate of Science)
1) This program is found to be in compliance with state certification guidelines.

INDUSTRIAL EDUCATION GRADES 5-12 (Bachelor of Science in CTE 5-12)
1) This program is found to be in compliance with state certification guidelines.

TECHNOLOGY EDUCATION GRADES 5-12 (BS)
1) This program is found to be in compliance with state certification guidelines.

ART GRADES P-12 (BA)
1) This program is found to be in compliance with state certification guidelines.

FRENCH GRADES P-12 (BA)
1) This program is found to be in compliance with state certification guidelines.

GERMAN GRADES P-12 (BA)

1) The EPSB has received written documentation that this program has been discontinued.

HEALTH GRADES P-12 (BS)

1) This program is found to be in compliance with state certification guidelines.

INTEGRATED MUSIC GRADES P-12 (BM)

1) This program is found to be in compliance with state certification guidelines.

PHYSICAL EDUCATION GRADES P-12 (BS)

1) This program is found to be in compliance with state certification guidelines.

SCHOOL MEDIA LIBRARIAN GRADES P-12 (MA)

1) This program is found to be in compliance with state certification guidelines.

SPANISH GRADES P-12 (BA)

1) This program is found to be in compliance with state certification guidelines.

COMMUNICATION DISORDERS GRADES P-12
(IA and Rank I)

1) This program is found to be in compliance with state certification guidelines.

DEAF AND HARD OF HEARING (HEARING IMPAIRED) GRADES P-12 (Bachelor’s level)

1) This program is found to be in compliance with state certification guidelines.
LEARNING AND BEHAVIOR DISORDERS GRADES P-12
(Bachelor’s level/dual certification with P-5 or 5-9)

1) This program is found to be in compliance with state certification guidelines.

MODERATE AND SEVERE DISABILITIES GRADES P-12
(MAEd and Provisional)

1) This program is found to be in compliance with state certification guidelines.

ENDORSEMENT FOR COMPUTER SCIENCE GRADES 8-12

1) This program is found to be in compliance with state certification guidelines.

ENDORSEMENT FOR DRIVER’S EDUCATION GRADES 8-12

1) This program is found to be in compliance with state certification guidelines.

ENDORSEMENT FOR ENGLISH AS A SECOND LANGUAGE GRADES P-12

1) This program is found to be in compliance with state certification guidelines.

ENDORSEMENT FOR GIFTED EDUCATION GRADES P-12 (MA)

1) This program is found to be in compliance with state certification guidelines.

ENDORSEMENT FOR INDIVIDUAL INTELLECTUAL ASSESSMENT
(option within MAED in School Counseling)

1) This program is found to be in compliance with state certification guidelines.

ENDORSEMENT FOR READING AND WRITING GRADES P-12 (MA)

1) This program is found to be in compliance with state certification guidelines.

II.

III. MASTER OF ARTS IN INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION

1) This program is found to be in compliance with state certification guidelines.
IV.

V. IECE GRADUATE, POST-DEGREE INITIAL, ALTERNATIVE CERTIFICATION

1) These programs are found to be in compliance with state certification guidelines.

VI. MASTER OF ARTS IN ELEMENTARY EDUCATION

1) This program is found to be in compliance with state certification guidelines.

MASTER OF ARTS IN MIDDLE SCHOOL EDUCATION

1) This program is found to be in compliance with state certification guidelines.

MASTER OF ARTS IN SECONDARY EDUCATION

1) This program is found to be in compliance with state certification guidelines.

MASTER OF ARTS IN LEARNING AND BEHAVIORAL DISORDERS (MA and Rank I)

1) This program is found to be in compliance with state certification guidelines.

MASTER OF ARTS IN EDUCATION IN HEARING IMPAIRED

1) This program is found to be in compliance with state certification guidelines.

HEARING IMPAIRED (Graduate and Provisional Certification)

1) This program is found to be in compliance with state certification guidelines.

MASTER OF ARTS IN MODERATE AND SEVERE DISABILITIES (MA)

1) This program is found to be in compliance with state certification guidelines.

MASTER OF ARTS IN TEACHING (P-12, Secondary)

1) This program is found to be in compliance with state certification guidelines.
<table>
<thead>
<tr>
<th>Program</th>
<th>Compliance Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MASTER OF SCIENCE IN INDUSTRIAL EDUCATION WITH TECHNOLOGY EDUCATION OPTION</strong></td>
<td>This program is found to be in compliance with state certification guidelines.</td>
</tr>
<tr>
<td><strong>5th YEAR NON-DEGREE IN ELEMENTARY EDUCATION</strong></td>
<td>This program is found to be in compliance with state certification guidelines.</td>
</tr>
<tr>
<td><strong>5th YEAR NON-DEGREE IN MIDDLE SCHOOL EDUCATION</strong></td>
<td>This program is found to be in compliance with state certification guidelines.</td>
</tr>
<tr>
<td><strong>5th YEAR NON-DEGREE IN SECONDARY EDUCATION</strong> (5-12, 8-12, and P-12)</td>
<td>This program is found to be in compliance with state certification guidelines.</td>
</tr>
<tr>
<td><strong>5th YEAR NON-DEGREE IN LEARNING AND BEHAVIORAL DISORDERS (Provisional Certification)</strong></td>
<td>This program is found to be in compliance with state certification guidelines.</td>
</tr>
<tr>
<td><strong>5th YEAR NON-DEGREE IN MODERATE AND SEVERE DISABILITIES (Graduate Certification, Rank II, and Rank I)</strong></td>
<td>This program is found to be in compliance with state certification guidelines.</td>
</tr>
<tr>
<td><strong>5th YEAR NON-DEGREE IN LIBRARY SCIENCE</strong></td>
<td>This program is found to be in compliance with state certification guidelines.</td>
</tr>
<tr>
<td><strong>5th YEAR NON-DEGREE IN SPECIAL EDUCATION</strong></td>
<td>This program is found to be in compliance with state certification guidelines.</td>
</tr>
<tr>
<td><strong>RANK I IN ELEMENTARY EDUCATION</strong></td>
<td></td>
</tr>
</tbody>
</table>
1) This program is found to be in compliance with state certification guidelines.

RANK I IN MIDDLE SCHOOL EDUCATION

1) This program is found to be in compliance with state certification guidelines.

RANK I IN SECONDARY EDUCATION
(P-12, 5-12, and 8-12)

1) This program is found to be in compliance with state certification guidelines.

RANK I IN LIBRARY SCIENCE

1) This program is found to be in compliance with state certification guidelines.

RANK I IN SPECIAL EDUCATION

1) This program is found to be in compliance with state certification guidelines.

DIRECTOR OF PUPIL PERSONNEL SERVICES
(MA and Rank I)

1) This program is found to be in compliance with state certification guidelines.

DIRECTOR OF SPECIAL EDUCATION

1) This program is found to be in compliance with state certification guidelines.

SCHOOL PRINCIPAL GRADES P-12
(certification, MA, Rank II, and Rank I)

1) This program is found to be in compliance with state certification guidelines.

SCHOOL SUPERINTENDENT
(Rank I)

1) This program is found to be in compliance with state certification guidelines.

SUPERVISOR OF INSTRUCTION
1) This program is found to be in compliance with state certification guidelines.

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**SCHOOL GUIDANCE COUNSELOR GRADES K-8, 5-12**
(extensions, MA, and Rank I)

1) These programs are found to be in compliance with state certification guidelines.

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**SCHOOL PSYCHOLOGY**

1) This program is found to be in compliance with state certification guidelines.

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**VOCATIONAL SCHOOL PRINCIPAL**
(MS in Industrial Education with Technology Education Administration Option)

1) This program is found to be in compliance with state certification guidelines.

---

**VOCATIONAL SCHOOL PRINCIPAL**
(Non-degree Graduate Technical Education Administration program)

1) This program is found to be in compliance with state certification guidelines.

---

**VOCATIONAL EDUCATION SUPERVISION AND COORDINATION**
(MS in Industrial Education with Technology Education Administration Option)

1) This program is found to be in compliance with state certification guidelines.

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**VOCATIONAL EDUCATION SUPERVISION AND COORDINATION**
(Non-degree program)

1) This program is found to be in compliance with state certification guidelines.

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**ALTERNATIVE ROUTE TO CERTIFICATION**

1) This program is found to be in compliance with state certification guidelines.