



Morehead State University

Professional Education Unit

Continuous Assessment System (CAS)

Revised June 2011

Morehead State University
Professional Education Unit
Continuous Assessment System

Table of Contents

CARC Element Checklist.....	3
Introduction.....	5
<i>About Morehead State University</i>	5
<i>MSU Mission/Vision/Values/Strategic Goals</i>	6
Professional Education Unit – Integration with the Conceptual Framework.....	8
<i>Mission</i>	8
<i>Initial and Advanced Candidate Learning Goals</i>	9
<i>Table 1: Alignment with Standards for Initial and Advanced Programs</i>	10
<i>Alignment with Standards</i>	10
Initial Certification Programs’ Admission Process and Transition Points.....	12
Initial Certification Program Admission Process and Transition Points (IECE, P-5, Special Education, Middle Grades, Secondary Education)	12
<i>Table 2: Initial Certification Alignment with Standards/Assessment Processes</i>	14
Initial Certification Program – P-5 Professional Partnership Network – Admission Process and Transition Points.....	17
<i>Table 3: Initial Certification Professional Partnership Network Alignment with Standards/Assessment Processes</i>	19
<i>Master of Arts in Teaching – Middle Grades and Secondary - Admission Process and Transition Points</i>	22
<i>Table 4: Master of Arts in Teaching Alignment with Standards/Assessment Processes</i>	24
<i>Master of Arts in Teaching – Special Education - Admission Process and Transition Points</i>	27
<i>Table 5: Master of Arts in Teaching – Special Education Alignment with Standards/Assessment Processes</i>	29
Advanced Programs’ Admission Process and Transition Points	32
<i>Director of Special Education Admission Process and Transition Points</i>	32
<i>Table 6: Advanced Programs Alignment with Standards/Assessment Processes</i>	33
<i>MA.Ed Teacher Leader Admission Process and Transition Points</i>	35
<i>Table 7: MA.Ed Teacher Leader Alignment with Standards/Assessment Processes</i>	37
<i>MA Educational Technology Admission Process and Transition Points</i>	40
<i>Table 8: MA Education Technology Alignment with Standards/Assessment Processes</i>	41
<i>MA Counselor Admission Process and Transition Points</i>	44
<i>Table 9: MA Counselor Alignment with Standards/Assessment Processes</i>	46
<i>Rank I Program for Counselors Transition Points and Assessment</i>	49
<i>Table 10: Rank I Counselor Alignment with Standards/Assessment Processes</i>	50
<i>Rank I Program for Elementary and Special Education</i>	52
<i>Table 11: Rank I – Elementary and Special Education Alignment with Standards/Assessment Processes</i>	53
<i>Rank I Program for Secondary Education</i>	55
<i>Table 12: Rank I – Secondary Education Alignment with Standards/Assessment Processes</i>	56

<i>Advanced Educational Leadership MA (Principal, Supervisor of Instruction, Director of Pupil Personnel – Level I & Level II) Admission Process and Transition Points</i>	58
<i>Table 13: Advanced Educational Leadership MA Alignment with Standards/Assessment Processes</i>	60
<i>Education Specialist in Advanced Educational Leadership (EdS-AEL) Admission Process and Transition Points</i>	62
<i>Table 14: Education Specialist in Advanced Education Leadership Alignment with Standards/Assessment Processes</i>	63
<i>Adult and Higher Education Program Admission Process and Transition Points</i>	65
<i>Table 15: Adult and Higher Education Program Assessment Processes</i>	66
<i>Doctorate in Educational Leadership Program Admission Process and Transition Points</i>	68
<i>Table 16: Doctorate Program Assessment Processes</i>	70
Multiple Assessments	73
<i>Assessment of Candidates</i>	73
<i>Program/Unit Assessments</i>	75
<i>Program Assessments</i>	76
<i>Faculty Assessment</i>	77
<i>Unit Assessment</i>	77
Dispositions	79
<i>Undergraduate Candidate Dispositions</i>	79
<i>MAT Candidate Dispositions</i>	80
<i>Advanced Program Candidates</i>	80
<i>Table 17: Dispositions Assessments</i>	81
P-12 Student Impact Data	81
Feedback Loops.....	82
Technology Supported Assessment System	86
Conclusion	88
Appendix A: Links to Standards	89
<i>Kentucky Teacher Standards (KTS)</i>	89
<i>Interdisciplinary Early Childhood Education (IECE) Kentucky Standards</i>	89
<i>Interstate School Leaders Licensure Consortium (ISSLC) Standards</i>	89
<i>International Society for Technology in Education (ISTE) Standards</i>	89
<i>School Guidance Counselor (SGC) Standards</i>	89
<i>Council for Exceptional Children (CEC) Standards</i>	89
Appendix B: Continuous Assessment System Reporting Schedule.....	90

CARC Element Checklist

CARC Element	Name/Location in CAS	Comment																
<p>1. Integrates with Conceptual Framework</p> <p>(The plan describes how assessments link to the learning outcomes of the Conceptual Framework)</p>	<p>Professional Education Unit – Integration with the Conceptual Framework is found on pp. 8-10. The five learning goals of the Conceptual Framework, p. 9, are fully integrated into the transition points of each program as demonstrated in alignment Tables 1-16 found on the following pages:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Table 1: 10</td> <td style="width: 50%;">Table 9: 46-48</td> </tr> <tr> <td>Table 2: 14-16</td> <td>Table 10: 50-52</td> </tr> <tr> <td>Table 3: 19-21</td> <td>Table 11: 53-55</td> </tr> <tr> <td>Table 4: 24-26</td> <td>Table 12: 56-58</td> </tr> <tr> <td>Table 5: 29-31</td> <td>Table 13: 60-62</td> </tr> <tr> <td>Table 6: 33-35</td> <td>Table 14: 63-65</td> </tr> <tr> <td>Table 7: 37-39</td> <td>Table 15: 66-68</td> </tr> <tr> <td>Table 8: 41-43</td> <td>Table 16: 70-72</td> </tr> </table>	Table 1: 10	Table 9: 46-48	Table 2: 14-16	Table 10: 50-52	Table 3: 19-21	Table 11: 53-55	Table 4: 24-26	Table 12: 56-58	Table 5: 29-31	Table 13: 60-62	Table 6: 33-35	Table 14: 63-65	Table 7: 37-39	Table 15: 66-68	Table 8: 41-43	Table 16: 70-72	
Table 1: 10	Table 9: 46-48																	
Table 2: 14-16	Table 10: 50-52																	
Table 3: 19-21	Table 11: 53-55																	
Table 4: 24-26	Table 12: 56-58																	
Table 5: 29-31	Table 13: 60-62																	
Table 6: 33-35	Table 14: 63-65																	
Table 7: 37-39	Table 15: 66-68																	
Table 8: 41-43	Table 16: 70-72																	
<p>2. Is based on standards</p> <p>(The plan describes or delineates how the assessments reflect institutional, state, and national standards)</p>	<p>Alignment with Standards for Initial and Advanced programs is located on p. 10. Appropriate standards are aligned with Initial and Advanced programs as demonstrated in Tables 1- 14 found on the above pages. The Adult & Higher Education and Doctorate Programs are not aligned to standards because they do not lead to additional licensure or certification.</p>																	
<p>3. Has assessment system with monitoring checkpoints</p> <p>(The plan identifies and describes candidate transition points when assessments are conducted)</p>	<p>Initial Certification Program Admission Processes and Transition Points are found in Table 2, pp 14-16; MAT Program Admission Processes and Transition Points are found in Table 4 pp. 24-26 and Table 5 pp. 29-31; Advanced Program Admission Processes and Transition Points are found in Table 6, pp. 33-34. The Assessment Calendar is located in Appendix B on pp. 90-91 and contains the annual reporting schedule and cycle for the Continuous Assessment system.</p>																	
<p>4. Includes multiple assessments</p> <p>(The plan identifies multiple assessments and describes how candidate performance is</p>	<p>See column A of Tables 1-16 for listing of multiple assessments and narrative on pp. 73-77. The graphic on p. 73 provides a visual of the multiple assessments used for</p>																	

CARC Element	Name/Location in CAS	Comment
determined)	candidate, faculty, and program evaluation.	
5. Identifies dispositions and modes of assessment (The plan identifies dispositions and describes how they are assessed)	See pp. 79-81. Table 17 on p. 81 provides a summary of disposition assessments for Initial and Advanced programs.	
6. Contains feedback loops for both candidate and program (The plan identifies the design for the collection, analysis, and summarization of data and describes how fairness, accuracy, and consistency of assessment procedures are assured)	See "Outcomes" column on Tables 1-16 on pages listed above. See pages 82-85. Appendix B, pp 90-91 contains the assessment calendar and reporting cycle.	
7. Contains evidence of technology supported assessment system (The plan describes how the assessment system is maintained/supported using technology and how technology provides regular information)	See pages 86-87	
8. Includes a plan for collecting P-12 student impact data (The plan describes the evaluation measures that assess candidate performance and the candidates' positive impact on P-12 learning) Though this component is not directly related to Standard 2, the data from the assessments will be reviewed during accreditation visit.	See pages 81-82	

Morehead State University Professional Education Unit Continuous Assessment System

Introduction

About Morehead State University

MSU delivers a strong and affordable education for friendly, ambitious students who thrive in a student-focused learning environment defined by small class sizes and faculty committed to teaching and student success.

Academically, the University offers 76 undergraduate degree programs, including eight associate level degrees and 12 pre-professional programs in four colleges -- Caudill College of Arts, Humanities, and Social Sciences, College of Business and Public Affairs, College of Education, and College of Science and Technology -- and 20 academic departments. There are 71 graduate degree programs plus 40 graduate level non-degree programs designed especially for professional educators. The education specialist in five specialty areas also is offered. A master's degree for physician assistants, social workers and a cooperative doctoral program, all with the University of Kentucky, are available on the MSU campus. A doctoral degree in education began in the fall of 2010.

U.S. News & World Report has recognized Morehead State for the seventh consecutive year as one of the top public universities in the South in the 2011 edition of "America's Best Colleges." The Southern Association of Colleges & Schools (SACS) accredits MSU.

Classes are offered at regional sites in Ashland, Jackson, Maysville, Mt. Sterling, Pikeville, Prestonsburg, West Liberty and other locations. Additionally, the University offers a number of distance learning courses throughout the region via the Internet and interactive compressed video. Morehead State was the first institution in Kentucky to offer a complete degree program, the Master of Business Administration (MBA), online. The University has erected a space tracking system in partnership with NASA as the first component of the Space Science Center. Opened in 2009 was a \$16.6 million instruction and research support facility. MSU is among five institutions in the U.S. with a bachelor's degree in space science.

Physically, the University is located in the foothills of the Daniel Boone National Forest in Rowan County. The nearly 500-acre main campus within the city limits of Morehead includes more than 50 major structures with a total replacement value of more than \$144 million. Beyond the city, the University's real estate holdings include the 320-acre Derrickson Agricultural Complex and Eagle Trace, a par-72, 6,902-yard public golf course. The instructional plant includes 120 classrooms and 112 laboratories. Housing facilities include space for approximately 2,600 students in a variety of housing styles

including traditional residence halls, suites and apartments.

Fiscally, the University currently operates on an annual budget of \$129.2 million with about \$41.7 million provided by the state and \$52.7 million coming from tuition and fees. Additionally, grants and contracts from external sources for research, service and academic/student support projects generate more than \$15 million each year. Annual private gifts to the University, through the MSU Foundation, Inc., average \$3 million annually.

Statistically, the University has awarded more than 55,000 degrees and currently has more than 1,100 full-time employees. Enrollment for fall 2010 was more than 9,000, with the student body representing 106 Kentucky counties, 42 states and 35 foreign countries. The University attracts more than 50,000 visitors annually and its economic impact, directly and indirectly, on the Morehead area is estimated at more than \$90 million yearly. Administratively, an 11-member Board of Regents governs the University with eight citizens appointed by the governor and three seats held by elected faculty, staff and student representatives. Management of the institution is vested primarily in five divisions -- Academic Affairs, Administration and Fiscal Services, Planning and Budgets, Student Life, and University Advancement -- with each headed by a vice president.

Athletically, the University sponsors 16 intercollegiate sports for men and women in accordance with the regulations of the Ohio Valley Conference, the Pioneer Football League and Division I of the National Collegiate Athletic Association. MSU also supports an intramural program involving more than 25 team and individual sports. Our coed cheerleading squad has won 19 national championships and the all-women squad has seven national titles.

MSU established East Kentucky's first public radio station, WMKY, in 1965 and today provides this region of the state with a 24-hour network identified as Morehead State Public Radio. Preserving the region's cultural heritage is the primary responsibility of MSU's Kentucky Folk Art Center and Kentucky Center for Traditional Music, both of which are located in downtown Morehead.

Dr. Wayne D. Andrews took office Jan. 1, 2005, as the 13th president of the University. Dr. Cathy Gunn became dean of the College of Education and the head of the Professional Education Unit June 25, 2005.

MSU Mission/Vision/Values/Strategic Goals

The theme “Community Engagement: A Light to and From the Mountains” undergirds the Conceptual Framework for all professional programs in the College of Education and the Professional Education Unit at Morehead State University and is used as a foundation for the Unit’s continuous improvement system. The missions of the university and the Unit support the Conceptual Framework, and the university’s historical significance as a “light to the mountain” informed the selection of the theme. “ASPIRE to Greatness” is the theme of the MSU Strategic Plan 2011 – 2014. This plan, designed through an

elaborate and broadly participatory process, guides all actions at the University. The stated vision of the university is “We aspire to be the best public regional university in the South.” The university’s mission statement, found on the MSU Web site and in strategic documents reads (www.moreheadstate.edu/aspire):

As a community of learners committed to individual achievement, our mission is to: Educate students for success in a global environment; Engage in scholarship; Promote diversity of people and ideas; and Serve our communities to improve the quality of life. Essential characteristics of an MSU educational experience include:

- Excellent undergraduate programs in liberal arts, sciences and professional programs
- High quality graduate programs in selected areas
- Strong commitment to student access, affordability and safety
- Personalized environment with quality faculty as mentors and teachers
- Strong commitment to engage undergraduate students in faculty research, outreach and service opportunities
- Support for diverse arts and cultural programs
- Strong commitment to a quality enhancement plan that focuses on improvements in communication and critical thinking
- Resolute commitment to fostering a campus culture that cultivates and celebrates diversity
- High placement rates of students applying to professional programs
- A learning environment supported with robust technology
- Strong commitment to co-curricular activities that provide recreational opportunities, learning opportunities, and contribute to student development
- Support for NCAA Division I intercollegiate athletic program
- Strong commitment to health and wellness programs for students, faculty and staff
- Strong commitment to community partnerships that provide learning opportunities for students, faculty and staff

We strive to exemplify the following core values:

- PEOPLE come first and are encouraged to achieve their full potential;
- Commitment to SCHOLARSHIP, LEARNING, SERVICE and COMMUNITY ENGAGEMENT is embraced;
- EXCELLENCE is achieved through TEAMWORK, LEADERSHIP, INNOVATION, ACCOUNTABILITY and SHARED RESPONSIBILITY;
- DIVERSITY of people and thought is valued and celebrated and;
- HONESTY, INTEGRITY and TRUST will direct all that we do.

The themes of the university's strategic goals are presented below. The "ASPIRE to Greatness" strategic planning document includes an action plan that has been implemented to ensure the intention of each theme is fulfilled. Specific theme goals have been articulated and integrated into a timeline that guides the implementation and assessment and status of each goal:

- Academic Excellence
- Student Success
- Productive Partnerships
- Improved Infrastructure
- Resource Enhancement
- Enrollment and Retention Gains

The Professional Education Unit assesses the effectiveness of their programs on a yearly basis and includes an alignment to these university goals in their WEAVE program plans and reports. The university's Assessment Coordinator in the Office of Assessment reviews each program plan and provides feedback to the program coordinators, department chairs, and deans.

Professional Education Unit – Integration with the Conceptual Framework

Mission

The Unit's Conceptual Framework states that in our mission to prepare engaged educators in Eastern Kentucky, we promote the flow of "Light to and from the Mountains" in the form of many voices (perspectives) and resources that contribute to the generation of knowledge. We recognize that integrating these resources in curricula leads to the effective preparation of educators who are interculturally competent and regional stewards, no matter what region they come from or go to upon graduation. Candidates must demonstrate the understandings, skills and dispositions that have been set forth by state and national learned societies as being critical to success as an initial or advanced teacher, school guidance counselor, or instructional leader. To ensure quality preparation, a Continuous Assessment System (CAS) has been developed and implemented to ensure the goals of the Professional Education Unit at both the initial and advanced levels are met, consistent with the mission of the University and with the Unit's mission and Conceptual Framework.

The Continuous Assessment System requires quantitative (e.g., GPA, PRAXIS II scores) and qualitative data (e.g., informal interview or focus group data) from faculty, candidates, alumni, and members of the professional community to triangulate measures of candidate and program success. The CAS assessments document the candidates' progression as a "Light to and From the Mountains" to provide leadership through community engagement as informed decision-makers; educators who embrace a diverse and holistic education for all learners; who are collaboration/coalition builders; and are empowered educators as specified in the Unit's Conceptual Framework. As the system continues to be refined, predictors of candidate success are identified through descriptive

and analytic analyses of both the quantitative and qualitative data, reviewed and analyzed on both a schedule and on-demand.

Concepts

To provide an intellectual framework and coherence for the pursuit of Unit goals and to support candidates, colleagues, public school practitioners and stakeholders' understanding of the Unit's commitment to prepare educators who are equipped to bring "Light to and from the Mountains" and to provide leadership through community engagement, four critical and grounding concepts have been identified by the Professional Education Unit: 1) informed decision-making, 2) diversity and holistic education, 3) collaboration/coalition building, and 4) empowerment. These concepts provide a directional guide for the Unit and the decisions we make regarding our work as we prepare initial and advanced educators. The concepts also provide a foundation for the Learning Goals that are assessed continuously throughout a candidate's program.

Initial and Advanced Candidate Learning Goals

The Professional Education Unit's "To What Do We Aspire?" action plan has been developed around five critical learning goals (found below) and these are linked to MSU's goals and the Professional Education Unit's four core concepts described above, and for initial and advanced program candidates, are linked to the Kentucky Teacher Standards (KTS), Interdisciplinary Early Childhood Education Standards (IECE), Council for Exceptional Children Standards (CEC), International Society for Technology Education Standards (ISTE), School Guidance Counselor Standards (GCS), and Interstate School Leaders Licensure Consortium (ISLLC) Standards. The Unit and the faculty within individual programs assess the degree to which its graduates meet these learning goals:

1. Graduates master content knowledge, professional, and thinking skills needed to make an optimal contribution to "whole" student learning in educational settings.
2. Graduates are competent in the collection and use of data to inform decision-making and to demonstrate accountability for student learning.
3. Graduates demonstrate professional dispositions.
4. Graduates are culturally competent and understand the regions from which they come, utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, geographic) ensuring optimal learning for all students.
5. Graduates engage in authentic field-based experiences in collaboration with committed school-based partners and are empowered to improve the quality of education throughout this region and beyond.

These five learning goals in the Professional Education Unit's Conceptual Framework serve as the Unit's Key Performance Indicators and are aligned to the professional education standards listed above.

Table 1: Alignment with Standards for Initial and Advanced Programs

Candidate Proficiencies	KY Teacher Standards	IECE KY Standards	ISLLC	ISTE/AECT	Counseling	CEC
1. Master Content Knowledge	1, 2, 4	1,2,3,9	2	TF-1,B-1/1,2,3,4,5	A, C	1,2,3,4,5,7
2. Data-based Decision Making and Accountability for P12 Student Learning	5, 6, 7	1,4	2, 5	TF-IV,B-1/5	A	3,4,8
3. Professional Dispositions	3, 7, 9	6	4, 6	TF-V,A-1/1,2,3,4,5	C, D	9,10
4. Culturally Competent	1, 2, 3, 4, 8	7,8	2, 4, 6	TF-VI,B-1,C-1,E-1/1,3,5	A, B	6
5. Empowerment through field experiences, clinical practice, partnerships, regional engagement	8,9, 10	8,10	1, 2	TF-VIII,A,D,E/1,3,5	B	10

Alignment with Standards

The assessment of candidates is linked to the Unit’s Conceptual Framework and state performance standards as articulated in the Kentucky Teacher Standards, IECE standards, Kentucky Guidance Counselor Program Standards, International Society for Educational Technology Standards, Technology Standards for School Administrators, and Interstate School Leaders Licensure Consortium Standards documents, as well as the appropriate SPA program guidelines. Multiple assessments collected and used to determine candidate eligibility and proficiency in relation to knowledge, skills, and dispositions performance scores are used to base decisions about the candidate at program gates, or transition points. Program specific assessments, referred to at MSU as “Critical Performances,” represent the pedagogical and content knowledge, skills, and dispositions valued within each individual educator preparation program. Additionally, the Initial and Advanced Programs’ Transition Points documents explicitly articulate the required initial and advanced candidate “Benchmark” assessments that are common to all candidates at those levels.

In the sections that follow, transition points define initial and advanced programs and information is provided on how programs are assessed, when they are assessed, and who assesses them.

Initial Certification Programs' Admission Process and Transition Points

Initial Certification Program Admission Process and Transition Points (IECE, P-5, Special Education, Middle Grades, Secondary Education)

TP1 - Admission to Program

Undergraduate candidates must apply for admission to the Teacher Education Program (TEP). Regular application cycles occur each fall and spring. Candidates apply to the program, personnel in the Educational Service Unit determine eligibility, and interviews are conducted by program committees. Upon receiving notice of admission to the TEP, candidates attend a required orientation. Candidates seeking a TEP interview must have met all eligibility requirements before starting the application process (see table below). Specific instructions for completing the application process, including timelines, are posted on the Educational Service Unit Web page at <http://www.moreheadstate.edu/esu/index.aspx?id=3011>.

TP2 – Admission to Clinical Practice

Eligibility requirements for admission to the clinical practice include:

- Admission to the Teacher Education Program
- Grade point average of 2.50 on a 4.0 scale on all course work completed (includes transfer credit)
- Completion of prerequisite courses
- A minimum average grade of 2.5 on professional education courses
- A minimum grade of “C” in each course requiring field experience hours and all TEP restricted courses (those requiring TEP admission as a prerequisite) with an overall grade point average of 2.5 on a 4.0 scale in the area of concentration, major(s) and academic components
- A minimum of 90 semester hours completed
- Field experience hours completed
- Documentation of a current physical examination and TB skin test
- A score of 13 or above as an average on two disposition checks prior to clinical practice

All PRAXIS test scores must be on file prior to starting the clinical practice semester. If a student is unable to obtain a passing score(s), a PRAXIS Re-take Plan, designed by the candidate in collaboration with their assigned advisor/university supervisor, must be submitted to the ESU Director prior to commencing clinical practice.

The Educational Service Unit Director notifies candidates in writing if they are eligible to enroll in the clinical practice semester in a public school. Determination is made after reviewing GPA, transcript, PRAXIS reports, field experience hours, disposition reports, and critical performances scores.

TP3 – Program Completion

Candidates are eligible to graduate if they have completed all program requirements, capstone, and fulfilled all certification requirements. The Unit's Certification Officer notifies candidates in writing of any deficiencies that need to be handled for certification. Candidates are informed by the Registrar's Office if they are ineligible for graduation.

Table 2: Initial Certification Alignment with Standards/Assessment Processes

Transition Point	Learning Goals	Standard Alignment	How Assessed	Decision Maker(s)	Outcomes
<p>TP 1 – Admission to program assessment data</p> <ul style="list-style-type: none"> • Required ACT, PPST, or GRE/MAT Score(s), Praxis content (1) • Philosophy of Education (EDF 207 Critical Performance) (1,3) • Statement of relevant experience working with children (1) • Résumé • Demonstration of writing proficiency (1) • Overall GPA 2.5 (1) • ENG 100, 200; PSY 154; CMAP 108; EDF 207; and EDF 211 (1) • Department interview results (1,3) 	<p>1 Master Content Knowledge Professional and Thinking Skills</p> <p>3Professional Dispositions</p>	<p>KTS 1,2,4 IECE 1,2,3,9 CEC 1,2,3</p> <p>KTS 3,8,9 IECE 6 CEC 9</p>	<p>Review of transcript(s) and application portfolio</p> <p>Admission Interview Dispositions self-assessment</p>	<p>Educational Service Unit (ESU)</p> <p>Department/Program Faculty Interview Committee</p> <p>Teacher Education Council</p>	<p>Student meets minimum qualifications and requirements for TEP admission</p> <p>Department/Program Committee recommends candidates for admission to Program.</p> <p>Director of Educational Service Unit compiles lists from each program and presents whole list to Teacher Education Council</p> <p>Teacher Education Council approves or does not approve recommendation made and candidates informed in writing of admission recommendation</p>

<p>TP 2 – Admission to Clinical Practice assessment data</p> <ul style="list-style-type: none"> • Admission to TEP • Grade point average of 2.50 on a 4.0 scale on all course work completed (includes transfer credit) (1) • Completion of prerequisite courses (1,2,3,4,5) • A minimum average grade of 2.5 on professional education courses (1) • A minimum grade of “C” in each course requiring field experience hours and all TEP restricted courses (those requiring TEP admission as a prerequisite) with an overall grade point average of 2.5 on a 4.0 scale in the area of concentration, major(s) and academic components (1) • A minimum of 90 semester hours completed (1) • Field experience hours completed (1,2,3,4,5) • Documentation of a current physical examination and TB skin test • A score of 13 or above as an average on two disposition checks prior to clinical practice (3) 	<p>1 Master Content Knowledge Professional and Thinking Skills</p> <p>2 Data-based Decision Making and Accountability for P12 Student Learning</p> <p>3 Professional Dispositions</p> <p>4 Culturally Competent</p> <p>5 Empowerment through field experiences, clinical practice, partnerships, regional engagement</p>	<p>KTS 1,2,3,4,6 IECE 1,2,3 CEC 1,2,3,4,5,7</p> <p>KTS 2,5,7 IECE 4,5 CEC 8</p> <p>KTS 2,3 IECE 6,8 CEC 9,10</p> <p>KTS 8,7 IECE 8,5 CEC 6</p> <p>KTS 8,9,10 IECE 8,10 CEC 10</p>	<p>Review of classroom performance in meeting critical performances</p> <p>Review of field experience logs</p>	<p>Field Experiences Coordinator reviews information and Director of ESU approves eligibility</p> <p>Faculty member teaching course(s) with required critical performance</p>	<p>Eligible or not eligible to enroll in clinical practice in public schools</p> <p>Informed in writing by ESU Director</p> <p>When ineligible, deficiencies described in letter</p>
--	---	---	--	---	--

<p>TP 3 –Program completion assessment data</p> <ul style="list-style-type: none"> • Completion of all program requirements (1,2,3,4,5) • Success on TPA (1,2,3,4,5) • Fulfilled all certification eligibility requirements (1,2,3,4,5) 	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p> <p><u>2 Data-based Decision Making and Accountability for P12 Student Learning</u></p> <p><u>3 Professional Dispositions</u></p> <p><u>4 Culturally Competent</u></p> <p><u>5 Empowerment through field experiences, clinical practice, partnerships, regional engagement</u></p>	<p>KTS 1,2,3,4,6 IECE 1,2,3 CEC 1,2,3,4,5,7</p> <p>KTS 2,5,7 IECE 4, 5 CEC #8</p> <p>KTS 8,7 IECE 8,5 CEC 5, 9</p> <p>KTS 2,3 IECE 6,8 CEC 6</p> <p>KTS 8,9,10 IECE 8,10 CEC 10</p>	<p>TPA score</p> <p>Observation logs</p> <p>KY Teacher Standards Log</p> <p>Transcript review</p>	<p>MSU Supervisor</p> <p>Cooperating Teacher</p> <p>TPA Evaluation Committee</p> <p>ESU Certification officer reviews all files</p> <p>Office of the Registrar</p>	<p>Successful completion of Clinical Practice and Capstone</p> <p>Eligible for graduation, diploma (student informed in writing if ineligible for graduation)</p> <p>Notified, in writing, (at last meeting of 499c classes) of any deficiencies that need to be handled to be recommended for certification</p> <p>Letter of eligibility stating certification area(s)</p>
--	--	---	---	--	---

Initial Certification Program – P-5 Professional Partnership Network – Admission Process and Transition Points

The P-5 Professional Partnership Network (PPN) program with Rowan County School District falls under the initial certification P-5 program and is a residency-based option for candidates. Candidates can choose the traditional campus-based option or the Professional Development School option. Potential PPN candidates apply to the TEP the same as traditional-based candidates, but go through an additional screening. Candidates are assigned to one of three elementary schools in Rowan County and take their coursework through a field-based model, in which the candidates work in the school site for two full years, culminating in a clinical practice semester with the teacher they've worked with over that two-year period. The P-5 teachers are designated as MSU Clinical Faculty and work closely with university faculty for course instruction, field experience, and candidate assessments.

TP1 - Admission to Program

Admission to the P-5 program requires the same conditions as traditional candidates but with an additional application and screening.

Eligibility requirements for admission to the clinical practice include:

- Admission to the Teacher Education Program
- Grade point average of 2.50 on a 4.0 scale on all course work completed (includes transfer credit)
- Completion of prerequisite courses
- A minimum average grade of 2.5 on professional education courses
- A minimum grade of “C” in each course requiring field experience hours and all TEP restricted courses (those requiring TEP admission as a prerequisite) with an overall grade point average of 2.5 on a 4.0 scale in the area of concentration, major(s) and academic components
- A minimum of 90 semester hours completed
- Documentation of a current physical examination and TB skin test
- A score of 13 or above as an average on two disposition checks prior to clinical practice
- Professional Partnership Network application

TP2 – Admission to Clinical Practice

Eligibility requirements for admission to the clinical practice include:

- Admission to the Teacher Education Program
- Grade point average of 2.50 on a 4.0 scale on all course work completed (includes transfer credit)
- Completion of prerequisite courses
- A minimum average grade of 2.5 on professional education courses
- A minimum grade of “C” in each course requiring field experience hours and all TEP restricted courses (those requiring TEP admission as a prerequisite) with an

overall grade point average of 2.5 on a 4.0 scale in the area of concentration, major(s) and academic components

- A minimum of 90 semester hours completed
- Field experience hours completed
- Documentation of a current physical examination and TB skin test
- A score of 13 or above as an average on two disposition checks prior to clinical practice

All PRAXIS test scores must be on file prior to commencing the clinical semester. If a student is unable to obtain a passing score(s), a PRAXIS Re-take Plan, designed by the candidate in collaboration with their assigned advisor/university supervisor, must be submitted to the ESU Director prior to commencing clinical practice.

The Educational Service Unit Director notifies candidates in writing if they are eligible to enroll in the clinical practice semester in a public school. Determination is made after reviewing GPA, transcript, PRAXIS reports, field experience hours, disposition reports, and critical performances scores.

TP3 – Program Completion

Candidates are eligible to graduate if they have completed all program requirements and fulfilled all certification requirements. The Unit's Certification Officer notifies candidates in writing of any deficiencies that need to be handled for certification. Candidates are informed by the Registrar's Office if they are ineligible for graduation.

A PPN Advisory Board reviews assessment data on a yearly basis and considers program improvements.

Table 3: Initial Certification Professional Partnership Network Alignment with Standards/Assessment Processes

The PPN program adheres to the NCATE Professional Development Standards and is working towards meeting “At Standard” for the designated elements.

Transition Point	Learning Goals	Standard Alignment	How Assessed	Decision Maker(s)	Outcomes
<p>TP 1 – Admission to PPN program assessment data</p> <ul style="list-style-type: none"> • Admission to the TEP • Grade point average of 2.50 on a 4.0 scale (includes transfer) (1) • Completion of prerequisite courses (1) • A minimum grade of “C” in each course requiring field experience hours and all TEP restricted with an overall grade point average of 2.5 on a 4.0 scale in the area of concentration, major(s) and academic components (1) • A minimum of 90 semester hours completed (1) • Documentation of a current physical examination and TB skin test • A score of 13 or above as an average on two disposition checks prior to clinical practice (3) • PPN application 	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p> <p><u>3Professional Dispositions</u></p>	<p>KTS 1,2,4 IECE 1,2,3,9 CEC 1,2,3</p> <p>KTS 3,8,9 IECE 6 CEC 9</p>	<p>Review of transcript(s) and application portfolio</p>	<p>Education Services Unit</p> <p>Department/Program Faculty Interview Committee</p>	<p>Chosen candidates are assigned to one of three Rowan County Schools</p>

<p>TP 2 – Admission to Clinical Practice assessment data</p> <ul style="list-style-type: none"> • Admission to the Teacher Education Program • Grade point average of 2.50 on a 4.0 scale on all course work completed (includes transfer credit) (1) • Completion of prerequisite courses (1,2,3,4,5) • A minimum average grade of 2.5 on professional education courses (1) • A minimum grade of “C” in each course requiring field experience hours and all TEP restricted courses (those requiring TEP admission as a prerequisite) with an overall grade point average of 2.5 on a 4.0 scale in the area of concentration, major(s) and academic components (1) • A minimum of 90 semester hours completed (1) • Field experience hours completed (1,2,3,4,5) • Documentation of a current physical examination and TB skin test • A score of 13 or above as an average on two disposition checks prior to clinical practice (3) 	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p> <p><u>2 Data-based Decision Making and Accountability for P12 Student Learning</u></p> <p><u>3 Professional Dispositions</u></p> <p><u>4 Culturally Competent</u></p> <p><u>5 Empowerment through field experiences, clinical practice, partnerships, regional engagement</u></p>	<p>KTS 1,2,3,4,6 IECE 1,2,3 CEC 1,2,3,4,5,7</p> <p>KTS 2,5,7 IECE 4,5 CEC 8</p> <p>KTS 2,3 IECE 6,8 CEC 9,10</p> <p>KTS 8,7 IECE 8,5 CEC 6</p> <p>KTS 8,9,10 IECE 8,10 CEC 10</p>	<p>Review of classroom performance in meeting critical performances; review of transcript, PRAXIS, field experience logs, and dispositions</p>	<p>Clinical Practice Coordinator in collaboration with Field Experience Coordinator and ESU director</p>	<p>Eligible or not to enroll in clinical practice in PPN school Informed in writing by ESU Director.</p> <p>When ineligible, deficiencies described in letter</p>
--	---	---	--	--	---

<p>TP 3 — Program Completion assessment data</p> <ul style="list-style-type: none"> Fulfilled all program requirements (1,2,3,4,5) Fulfilled all certification eligibility requirements (1,2,3,4,5) Success on TPA (1,2,3,4,5) 	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p> <p><u>2 Data-based Decision Making and Accountability for P12 Student Learning</u></p> <p><u>3 Professional Dispositions</u></p> <p><u>4 Culturally Competent</u></p> <p><u>5 Empowerment through field experiences, clinical practice, partnerships, regional engagement</u></p>	<p>KTS 1,2,3,4,6 IECE 1,2,3 CEC 1,2,3,4,5,7</p> <p>KTS 2,5,7 IECE 4, 5 CEC #8</p> <p>KTS 8,7 IECE 8,5 CEC 5, 9</p> <p>KTS 2,3 IECE 6,8 CEC 6</p> <p>KTS 8,9,10 IECE 8,10 CEC 10</p>	<p>TPA score Observation logs KY Teacher Standards Log</p>	<p>MSU Supervisor Cooperating Teacher TPA Evaluation Committee ESU Certification Officer reviews all final documents Office of the Registrar</p>	<p>Eligible for graduation, (candidate informed in writing if ineligible for graduation)</p> <p>Notified, in writing, (at last meeting of 499c classes) of any deficiencies that need to be handled for certification</p> <p>Letter of eligibility stating certification area(s)</p> <hr/> <p>PPN Advisory Board reviews TP data on yearly basis to determine program changes and monitor progress in meeting on NCATE PDS standards</p>
---	--	---	--	--	--

Master of Arts in Teaching – Middle Grades and Secondary - Admission Process and Transition Points

TP1 - Admission to Program

Candidates seeking alternative certification through the MAT option begin the admissions process with an initial screening of transcripts. Once admission has been successfully determined, candidates attend a required MAT orientation, which centers on the dispositions of the candidate. The following admission criteria are used for admission decisions:

- Bachelor's degree in an approved content area
- Undergraduate GPA of 2.75 or a graduate GPA of 3.0
- ACT Score of 21 or above, OR GRE score of 750 or above OR passing of the PRAXIS II content/ specialty exam
- Documentation of academic competence according to departmentally established criteria (any grad. /undergrad. transcripts)
- Documentation of work experience (when appropriate)
- Interview

TP2 – Eligibility to Continue in Program

At the second transition point, or gate, candidates must show a GPA of 3.0 or higher and the candidates are assessed on their demonstration of knowledge as evidenced by their having passed the content/specialty area PRAXIS II exam in order to register for graduate hours beyond 12. In Track A (Temporary Provisional), candidates may be employed full-time in a public school district, providing there are no certified applicants. (Local district applies for temporary provisional certification.) A mentor teacher in the public school provides on-going support and guidance to the candidate, where skills are observed and evaluated. Two formal classroom observations completed by both the university and school mentor teacher are required for assessing skills.

Candidates in Track B are not employed by a public school system and are placed in a public school classroom a minimum of 60 hours, per semester, while enrolled in EDUC 650 (fall) and EDUC 651 (spring). The content of the two courses is focused on Kentucky Teacher Standards. Candidate placement in a public school classroom fulfills the student teaching/practicum experience requirement. A public school master teacher and a university supervisor are assigned as mentors. Skills are observed and evaluated in the second transition point by the mentor and the university supervisor as the candidate prepares and presents lessons and is formally observed in the field experience classroom by the practicum university supervisor. Two formal observations are required by each mentor.

TP3 – Program Completion

The Master of Arts in Teaching degree is granted when a candidate successfully completes all program requirements, including the PRAXIS Learning and Teaching examination (PLT). The situational questions and cases presented in the PLT demonstrate the candidate's understanding of skills and knowledge of teaching. In order to graduate candidates must have maintained a 3.0 GPA or higher as evidenced in their transcript review. They must have successfully demonstrated their teaching skills, knowledge, and dispositions as well as demonstrated their understanding of the Kentucky Teacher Standards indicated by portfolio.

Table 4: Master of Arts in Teaching Alignment with Standards/Assessment Processes

Transition Point	Learning Goals	Standard Alignment	How Assessed	Decision Maker(s)	Outcomes
<p>TP1 Admission to program assessment data</p> <ul style="list-style-type: none"> • Bachelor’s degree in an approved content area (1) • Undergrad GPA 2.75 or grad GPA of 3.0 (1) • ACT 21, or GRE 750, or Pass Praxis II content area (1) • Documentation of work experience, when appropriate (1) • Documentation of academic competence (1) • Interview (3) 	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p> <p><u>3Professional Dispositions</u></p>	<p>KTS 1,2,4 *</p> <p>KTS 8</p> <p>*Content areas align with NCATE SPAs: English (NCTE) Foreign Lang (ACTFL) Am Alliance for Health, PE, Dance (AAHPERD) Am Assoc for Health (AAHE) National Council of Teachers of Mathematics (NCTM) National Assoc for Sport and PE (NASPE) National Science Teachers Assoc (NSTA) National Council for the Social Studies (NCSS)</p>	<p>Candidate’s application materials reviewed</p>	<p>MAT Program Coordinators and Department Chair</p> <p>MAT Coordinators and Dept. chairs during interview</p>	<p>Applicant is informed if eligible for admission to the MAT Program</p> <p>Candidate’s Academic Record reflects course(s) for which credit has been awarded</p>
<p>TP2 Eligibility to continue taking MAT courses assessment data</p> <ul style="list-style-type: none"> • A minimum 3.0 GPA (1) • Passed all required 	<p><u>1 Master Content Knowledge, Professional</u></p>	<p>KTS 1,2,3,4,6</p>	<p>Review of Academic Record and Praxis Scores</p>	<p>MAT Coordinators and advisor</p> <p>MAT Advisor</p>	<p>Candidates informed by letter when they are ineligible to continue taking courses for MAT credit</p>

<p>Praxis content area exam(s) (1)</p> <ul style="list-style-type: none"> • Successful teaching (1,2,3,4,5) • No dispositional concerns (3) • Successful completion of Modules (1) • Successful completion of exit portfolio (1,2,3,4,5) 	<p><u>and Thinking Skills</u></p> <p><u>2 Data-based Decision Making and Accountability for P12 Student Learning</u></p> <p><u>3 Professional Dispositions</u></p> <p><u>4 Culturally Competent</u></p> <p><u>5 Empowerment through field experiences, clinical practice, partnerships, regional engagement</u></p>	<p>KTS 2,5,7</p> <p>KTS 8,7</p> <p>KTS 2,3</p> <p>KTS 1,2,3,4,5,6,7,8,9</p>	<p>Academic Record Review</p> <p>(EDUC 651) Individualized growth Plan successfully completed</p> <p>(EDUC 651) Academic record review</p> <p>(EDUC 652, 653)</p> <p>Observation results communicated</p>	<p>MAT Supervisor and On-Site supervisor</p> <p>MAT Supervisor and On-Site mentor</p> <p>MAT Coordinators and Advisor</p> <p>MAT Coordinators and Advisor</p>	
<p>TP3 Program completion assessment data</p> <ul style="list-style-type: none"> • Fulfilled all program requirements (1,2,3,4,5) • Completed portfolio (1,2,3,4,5) • Successfully fulfilled all certification requirements (1,2,3,4,5) 	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p> <p><u>2 Data-based Decision Making and Accountability for P12 Student Learning</u></p>	<p>KTS 1,2,3,4,6</p> <p>KTS 2,5,7</p>	<p>Review of Academic Record</p> <p>Candidate eligibility reviewed and reported</p>	<p>Registrar</p> <p>Graduate certification officer</p> <p>EPSB certification office</p>	<p>Letter stating graduation status</p> <p>Letter identifying KY teaching certifications</p>

	<u>3</u> Professional Dispositions	KTS 8,7			
	<u>4</u> Culturally Competent	KTS 2,3			
	<u>5</u> Empowerment through field experiences, clinical practice, partnerships, regional engagement	KTS 1,2,3,4,5,6,7,8,9,10			

Master of Arts in Teaching – Special Education - Admission Process and Transition Points

TP1 - Admission to Program

- Official transcript from an accredited institution verifying a baccalaureate degree with a GPA of at least 2.5 on a 4.0 scale.
- Submission of a graduate application form and an MAT in Special Education application.
- Conditional admission to the Graduate College requires either:
 - An undergraduate cumulative GPA of at least 2.75 on a 4.0 scale or an earned graduate GPA of 3.0 on a 4.0 scale (minimum of nine credit hours) with an ACT score of 21, **or**
 - An admission index (GRE verbal + GRE quantitative) x GPA of at least 2050.
- For admission to the program and eligibility for temporary provisional certification, candidates must submit:
 - Criminal background check by the Kentucky State Police.
 - Three letters of recommendation from employment supervisors (at least one required), former instructors, or professional educators that can speak to candidate's work ethic, professionalism, interpersonal skills, and other similar personal attributes.
 - One-page single-spaced personal statement addressing related experience and motivation for becoming a special education teacher.
 - Documentation of successful completion of the three required foundation courses ([EDSP 601](#), [EDUC 618](#), [EDEL 627](#)) or equivalent courses.
 - The results of the Graduate Record Examination leading to an admission index (GRE verbal + GRE quantitative) x GPA of at least 2050 and demonstration of basic writing proficiency by scoring at least 2.5 on the analytic writing subtest.
- Review of all submitted material and selection for admission to the annual cadre by the program faculty is conducted once a year in March.

TP2 – Eligibility to Continue in Program

- Must be unconditionally admitted to graduate studies.
- If a candidate has not become unconditionally admitted after completing 12 graduate hours, he/she will not be allowed to register for additional hours.
- A minimum cumulative GPA of 3.0 is required on all graduate coursework and no credit is allowed for a grade below "C."

TP3 – Program Completion

- Submission and review of a program completion portfolio demonstrating proficient performance on the Kentucky Teacher Standards.
- Must file an application for degree completion no later than the beginning of the semester during which candidate plans to complete program requirements.

- Candidates must successfully pass all PRAXIS Specialty test(s) prior to the Kentucky Teacher Internship Program (KTIP) experience and degree completion.

Table 5: Master of Arts in Teaching – Special Education Alignment with Standards/Assessment Processes

Transition Point	Learning Goals	Standard Alignment	How Assessed	Decision Maker(s)	Outcomes
<p>TP1 Admission to program assessment data</p> <ul style="list-style-type: none"> Official transcript from an accredited institution verifying a baccalaureate degree with a GPA of at least 2.5 on a 4.0 scale (1) Submission of a graduate application form and an MAT in Special Education application <p>Conditional Admission to graduate studies:</p> <ul style="list-style-type: none"> An undergraduate cumulative GPA of at least 2.75 on a 4.0 scale or an earned graduate GPA of 3.0 on a 4.0 scale (minimum of nine credit hours) with an ACT score of 21, or An admission index (GRE verbal + GRE quantitative) x GPA of at least 2050 (1) <p>Unconditional Admission to graduate studies and eligible for temporary provisional certificate</p> <ul style="list-style-type: none"> Criminal background check by the Kentucky State Police (3) Three letters of recommendation from employment supervisors (at least one required), former 	<p>1 <u>Master Content Knowledge, Professional and Thinking Skills</u></p> <p>3 <u>Professional Dispositions</u></p>	<p>KTS 1,2,4 IECE 1,2,3,9 CEC 1,2,3</p> <p>KTS 3,8,9 IECE 6 CEC 9</p>	<p>Candidate’s application materials reviewed in March</p>	<p>Program Faculty MAT Coordinator and Dept. chair during interview</p>	<p>Applicant is informed if eligible for admission to the MAT Program</p> <p>Candidate’s Academic Record reflects course(s) for which credit has been awarded</p>

<p>instructors, or professional educators that can speak to candidate's work ethic, professionalism, interpersonal skills, and other similar personal attributes (3)</p> <ul style="list-style-type: none"> • Personal statement addressing related experience and motivation for becoming a special education teacher (1,3,) • Documentation of successful completion of the three required foundation courses (EDSP 601, EDUC 618, EDEL 627) or equivalent courses (1) • The results of the Graduate Record Examination leading to an admission index (GRE verbal + GRE quantitative) x GPA of at least 2050 and demonstration of basic writing proficiency by scoring at least 2.5 on the analytic writing subtest (1) 					
<p>TP2 Eligibility to continue taking MAT courses assessment data</p> <ul style="list-style-type: none"> • A minimum 3.0 GPA; no credit for any grade below “C” (1) • Must be unconditionally admitted to program; If a candidate has not been unconditionally admitted after completing 12 graduate hours, he/she will not be allowed to register for additional hours 	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p>	<p>KTS 1,2,3,4,6 IECE 1,2,3 CEC 1,2,3,4,5,7</p>	<p>Review of Academic Record and Praxis Scores</p>	<p>MAT Coordinator and advisor MAT Supervisor and On-Site mentor</p>	<p>Candidates informed by letter when they are ineligible to continue taking courses for MAT credit</p>

<p>TP3 Program completion assessment data</p> <ul style="list-style-type: none"> • Submission and review of a program completion portfolio demonstrating proficient performance on the Kentucky New Teacher Standards (1,2,3,4,5) • Must file an application for degree completion no later than the beginning of the semester during which they plan to complete their requirements. • Candidates must successfully pass all PRAXIS Specialty test(s) prior to the KTIP experience and degree completion (1) 	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p> <p><u>2 Data-based Decision Making and Accountability for P12 Student Learning</u></p> <p><u>3 Professional Dispositions</u></p> <p><u>4 Culturally Competent</u></p> <p><u>5 Empowerment through field experiences, clinical practice, partnerships, regional engagement</u></p>	<p>KTS 1-10 IECE 1-10 CEC 1-10</p> <p>KTS 2,5,7 IECE 4 CEC 3,4,8</p> <p>KTS 8,7 IECE 7,8,5 CEC 5,9</p> <p>KTS 2,3 IECE 7,8 CEC 6</p> <p>KTS 8,9,10 IECE 6,7,10 CEC 10</p>	<p>Review of Academic Record</p> <p>Candidate eligibility reviewed and reported</p>	<p>Registrar</p> <p>Graduate certification officer</p>	<p>Letter stating graduation status</p> <p>Letter identifying KY teaching certifications</p>
---	--	---	---	--	--

Advanced Programs' Admission Process and Transition Points

Candidates in advanced programs are expected to come into their programs with the knowledge, skills, and dispositions that are expected of initial program candidates, and measured through the five learning goals found in the initial programs. Advanced programs provide candidates with experiences that will extend their knowledge and practice in addressing the five learning goals.

Director of Special Education Admission Process and Transition Points

TP1 - Admission to Program (Candidates are expected to come to the program with the five learning goals met. Advanced programs extend the knowledge and practice expected in the five learning goals)

- Master's degree from an accredited college or university.
- Valid teaching certificate in an area in special education.
- Minimum composite GRE score of 750 on the verbal and quantitative sections.
- Must receive favorable consideration from an admission review committee, which shall be composed of faculty teaching the program and practicing special education administrators in the public schools.
- Must have successfully completed three years of full-time teaching experience in special education. A letter of validation must be received from the superintendent of the school district(s).

TP2 – Eligibility to Continue in Program

- Candidates must maintain a 3.0 GPA to complete the program.

TP3 – Program Completion

- Must have a 3.0 cumulative GPA to complete the program.
- Exit portfolio associated with the required practicum.

Table 6: Advanced Programs Alignment with Standards/Assessment Processes

Transition Point	Learning Goals	Standard Alignment	How Assessed	Decision Maker(s)	Outcomes
<p>TP1 Admission to program assessment data</p> <ul style="list-style-type: none"> • Master's degree from an accredited college or university (1) • Valid teaching certificate in an area in special education (1) • Minimum composite GRE score of 750 on the verbal and quantitative sections (1) • Must receive favorable consideration from an admission review committee (1,3,4) • Must have successfully completed three years of full-time teaching experience in special education (1,2,3,4,5) • A letter of validation from superintendent (1,2,3,4,5) 	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p> <p><u>2 Data-based Decision Making and Accountability for P12 Student Learning</u></p> <p><u>3 Professional Dispositions</u></p> <p><u>4 Culturally Competent</u></p> <p><u>5 Empowerment through field experiences, clinical practice, partnerships, regional engagement</u></p>	<p>KTS 1-10 CEC 1-10 ISLLC 1-6</p> <p>KTS 5,6,7 CEC 3,4,8 ISLLC 2,5</p> <p>KTS 3,7,9 CEC 9,10 ISLLC 4,6</p> <p>KTS 1,2,3,4,8 CEC 6 ISLLC 2,4,6</p> <p>KTS 8,10 CEC 10 ISLLC 1,2</p>	<p>Review of application materials</p>	<p>Application Review committee comprised of faculty and practicing special education administrators</p>	<p>Informed in writing about admission status</p>

<p>TP2 Eligibility to continue in program</p> <ul style="list-style-type: none"> • Maintain 3.0 GPA (1) • Receives no more than two grades of “C” in the coursework for the degree (1) 	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p>	<p>KTS 1-10 CEC 1-10 ISLLC 1-6</p>	<p>Transcript Review Institution eligibility reports Disposition Report</p>	<p>Program coordinator</p>	<p>Candidate is informed in writing that he or she has failed to meet the requirement(s) and cannot register for additional classes in the program</p>
<p>TP3 Program completion assessment data</p> <ul style="list-style-type: none"> • Must have 3.0 cumulative GPA (1) • Successful completion of all required course work (1,2,3,4,5) • Exit portfolio (1,2,3,4,5) 	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p> <p><u>2 Data-based Decision Making and Accountability for P12 Student Learning</u></p> <p><u>3 Professional Dispositions</u></p> <p><u>4 Culturally Competent</u></p> <p><u>5 Empowerment through field experiences, clinical practice, partnerships, regional engagement</u></p>	<p>KTS 1-10 CEC 1-10 ISLLC 1-6</p> <p>KTS 5,6,7 CEC 3,4,8 ISSLC 2,5</p> <p>KTS 3,7,9 CEC 9.10 ISLLC 4,6</p> <p>KTS 1,2,3,4,8 CEC 6 ISLLC 2,4,6</p> <p>KTS 8,9,10 CEC 10 ISLLC 1,2</p>	<p>Transcript Review</p>	<p>Program coordinator; program faculty</p>	<p>Eligibility for graduation</p>

MA.Ed Teacher Leader Admission Process and Transition Points

TP1 - Admission to Program

For regular admission, a candidate must have:

- 1) An acceptable admission index by meeting any of the following:
 - a. GRE score (verbal + quantitative) * undergraduate GPA \geq 2050
 - b. Miller Analogies Test (MAT) Scaled Score * undergraduate GPA \geq 980
 - c. The test requirement is waived for candidates who have successfully completed a master's degree.
- 2) A teaching certificate or statement of eligibility
- 3) An approved professional growth plan signed by school supervisor. (If the candidate is not currently teaching, the candidate's advisor may approve the professional growth plan).

Candidates who do not qualify for regular admission may apply for alternative admission to the Master's program. This process requires that candidates meet the criteria for admission to the Teacher Leader Fifth Year program. These are as follows:

- 1) A baccalaureate degree
- 2) A standard or provisional teaching certificate or statement of eligibility
- 3) Minimum undergraduate GPA of 2.50
- 4) An approved professional growth plan signed by school supervisor. If the candidate is not currently teaching, the candidate's advisor may approve the professional growth plan.

Candidates applying through the alternative admission process and who meet these criteria will be admitted to the Teacher Leader Fifth Year Program.

Provision 1. Candidates granted alternative admission may take up to 12 hours in the specific Teacher Leader Master's program to which they are applying. If the candidate earns a GPA of 3.75 or higher for these 12 hours, the GRE/MAT testing requirements are waived for regular admission to the program. If a GPA of 3.75 is not attained, the candidate must submit a GRE or MAT score no later than the conclusion of the semester during which the 12th hour is completed at which time an admission's index will be calculated. The admission's index will be determined by the following:

- 1) GRE score (verbal + quantitative) * undergraduate GPA \geq 2050
- 2) Miller Analogies Test (MAT) Scaled Score * undergraduate GPA \geq 980

Provision 2. Once candidates have successfully completed 12 credit hours and met criteria for regular or alternative admission to the Teacher Leader Master's, they may apply for admission to the Teacher Leader Master's or they may continue in the Teacher Leader Fifth Year Program.

TP2 – Eligibility to Continue in Program

Candidates must maintain a 3.0 GPA, receive no more than two grade of “C” in the coursework for the degree, and have no dispositional concerns. Candidates are informed in writing if s/he has failed to meet the requirement(s) and cannot register for additional courses in the Advanced Program.

TP3 – Program Completion

Candidates are eligible to graduate from the program after successfully completing all required course work, have earned a 3.0 GPA, and have successfully completed a required exit exam(s). Candidates are informed in writing of their exit exam results.

Table 7: MA.Ed Teacher Leader Alignment with Standards/Assessment Processes

Transition Point	Learning Goals	Standard Alignment	How Assessed	Decision Maker(s)	Outcomes
<p>TP1 Admission to program assessment data Regular Admission</p> <ul style="list-style-type: none"> • An acceptable admission index by meeting any of the following: <ul style="list-style-type: none"> ○ GRE score (verbal + quantitative) X undergraduate GPA ≥ 2050 ○ Miller Analogies Test (MAT) Scaled Score X undergraduate GPA ≥ 980 (The test requirement is waived for candidates who have successfully completed a master’s degree) (1) • A teaching certificate or statement of eligibility (1,2,3,4,5) • An approved <u>professional growth plan</u> (1,2,3,4,5) OR <p>Alternative admission</p> <ul style="list-style-type: none"> • A baccalaureate degree (1) • A standard or provisional teaching certificate or statement of eligibility (1,2,3,4,5) • Minimum undergraduate GPA of 2.50 (1) • An approved <u>professional growth plan</u> (1,2,3,4,5) 	<p>1 <u>Master Content Knowledge, Professional and Thinking Skills</u></p> <p>2 <u>Data-based Decision Making and Accountability for P12 Student Learning</u></p> <p>3 <u>Professional Dispositions</u></p> <p>4 <u>Culturally Competent</u></p> <p>5 <u>Empowerment through field experiences, clinical practice, partnerships, regional engagement</u></p>	<p>KYS 1-10</p> <p>KTS 5,6,7</p> <p>KYTS 3,7,9</p> <p>KYTS 1,2,3,4,8</p> <p>KYTS 8,9,10</p>	<p>Review of application materials</p>	<p>Department Chair or Department Designated faculty Program Coordinator</p>	<p>Informed in writing about admission status</p>

<p>TP2 Eligibility to continue in program</p> <ul style="list-style-type: none"> • Maintain 3.0 GPA (1) • Receives no more than two grades of “C” in the coursework for the degree. (1) • No Dispositional Concerns (3) • Successful completion of all program specific requirements (1,2,3,4,5) 	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p> <p><u>2 Data-based Decision Making and Accountability for P12 Student Learning</u></p> <p><u>3 Professional Dispositions</u></p> <p><u>4 Culturally Competent</u></p> <p><u>5 Empowerment through field experiences, clinical practice, partnerships, regional engagement</u></p>	<p>KYS 1-10</p> <p>KTS 5,6,7</p> <p>KYTS 3,7,9</p> <p>KYTS 1,2,3,4,8</p> <p>KYTS 8,9,10</p>	<p>Transcript Review</p> <p>Institution eligibility reports</p> <p>Disposition Report</p>	<p>Dept Chair with Advisor and Program Leader</p> <p>Advisor</p>	<p>Candidate is informed in writing that he or she has failed to meet the requirement(s) and cannot register for additional classes in the Advanced Program.</p> <p>Permission to sit for the exam (program specific process)</p>
<p>TP3 Program completion assessment data</p> <ul style="list-style-type: none"> • Successful completion of required exit exam(s) (1) • Successful completion of all required course work (1,2,3,4,5) • Overall 3.0 GPA (1) 	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p> <p><u>2 Data-based Decision Making and Accountability for</u></p>	<p>KYS 1-10</p> <p>KTS 5,6,7</p>	<p>Transcript Review</p>	<p>Department Chair</p> <p>Graduate Committee (program specific Coordinator of Graduate Programs</p>	<p>Candidates informed in writing of exit exam results.</p> <p>Committee members sign the “Program Completion Form”, filed upon successful completion of required</p>

	<u>P12 Student Learning</u> 3 <u>Professional Dispositions</u> 4 <u>Culturally Competent</u> 5 <u>Empowerment through field experiences, clinical practice, partnerships, regional engagement</u>	KYTS 3,7,9 KYTS 1,2,3,4,8 KYTS 8,9,10			exit exam(s) Eligibility for graduation
--	---	---	--	--	--

MA Educational Technology Admission Process and Transition Points

TP1 - Admission to Program

- General admission to graduate study.
- Standard or provisional teaching certification, a statement of eligibility for teaching, or letter describing applicant's role as educational support. Those candidates who fit the criteria of educational support will be able to obtain the master's degree, but it cannot be used for initial teacher certification.
- Minimum composite GRE score of 750 on the verbal and quantitative sections. This must be taken before or within the first 12 graduate hours for unconditional admission to graduate studies. Candidates will be admitted to the graduate school on a conditional basis until the GRE requirements are met.
- Demonstration of basic writing proficiency by scoring at least 2.5 on the analytic writing subtest of the GRE. For a candidate who has not met testing requirements for admission into the program, but who has successfully completed twelve hours of approved coursework with a 3.25 or above GPA, may request that the department chair waive the GRE requirement be waived
- A minimum of 2.75 undergraduate GPA
- Demonstrated competency of computer fluency (i.e. undergraduate or graduate computer competency course or computer competency assessment)

TP2 – Eligibility to Continue in Program

- Maintain a 3.0 GPA in all courses taken after completing the bachelor's degree.
- Must be unconditionally admitted.

TP3 – Program Completion

- Satisfy general degree requirements
- Apply for the exit exam at least two weeks prior to the exam date and must have advisor permission to take the exam. Additional written and/or oral examinations may be required as part of the comprehensive examination.
- Must submit a professional portfolio demonstrating work completed within the program.

Table 8: MA Education Technology Alignment with Standards/Assessment Processes

Transition Point	Learning Goals	Standard Alignment	How Assessed	Decision Maker(s)	Outcomes
<p>TP1 Admission to program assessment data</p> <ul style="list-style-type: none"> • General admission to graduate studies (1) • Standard or provisional teaching certification, statement of eligibility or letter describing role as educational support (1,2,3,4,5) • Minimum composite GRE score of 750 on the verbal and quantitative sections (1) • Demonstration of basic writing proficiency by scoring at least 2.5 on the analytic writing subtest of the GRE (1) • A minimum of 2.75 undergrad GPA (1) • Demonstrated competency of computer fluency (1) 	<p><u>1)Master Content Knowledge, Professional and Thinking Skills</u></p> <p><u>2)Data-based Decision Making and Accountability for P12 Student Learning</u></p> <p><u>3)Professional Dispositions</u></p> <p><u>4)Culturally Competent</u></p> <p><u>5)Empowerment through field experiences, clinical practice, partnerships, regional engagement</u></p>	<p>KTS 1-10 ISTE TF-1; B-1 AECT 1,2,3,4,5</p> <p>KTS 5,6,7 ISTE TF-IV; B-1 AECT 5</p> <p>KTS 3,7,9 ISTE 4,6 AECT 1,2,3,4,5</p> <p>KTS 1,2,3,4,8 ISTE TF-VI; B-1; C-1; E-1 AECT 1</p> <p>KTS 8,9,10 ISTE 1,2</p>	<p>Review of application materials</p>	<p>Department Chair or Department Designated faculty</p> <p>Program Coordinator</p>	<p>Informed in writing about admission status</p>

<p>TP2 Eligibility to continue in program</p> <ul style="list-style-type: none"> Maintain 3.0 GPA (1) Successful completion of all program specific requirements (1,2,3,4,5) 	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p> <p><u>2 Data-based Decision Making and Accountability for P12 Student Learning</u></p> <p><u>3 Professional Dispositions</u></p> <p><u>4 Culturally Competent</u></p> <p><u>5 Empowerment through field experiences, clinical practice, partnerships, regional engagement</u></p>	<p>KTS 1-10 ISTE TF-1; B-1 AECT 1,2,3,4,5</p> <p>KTS 5,6,7 ISTE TF-IV; B-1 AECT 5</p> <p>KTS 3,7,9 ISTE 4,6 AECT 1,2,3,4,5</p> <p>KTS 1,2,3,4,8 ISTE TF-VI; B-1; C-1; E-1 AECT 1</p> <p>KTS 8,9,10 ISTE 1,2</p>	<p>Transcript Review Institution eligibility reports Disposition Report</p>	<p>Department Chair with Advisor and Program Leader</p> <p>Advisor</p>	<p>Candidate is informed in writing that he or she has failed to meet the requirement(s) and cannot register for additional classes in the Advanced Program.</p> <p>Permission to sit for the exam (program specific process)</p>
<p>TP3 Program completion assessment data</p> <ul style="list-style-type: none"> Successful completion of required exit exam(s) (1) Successful completion of all required course work (1,2,3,4,5) Overall 3.0 GPA (1) Submission of professional portfolio (1,2,3,4,5) 	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p> <p><u>2 Data-based Decision Making and Accountability for P12 Student Learning</u></p>	<p>KTS 1-10 ISTE TF-1; B-1 AECT 1,2,3,4,5</p> <p>KTS 5,6,7 ISTE TF-IV; B-1 AECT 5</p>	<p>Transcript Review</p>	<p>Department Chair</p> <p>Graduate Committee (program specific Coordinator of Graduate Programs)</p>	<p>Candidates informed in writing of exit exam results.</p> <p>Committee members sign the “Program Completion Form”, filed upon successful completion of required Exit Exam(s)</p>

	<u>3 Professional Dispositions</u> <u>4 Culturally Competent</u> <u>5 Empowerment through field experiences, clinical practice, partnerships, regional engagement</u>	KTS 3,7,9 ISTE 4,6 AECT 1,2,3,4,5 KTS 1,2,3,4,8 ISTE TF-VI; B-1; C-1; E-1 AECT 1 KTS 8,9,10 ISTE 1,2			Eligibility for graduation
--	---	--	--	--	----------------------------

MA Counselor Admission Process and Transition Points

TP1 - Admission to Program

Successful completion of the requirements of the M.A. in counseling leads to a Provisional School Counseling Certificate grades P-12. A student planning a career as a counselor in mental health is required by Kentucky law to complete the coursework requirements for the EdS Licensed Professional Clinical Counselor (LPCC) program. The specific 60 semester hours of coursework in this program is aligned with Kentucky's LPCC licensure requirements.

Admission Requirements

- General admission to graduate study.
- A GRE score of 800 (verbal and quantitative) with a minimum verbal score of 350 or a raw score of 33 (385-390 Scaled Score) on the Miller Analogies Test is required.
- The department chair may waive the testing requirement for candidates who have at least a 3.5 or higher GPA after having completed 12 graduate hours within the program.
- The department chair will waive the testing requirement for candidates who have already completed a master's degree.
- TOEFL 525 (197 computer-based) or 74 on English Language Instruction Test of the University of Michigan, for international candidates.

TP2 – Eligibility to Continue in Program

If a student has not been admitted unconditionally to graduate studies after completing 12 graduate hours, he/she is not allowed to register for additional hours. All candidates in the Counseling MA program must maintain a 3.0 graduate GPA. Candidates falling below a 3.0 are placed on a one-semester period of probation. Candidates failing to achieve a graduate GPA of at least 3.0 at the end of the probation semester are dropped from their respective program. Any candidate who receives grades of "C" in more than two graduate courses is immediately dropped from the program.

Candidates are expected to adhere to the ethical standards and guidelines of the American Counseling Association, the American School Counselor Association, and/or the American Mental Health Counselors Association. Breach of ethical practices will result in dismissal from the program. Candidates in practicum and advanced practicum are required to have personal liability coverage.

TP3 – Program Completion

Candidates in the Counseling Program are eligible to graduate if they have maintained a 3.0 GPA and have successfully completed all required course work. Candidates are required to take an Exit Exam in order to complete the program successfully. Candidates in their final semester of study in the program are required to successfully complete a comprehensive objective final exit exam. Candidates who fail to achieve the minimum passing score may retake the examination after consultation with their advisor. Failing to perform adequately on the second exit

examination will result in a remediation plan for the student as developed by the program faculty. If after the remediation plan is completed and the student is unsuccessful in the third attempt at the exam, the student will be dismissed from the counseling program.

Table 9: MA Counselor Alignment with Standards/Assessment Processes

Transition Point	Learning Goals	Standard Alignment	How Assessed	Decision Maker(s)	Outcomes
<p>TP1 Admission to program assessment data</p> <ul style="list-style-type: none"> • Admission to graduate study (1) • Baccalaureate degree from an accredited institution of higher education (1) • Minimum overall GPA of 2.5 (1) • GRE score of 800 (verbal and quantitative) with a minimum verbal score of 350 or a raw score of 33 on the Miller Analogies Test (1) • TOEFL 525 (197 computer-based) or 74 on English Language Instruction Test of the University of Michigan, for international candidates (1) 	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p>	<p>Counseling A, C KTS 1,2,4</p>	<p>Review of application materials</p>	<p>Director of Graduate Programs Chair of Foundational and Graduate Studies in Education</p>	<p>Upon meeting all of the <i>General Admission to Graduate Study</i> requirements and the <i>Additional Requirements for admission to M.A. in Counseling Program</i>, the candidate is admitted</p>

<p>TP2 Eligibility to continue in program and be admitted to professional practicum assessment data</p> <ul style="list-style-type: none"> • Maintain 3.0 GPA (1) • Receives no more than two grades of C in the coursework for the degree (1) • No Dispositional Concerns as evidence on DACE (3) • Successful completion of all program specific requirements (1,2,3,4,5) • Submits Application for Practicum 	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p> <p><u>2 Data-based Decision Making and Accountability for P12 Student Learning</u></p> <p><u>3 Professional Dispositions</u></p> <p><u>4 Culturally Competent</u></p> <p><u>5 Empowerment through field experiences, clinical practice, partnerships, regional engagement</u></p>	<p>Counseling A, C KTS 1,2,4</p> <p>Counseling A KTS 5,6,7</p> <p>Counseling C, D KTS 3,7,9</p> <p>Counseling A, B KTS 1,2,3,4,8</p> <p>Counseling B KTS 8,9,10</p>	<p>Review of application for practicum</p>	<p>Chair of Foundational and Graduate Studies.</p> <p>Chair of Foundational and Graduate Studies.</p> <p>Chair of the Foundational and Graduate Studies of Education with consultation from Counseling Program faculty.</p> <p>Advisor and supervisor of practicum make recommendation re: practicum</p>	<p>Candidate with GPA falling below 3.0 will be placed on one semester's probation. Candidates failing to obtain a GPA of at least 3.0 by the end of probation will be dropped from the program.</p> <p>Candidates who receive grade of "C" in more than two graduate courses will be immediately dropped from the program.</p> <p>Counseling Faculty and Field Supervisor of Practicum monitor ethical behavior. Breach of ethical practices will result in dismissal from the program.</p> <p>Dept's supervisor of practicum enrolls candidate</p>
<p>TP3 Program completion assessment data</p> <ul style="list-style-type: none"> • Successful completion of required exit exam(s) (1) • Successful completion of all 	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p> <p><u>2 Data-based Decision Making and Accountability</u></p>	<p>Counseling A, C KTS 1,2,4</p> <p>Counseling A KTS 5,6,7</p>	<p>Review of program check sheet</p> <p>Score on exit exam</p>	<p>Counseling Faculty</p> <p>Counseling Program Leader.</p>	<ul style="list-style-type: none"> • The Program Leader administers and scores the exit exams. The Department Administrative Assistant notifies the candidate and the Graduate Office of the results of the exit exam. • If the candidate does not pass the exit exam, the Program Leader consults with the candidate and

<p>required course work with grade of “C” or above (1)</p> <ul style="list-style-type: none"> • Completes program feedback at time of exit exam; alumni survey collected every 5 years 	<p><u>for P12 Student Learning</u></p> <p><u>3 Professional Dispositions</u></p> <p><u>4 Culturally Competent</u></p> <p><u>5 Empowerment through field experiences, clinical practice, partnerships, regional engagement</u></p>	<p>Counseling C, D KTS 3,7,9</p> <p>Counseling A, B KTS 1,2,3,4,8</p> <p>Counseling B KTS 8,9,10</p>			<p>the candidate re-takes the written exit exam (advised to wait until the next semester’s exam to give time to study).</p> <ul style="list-style-type: none"> • If the candidate fails to pass the written exit exam the second time, the student has the opportunity to take an oral exit exam. • If the candidate does not pass the oral exit exam, a Remediation Plan is developed with the student and the counseling faculty. After re-taking the suggested courses, the student can re-apply to take the exit exam.
---	---	--	--	--	--

Rank I Program for Counselors Transition Points and Assessment

TP1 - Admission to Program

A Rank I in counseling requires 60 graduate credit hours including the M.A. in counseling degree. Applicants must meet two of the following three requirements for admission.

- A minimum combined score on the verbal and quantitative sections of the GRE of 800 with a minimum verbal score of 350 or a 33 raw score (385-390) scaled score on the Miller Analogies Test (MAT) is required.
- GPA of 3.5 for the courses taken to complete the M.A. in Counseling.
- Provisional certification in P-12 school counseling.

TP2 – Eligibility to Continue in Program

Candidates entering the Rank I program for guidance counselors must maintain a 3.0 GPA.

TP3 – Program Completion

Candidates must successfully complete an oral exit examination in order to complete the program.

Table 10: Rank I Counselor Alignment with Standards/Assessment Processes

Transition Point	Learning Goals	Standard Alignment	How Assessed	Decision Maker(s)	Outcomes
<p>TP1 Admission to program assessment data</p> <ul style="list-style-type: none"> GRE score of 800 (verbal and quantitative) with a minimum verbal score of 350 or a raw score of 33 on the Miller Analogies Test (1) GPA of 3.5 in the master’s degree (1) Provisional certification in P-12 school counseling (1,2,3,4,5) 	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p> <p><u>2 Data-based Decision Making and Accountability for P12 Student Learning</u></p> <p><u>3 Professional Dispositions</u></p> <p><u>4 Culturally Competent</u></p> <p><u>5 Empowerment through field experiences, clinical practice, partnerships, regional engagement</u></p>	<p>Counseling A, C KTS 1,2,4</p> <p>Counseling A KTS 5,6,7</p> <p>Counseling C, D KTS 3,7,9</p> <p>Counseling A, B KTS 1,2,3,4,8</p> <p>Counseling B KTS 8,9,10</p>	<p>Review of application materials</p>	<p>University Director of Graduate Programs</p> <p>Chair of Foundational and Graduate Studies in Education</p>	<p>Candidate meets requirements and is admitted to the program</p>
<p>TP2 Eligibility to continue in program assessment data</p> <ul style="list-style-type: none"> Maintain 3.0 GPA (1) 	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p> <p><u>2 Data-based Decision Making and Accountability for P12 Student Learning</u></p> <p><u>3 Professional Dispositions</u></p> <p><u>4 Culturally Competent</u></p>	<p>Counseling A, C KTS 1,2,4</p> <p>Counseling A KTS 5,6,7</p> <p>Counseling C, D KTS 3,7,9</p> <p>Counseling A, B KTS 1,2,3,4,8</p>	<p>Review of Application of Advanced Practicum</p> <p>Review of program check sheet</p>	<p>Counseling faculty member teaching the course</p>	<p>Candidate placed in practicum</p>

	<u>5 Empowerment through field experiences, clinical practice, partnerships, regional engagement</u>	Counseling B KTS 8,9,10			
TP3 Program completion assessment data <ul style="list-style-type: none"> • Successful completion of all required course work with grade of “C” or above (1,2,3,4,5) • Successful completion of oral exit exam (1) 	<u>1 Master Content Knowledge, Professional and Thinking Skills</u> <u>2 Data-based Decision Making and Accountability for P12 Student Learning</u> <u>3 Professional Dispositions</u> <u>4 Culturally Competent</u> <u>5 Empowerment through field experiences, clinical practice, partnerships, regional engagement</u>	Counseling A, C KTS 1,2,4 Counseling A KTS 5,6,7 Counseling C, D KTS 3,7,9 Counseling A, B KTS 1,2,3,4,8 Counseling B KTS 8,9,10	Review of program check sheet Documentation of completion of Advanced Practicum	Advisor Counseling Program Leader.	Documentation of completion of courses sent to University Director of Graduate Programs Documentation of Application of Advanced Practicum is retained by Counseling Program Leader

Rank I Program for Elementary and Special Education

TP1 - Admission to Program

A Rank I in the Elementary and Special Education programs requires the following:

- A Master's degree or Fifth Year Program
- A minimum composite GRE of 580 on verbal and quantitative

TP2 – Eligibility to Continue in Program

Candidates continuing in the program must maintain a 3.0 GPA.

TP3 – Program Completion

Candidates must successfully complete an oral exit examination in order to complete the program in addition to successful completion of all required course work with grade of “C” or above.

Table 11: Rank I – Elementary and Special Education Alignment with Standards/Assessment Processes

Transition Point	Learning Goals	Standard Alignment	How Assessed	Decision Maker(s)	Outcomes
<p>TP1 Admission to program assessment data</p> <ul style="list-style-type: none"> Masters Degree or Fifth year Program(1,2,3,4, 5) Minimum composite GRE score of 580 on verbal and quantitative (1) 	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p> <p><u>2 Data-based Decision Making and Accountability for P12 Student Learning</u></p> <p><u>3Professional Dispositions</u></p> <p><u>4 Culturally Competent</u></p> <p><u>5 Empowerment through field experiences, clinical practice, partnerships, regional engagement</u></p>	<p>KTS 1,2,4 CEC 1,2,3,4,5,7</p> <p>KTS 5,6,7 CEC 3,4,8</p> <p>KTS 3,7,9 CEC9,10</p> <p>KTS 1,2,3,4,8 CEC 6</p> <p>KTS 8,9.10 CEC 10</p>	<p>Review of application materials</p>	<p>Graduate Office</p> <p>Department Chair and program faculty</p>	<p>Candidate meets requirements and is admitted to the program</p>
<p>TP2 Eligible to continue in program assessment data</p> <p>Maintain 3.0 GPA (1)</p>	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p> <p><u>2 Data-based Decision Making and Accountability for P12 Student Learning</u></p> <p><u>3Professional Dispositions</u></p>	<p>KTS #1,2,4 CEC 1,2,3,4,5,7</p> <p>KTS #5,6,7 CEC 3,4,8</p> <p>KTS #3,7,9 CEC9,10</p>	<p>Review of program checksheet</p>	<p>Professional committee made up of professors of record for core courses.</p>	<p>Candidates are informed of status by review of submitted exit exam responses by a committee. Candidates are informed of pass or fail score.</p>

	<p><u>4 Culturally Competent</u></p> <p><u>5 Empowerment through field experiences, clinical practice, partnerships, regional engagement</u></p>	<p>KTS #1,2,3,4,8 CEC 6</p> <p>KTS #8,9,10 CEC 10</p>			
<p>TP3 Program completion assessment data</p> <ul style="list-style-type: none"> • Successful completion of all required course work with grade of “C” or above (1) • Take and pass exit exam (1,2,3,4,5) 	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p> <p><u>2 Data-based Decision Making and Accountability for P12 Student Learning</u></p> <p><u>3 Professional Dispositions</u></p> <p><u>4 Culturally Competent</u></p> <p><u>5 Empowerment through field experiences, clinical practice, partnerships, regional engagement</u></p>	<p>KTS #1,2,4 CEC 1,2,3,4,5,7</p> <p>KTS #5,6,7 CEC 3,4,8</p> <p>KTS #3,7,9 CEC9,10</p> <p>KTS #1,2,3,4,8 CEC 6</p> <p>KTS #8,9,10 CEC 10</p>	Review of candidate’s academic record	Office of Registrar and Graduate Office	Documentation of completion of courses sent to University Director of Graduate Programs

Rank I Program for Secondary Education

TP1 - Admission to Program

A Rank I in the Elementary and Special Education programs requires the following:

- A Master's degree or Fifth Year Program
- A minimum composite GRE of 580 on verbal and quantitative

TP2 – Eligibility to Continue in Program

Candidates continuing in the program must maintain a 3.0 GPA.

TP3 – Program Completion

Candidates must successfully complete an oral exit examination in order to complete the program in addition to successful completion of all required course work with grade of “C” or above.

Table 12: Rank I – Secondary Education Alignment with Standards/Assessment Processes

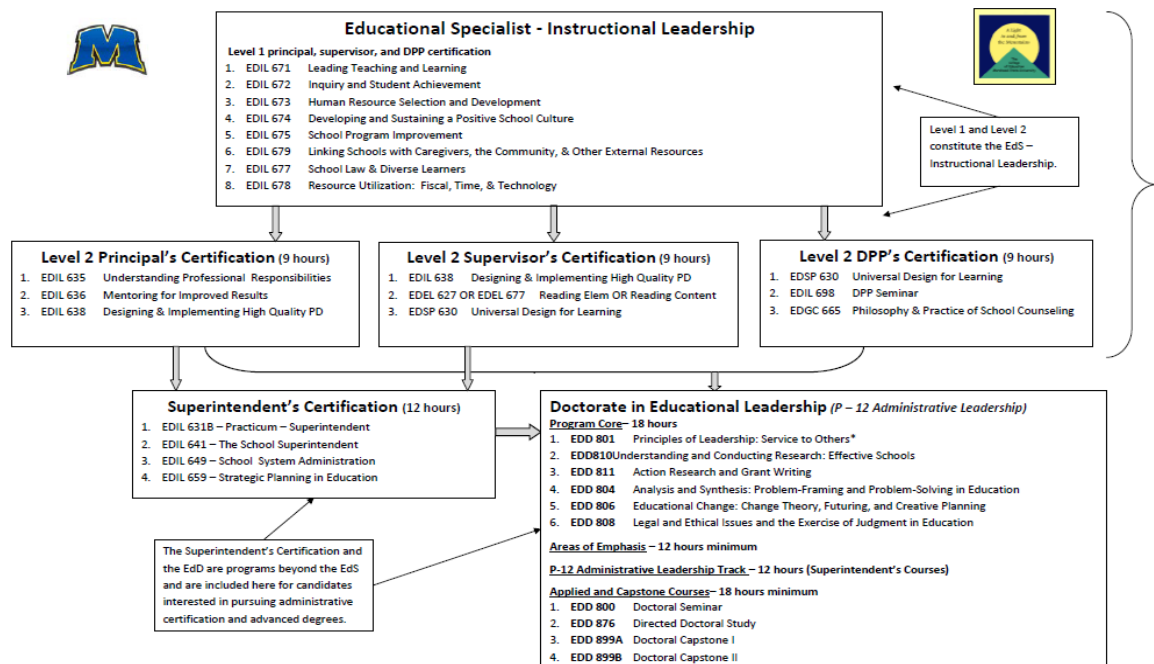
Transition Point	Learning Goals	Standard Alignment	How Assessed	Decision Maker(s)	Outcomes
<p>TP1 Admission to program assessment data</p> <ul style="list-style-type: none"> Masters Degree or Fifth year Program (1,2,3,4,5) Minimum composition GRE score of 580 on verbal and quantitative (1) 	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p> <p><u>2 Data-based Decision Making and Accountability for P12 Student Learning</u></p> <p><u>3Professional Dispositions</u></p> <p><u>4 Culturally Competent</u></p> <p><u>5 Empowerment through field experiences, clinical practice, partnerships, regional engagement</u></p>	<p>KTS 1,2,4 CEC 1,2,3,4,5,7</p> <p>KTS 5,6,7 CEC 3,4,8</p> <p>KTS 3,7,9 CEC9,10</p> <p>KTS 1,2,3,4,8 CEC 6</p> <p>KTS 8,9,10 CEC 10</p>	Review of application materials	<p>Graduate Office</p> <p>Department Chair and program faculty</p>	Candidate meets requirements and is admitted to the program
<p>TP2 Eligible to continue in program assessment data</p> <ul style="list-style-type: none"> Maintain 3.0 GPA (1) 	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p> <p><u>2 Data-based Decision Making and Accountability for P12 Student Learning</u></p> <p><u>3Professional</u></p>	<p>KTS 1,2,4 CEC 1,2,3,4,5,7</p> <p>KTS 5,6,7 CEC 3,4,8</p> <p>KTS 3,7,9</p>	Review of program checksheet	Professional committee made up of professors of record for core courses.	Candidates are informed of status by review of submitted exit exam responses by a committee. Candidates are informed of pass or fail score.

	<u>Dispositions</u> 4 Culturally Competent 5 Empowerment through field experiences, clinical practice, partnerships, regional engagement	CEC9,10 KTS 1,2,3,4,8 CEC 6 KTS 8,9,10 CEC 10			
TP3 Program completion assessment data <ul style="list-style-type: none"> • Successful completion of all required course work with grade of “C” or above (1) • Take and pass exit exam (1,2,3,4,5) 	1 Master Content Knowledge, Professional and Thinking Skills 2 Data-based Decision Making and Accountability for P12 Student Learning 3 Professional Dispositions 4 Culturally Competent 5 Empowerment through field experiences, clinical practice, partnerships, regional engagement	KTS 1,2,4 CEC 1,2,3,4,5,7 KTS 5,6,7 CEC 3,4,8 KTS 3,7,9 CEC9,10 KTS 1,2,3,4,8 CEC 6 KTS 8,9,10 CEC 10	Review of candidate’s academic record	Office of Registrar and Graduate Office	Documentation of completion of courses sent to University Director of Graduate Programs

Advanced Educational Leadership MA (Principal, Supervisor of Instruction, Director of Pupil Personnel – Level I & Level II) Admission Process and Transition Points

Introduction

As shown in the following graphic, the MA – Advanced Educational Leadership provides the foundation around which the EdS is built.



The first 24 hours of the program lead to principal, supervisor, and DPP Level 1 Kentucky certification. The second set of courses provide specialized coursework leading to the second master's degree and Level 2 certification for principal, supervisor, or DPP (or all three with additional coursework). The program has been designed to ensure a high level of authenticity in the program through field experiences built into each course that enable candidates to positively impact the learning of all P-12 students. In each course, candidates explore and/or analyze real problems of practice identified in partnership with leadership practitioners. The development of program goals, course objectives and field experiences have been guided by collaboration with a formal advisory council and a variety of focus groups and have been aligned to professional standards including Kentucky's Leadership Dimensions, Functions, and Dispositions. The AEL program is closely aligned to the Kentucky Cohesive Leadership System Continuum for Principal Licensure and Development.

TP1 - Admission to Program

The Advanced Educational Leadership (AEL) program is divided into two stages:

- The first 24 hours of the program is the core leading to principal, supervisor, and DPP Level 1 certification.
- The second set of courses provides more specialized instruction for each certification area and leads to a second master's degree and Level 2 certification for principal, supervisor, or DPP (or all three with additional coursework).

Admission Requirements:

- Admission to the program requires completion of a Master's Degree.
- General admission to graduate study.
- Documentation of the candidate's skills and understanding related to their ability to improve student achievement, leadership, and advanced knowledge of curriculum, instruction, and assessment. This will include the applicant's written statement, letters of recommendation, and artifacts from a professional portfolio. Letters of recommendation will be from educational leaders who are familiar with the applicant's leadership ability.
- A Masters degree from an accredited college or university.
- A valid teaching certificate.
- Must have a 3.0 cumulative GPA on all graduate work completed.
- Resume or vita (3 page maximum) documenting professional/leadership or educational technology, instructional design and training experience

TP2 – Eligibility to Continue in Program

- Successful completion of 12 program hours.
- Maintain at least a 3.5 GPA in program courses.

Table 13: Advanced Educational Leadership MA Alignment with Standards/Assessment Processes

Transition Point	Learning Goals	Standard Alignment	How Assessed	Decision Maker(s)	Outcomes
<p>TP1 Admission to program assessment data*</p> <ul style="list-style-type: none"> Admission to the program requires completion of a Master’s Degree (1) General admission to graduate studies (1) Applicant’s written statement, letters of recommendation, and artifacts from a professional portfolio. Letters of recommendation will be from educational leaders who are familiar with the applicant’s leadership ability. (1,2,3,4,5) A Masters degree from an accredited college or university (1) A valid teaching certificate (1,2,3,4,5) Must have a 3.0 cumulative GPA on all graduate work completed (1) Resume or vita (3 page maximum) documenting professional/ leadership or educational technology, instructional design and training experience (1,2,3,4,5) 	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p> <p><u>2 Data-based Decision Making and Accountability for P12 Student Learning</u></p> <p><u>3 Professional Dispositions</u></p> <p><u>4 Culturally Competent</u></p> <p><u>5 Empowerment through field experiences, clinical practice, partnerships, regional engagement</u></p>	<p>KTS 1,2,4 ISLLC 2 ISTE TF-1;B-1 AECT 1,2,3,4,5</p> <p>KTS 5,6,7 ISLLC 2,3 ISTE TF-IV; B-1 AECT 5</p> <p>KTS 3,7,9 ISLLC 4,6 ISTE TF-V;A-1 AECT 1,2,3,4,5</p> <p>KTS 1,2,3,4,8 ISLLC 2,4,6 ISTE TF-VI; B-1; C-1; E-1 AECT 1</p> <p>KTS 8,9,10 ISLLC 1,2 ISTE TF-VIII; A,D,E</p>	<p>Review of application materials</p>	<p>University Director of Graduate Programs</p> <p>Chair of Foundational and Graduate Studies in Education</p>	<p>Candidate meets requirements and is admitted to the program</p>
<p>TP2 Eligibility to continue in program assessment data</p>	<p><u>1 Master Content Knowledge,</u></p>	<p>KTS 1,2,4 ISLLC 2</p>	<p>Review of program check sheet</p>		

<ul style="list-style-type: none"> Complete 12 hours of program courses successfully Maintain 3.0 GPA (1) 	<u>Professional and Thinking Skills</u>	ISTE TF-1;B-1 AECT 1,2,3,4,5			
TP3 Program completion assessment data <ul style="list-style-type: none"> Successful completion of all required course work with grade of “C” or above (1,2,3,4,5) 	<u>1 Master Content Knowledge, Professional and Thinking Skills</u> <u>2 Data-based Decision Making and Accountability for P12 Student Learning</u> <u>3 Professional Dispositions</u> <u>4 Culturally Competent</u> <u>5 Empowerment through field experiences, clinical practice, partnerships, regional engagement</u>	KTS 1,2,4 ISLLC 2 ISTE TF-1;B-1 AECT 1,2,3,4,5 KTS 5,6,7 ISLLC 2,3 ISTE TF-IV; B-1 AECT 5 KTS 3,7,9 ISLLC 4,6 ISTE TF-V;A-1 AECT 1,2,3,4,5 KTS 1,2,3,4,8 ISLLC 2,4,6 ISTE TF-VI; B-1; C-1; E-1 AECT 1 KTS 8,9,10 ISLLC 1,2 ISTE TF-VIII; A,D,E	Review of candidate transcripts Review of program check sheets	AEL faculty meet monthly to review program AEL faculty meet at least once per semester to review assessment results	Documentation of completion of courses sent to University Director of Graduate Programs

*First 24 hours of program leads to Level 1 certification; second set of courses leads to second master’s degree and Level 2 certification for principal, supervisor, or DPP

Education Specialist in Advanced Educational Leadership (EdS-AEL) Admission Process and Transition Points

The EdS- AEL program builds upon the Master's of Advanced Educational Leadership program. Candidates will complete the MA-AEL core and specialty courses and then complete an applied project under the guidance of their EdS Committee.

TP1 - Admission to Program

- Admission to the program requires completion of the MA in AEL program.

TP2 – Eligibility to Continue in Program

- Successful completion of 12 program hours.
- Maintain at least a 3.5 GPA in program courses.

TP3 – Program Completion

- Completion of an applied project that builds upon the MA- AEL capstone experience.

Table 14: Education Specialist in Advanced Education Leadership Alignment with Standards/Assessment Processes

Transition Point	Learning Goals	Standard Alignment	How Assessed	Decision Maker(s)	Outcomes
<p>TP1 Admission to program assessment data</p> <ul style="list-style-type: none"> Admission to the program requires completion of the MA in AEL program (1,2,3,4,5) 	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p> <p><u>2 Data-based Decision Making and Accountability for P12 Student Learning</u></p> <p><u>3 Professional Dispositions</u></p> <p><u>4 Culturally Competent</u></p> <p><u>5 Empowerment through field experiences, clinical practice, partnerships, regional engagement</u></p>	<p>KTS 1,2,4 ISLLC 2 ISTE TF-1;B-1 AECT 1,2,3,4,5</p> <p>KTS 5,6,7 ISLLC 2,3 ISTE TF-IV; B-1 AECT 5</p> <p>KTS 3,7,9 ISLLC 4,6 ISTE TF-V;A-1 AECT 1,2,3,4,5</p> <p>KTS 1,2,3,4,8 ISLLC 2,4,6 ISTE TF-VI; B-1; C-1; E-1 AECT 1</p> <p>KTS 8,9,10 ISLLC 1,2 ISTE TF-VIII; A,D,E</p>	<p>Review of application materials</p>	<p>University Director of Graduate Programs</p> <p>Chair of Foundational and Graduate Studies in Education</p>	<p>Candidate meets requirements and is admitted to the program</p>

<p>TP2 Eligibility to continue in program assessment data</p> <ul style="list-style-type: none"> Maintain 3.0 GPA (1) Complete 12 hours of program courses successfully 	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p>	<p>KTS 1,2,4 ISLLC 2 ISTE TF-1;B-1 AECT 1,2,3,4,5</p>	<p>Review of program check sheet</p>		
<p>TP3 Program completion assessment data</p> <ul style="list-style-type: none"> Successful completion of applied project that builds upon the MA-AEL capstone experience (1,2,3,4,5) 	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p> <p><u>2 Data-based Decision Making and Accountability for P12 Student Learning</u></p> <p><u>3 Professional Dispositions</u></p> <p><u>4 Culturally Competent</u></p> <p><u>5 Empowerment through field experiences, clinical practice, partnerships, regional engagement</u></p>	<p>KTS 1,2,4 ISLLC 2 ISTE TF-1;B-1 AECT 1,2,3,4,5</p> <p>KTS 5,6,7 ISLLC 2,3 ISTE TF-IV; B-1 AECT 5</p> <p>KTS 3,7,9 ISLLC 4,6 ISTE TF-V;A-1 AECT 1,2,3,4,5</p> <p>KTS 1,2,3,4,8 ISLLC 2,4,6 ISTE TF-VI; B-1; C-1; E-1 AECT 1</p> <p>KTS 8,9,10 ISLLC 1,2 ISTE TF-VIII; A,D,E</p>	<p>Review of candidate transcripts</p> <p>Review of program check sheets</p>	<p>AEL faculty meet monthly to review program</p> <p>AEL faculty meet at least once per semester to review assessment results</p>	<p>Documentation of completion of courses sent to University Director of Graduate Programs</p>

Adult and Higher Education Program Admission Process and Transition Points

The Adult and Higher Education Program can be completed entirely online. Adult and Higher Education also offers an Ed.S. degree option. Neither program is approved for rank change for public school teachers.

TP1 - Admission to Program

- General admission to graduate study.
- Two years of relevant professional experience is advisable.
- GRE score of 750 or a 30 raw score on the Miller Analogies Test.
 - Those not meeting the initially required GRE or MAT scores may alternately be admitted with a GRE index (GRE X undergraduate GPA) of at least 2025 or MAT index (MAT scaled X undergraduate GPA) of at least 1030.
 - The testing requirement is waived for students who have already completed a master's degree.
 - The department may waive the testing requirement for students who have at least a 3.5 or higher GPA after having completed 12 graduate hours within the program.
- TOEFL 525 (197 computer-based) or 74 on English Language Instruction Test of the University of Michigan, for international students.

TP2 – Eligibility to Continue in Program

- Must be unconditionally admitted to graduate studies.
- Maintain a 3.0 graduate GPA.
- Any student who receives grades of "C" in more than two graduate courses will be immediately dropped from the program.
- Any student receiving an "E" in any course will be placed on probation and no additional course work will be accepted toward the program until the course in question is retaken with a grade of "B" or higher.

TP3 – Program Completion

- Satisfy the general degree requirements.
- Maintain a 3.0 graduate GPA.
- Only courses in which a student earns a grade of "C" or higher may be used to satisfy degree requirements.

Table 15: Adult and Higher Education Program Assessment Processes

Transition Point	Learning Goals	Standard Alignment	How Assessed	Decision Maker(s)	Outcomes
<p>TP1 Admission to program assessment data</p> <ul style="list-style-type: none"> Admission to graduate study (1) Two years of relevant professional experience is advisable (1,2,3,4,5) GRE score of 750 or a 30 raw score on Miller Analogies Test (those not meeting the GRE or MAT scores may be admitted with a GRE; testing requirement waived for students who have completed a master’s degree; dept. may waive testing requirement for students who have at least a 3.5 or higher GPA after completion of 12 grad hours in the program (1)) TOEFL 525 (197 computer-based) or 74 on English Language Instruction Test of the University of Michigan, for 	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p> <p><u>2 Data-based Decision Making and Accountability for P12 Student Learning</u></p> <p><u>3 Professional Dispositions</u></p> <p><u>4 Culturally Competent</u></p> <p><u>5 Empowerment through field experiences, clinical practice, partnerships, regional engagement</u></p>	<p>There are no national standards at this time for Adult & Higher Education Programs</p>	<p>Review of application materials</p>	<ul style="list-style-type: none"> Director of Graduate Programs Chair of Foundational and Graduate Studies in Education 	<p>Upon meeting all of the <i>General Admission to Graduate Study</i> requirements and student is admitted</p>

international candidates (1)					
TP2 Eligible to continue in program and be admitted to professional practicum assessment data <ul style="list-style-type: none"> • Maintain 3.0 GPA (1) • Must be unconditionally admitted to graduate studies (1) 	<u>1 Master Content Knowledge, Professional and Thinking Skills</u>		Review of application program check sheet	Program faculty meet monthly to review and plan for the program Faculty designate one meeting per semester to review assessment Dept. chair	Candidates who receive grade of "C" in more than two graduate courses will be immediately dropped from the program. Any student receiving an "E" in any course will be placed on probation and no additional course work will be accepted toward the program until the course in question is retaken with a grade of "B" or higher.
TP3 Program completion assessment data <ul style="list-style-type: none"> • Maintain a 3.0 graduate GPA (1) • Satisfy the general degree requirements • Grades of "C" or higher (1) 	<u>1 Master Content Knowledge, Professional and Thinking Skills</u> <u>2 Data-based Decision Making and Accountability for P12 Student Learning</u> <u>3 Professional Dispositions</u> <u>4 Culturally Competent</u>		Review of program check sheet	A & H Faculty Dept. Chair	

Doctorate in Educational Leadership Program Admission Process and Transition Points

The MoSU Ed. D. program is designed for the practicing educator who has already shown leadership potential in either the traditional educational leadership arena or educational technology specifically. The Ed. D. admissions committee recruits and selects the most promising applicants to participate in the program. In order to create a learning community that builds capacity in a school district, superintendents in the region are encouraged to recommend several people for the Ed. D. to participate within a cohort. The candidates within these educational leadership learning communities work with local school leaders to identify real life problems that can be addressed within the program.

After completing the program, candidates in the Doctorate in Educational Leadership program will:

- Demonstrate the ability to use systemic change theory and effective communication to develop and implement a shared vision of providing opportunities for all students to learn at high levels;
- Be able to frame and solve problems from a systems approach using creativity and futuring processes;
- Have developed a personal code of ethics and deep understanding of school law to use in the exercise of judgment in education;
- Understand the characteristics of high performing organizations and be able to demonstrate effective leadership strategies that result in developing a system-wide culture and climate conducive to high expectations for all students;
- Become wise consumers of research by identifying research applicable to their own professional careers and workplace, evaluating the quality of research, and ascertaining if the research findings could have an impact on their work setting;
- Recognize, define, and develop plans for action research and grant opportunities related to the candidate's work situation;
- Research educational problems related to the candidate's work situation as well as design and implement solutions to the problem as a doctoral capstone project.

TP1 - Admission to Program

The application process consists of completion of an application submitted to the graduate office at MSU with accompanying items listed below in the application file. Ed.D. Educational Leadership faculty will initially review application materials. MSU faculty and public school partners will serve as an admissions committee and will interview individuals who are considered likely potential candidates. In order to choose the most outstanding applicants, the Ed. D. admission committee will make selections based on a holistic evaluation of the candidate's application file, including:

- GRE, MAT, or GMAT scores, including GRE Writing score or writing sample
- Official transcripts of all graduate course work
- Documentation of a master's degree from an institution accredited by a nationally recognized accreditation body

- For international students and ESL students, an appropriate TOEFL score or its equivalent
- Resume or vita documenting years of related professional/leadership experience
- Completed application
- Letter of introduction/interest stating professional goals, leadership style, and educational philosophy
- Recommendation forms: at least three professional references from persons in a position to evaluate the applicant's potential for success in a doctoral program; at least one to be completed by immediate or up-line supervisor; others to be completed by professional colleagues or university faculty who are familiar with the candidate's leadership ability
- Documentation of previous statistical methodology, research related coursework or evidence of use and application of data-informed decision making to determine possible need for statistical methodology coursework.
- Individual interview

Intended candidates for the degree will be individuals who

- have completed at least a master's degree,
- have demonstrated professional/leadership capacity within their organizational settings, and/or are committed to enhancing their abilities to learn and to enhance the educational missions of their organizations and communities.

TP2 – Eligibility to Continue in Program

- Candidates must successfully complete and defend a qualifying examination before initiating the doctoral capstone.
- Candidates must maintain at least a 3.0 cumulative GPA.

TP3 – Program Completion

- Candidates must successfully complete and defend a doctoral capstone.
- Candidates must have at least a 3.0 cumulative GPA.

Table 16: Doctorate Program Assessment Processes

Transition Point	Learning Goals	Standard Alignment	How Assessed	Decision Maker(s)	Outcomes
<p>TP1 Admission to program assessment data</p> <ul style="list-style-type: none"> • GRE, MAT, or GMAT scores, including GRE Writing score or writing sample (1) • Official transcripts of all graduate course work (1) • Documentation of a master's degree from an institution accredited by a nationally recognized accreditation body (1) • For international students and ESL students, an appropriate TOEFL score or its equivalent (1) • Resume' or vita documenting years of related professional/leadership experience (1,2,3,4,5) • Completed application • Letter of introduction/interest stating professional goals, leadership style, and educational philosophy (1,3) • Recommendation forms: at least three professional references from persons in a position to evaluate the 	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p> <p><u>2 Data-based Decision Making and Accountability for P12 Student Learning</u></p> <p><u>3 Professional Dispositions</u></p> <p><u>4 Culturally Competent</u></p> <p><u>5 Empowerment through field experiences, clinical practice, partnerships, regional engagement</u></p>	<p>NA as this program does not lead to additional certification or licensure</p>	<p>Review of application materials</p>	<p>Ed.D. Advisory Committee</p>	<p>Informed in writing about admission status</p>

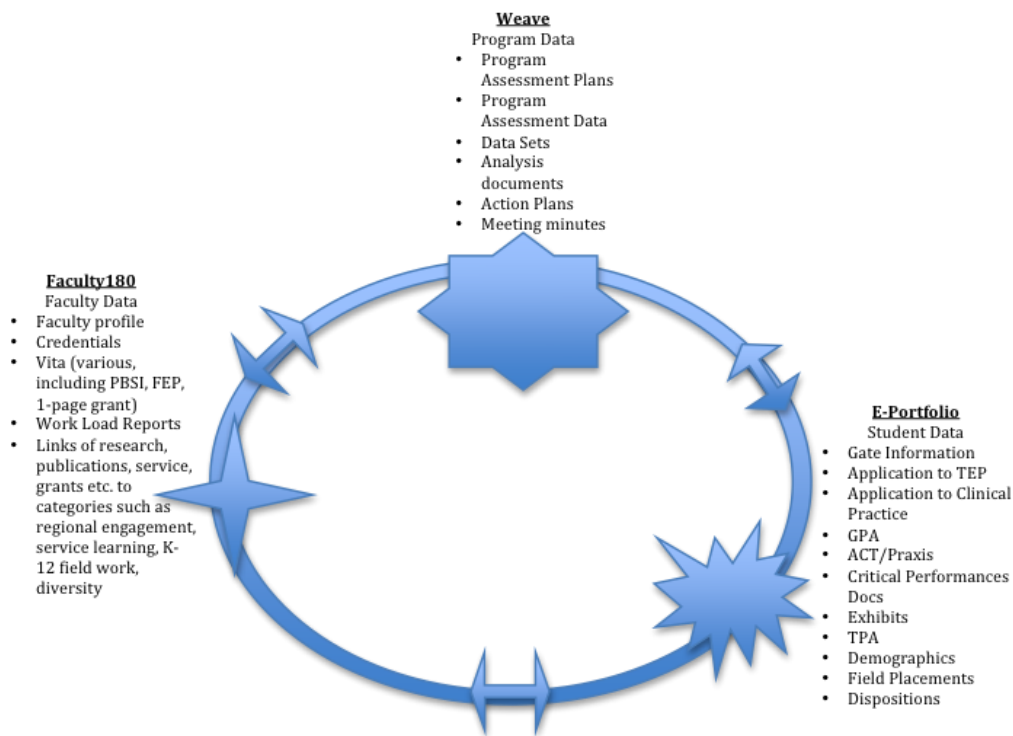
<p>applicant's potential for success in a doctoral program; at least one to be completed by immediate or up-line supervisor; others to be completed by professional colleagues or university faculty who are familiar with the candidate's leadership ability (1,2,3,4,5)</p> <ul style="list-style-type: none"> • Documentation of previous statistical methodology, research related coursework or evidence of use and application of data-informed decision making to determine possible need for statistical methodology coursework. (1) • Individual interview (1,3) 					
<p>TP2 Eligible to continue in program</p> <ul style="list-style-type: none"> • Candidates must successfully complete and defend a qualifying examination before initiating the doctoral capstone. (1,2,3,4,5) • Candidates must maintain at least a 3.0 cumulative GPA (1) 	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p> <p><u>2 Data-based Decision Making and Accountability for P12 Student Learning</u></p> <p><u>3 Professional Dispositions</u></p> <p><u>4 Culturally Competent</u></p> <p><u>5 Empowerment through field</u></p>		<p>Transcript Review</p>	<p>Ed.D. Advisory committee</p>	<p>Candidate is informed in writing that he or she has failed to meet the requirement(s) and cannot register for additional classes in the Advanced Program.</p> <p>Permission to sit for the exam (program specific process)</p>

	<u>experiences, clinical practice, partnerships, regional engagement</u>				
TP3 Program completion assessment data <ul style="list-style-type: none"> • Successfully complete and defend a doctoral capstone (1,2,3,4,5) • Must have at least a 3.0 cumulative GPA (1) 	<u>1 Master Content Knowledge, Professional and Thinking Skills</u> <u>2 Data-based Decision Making and Accountability for P12 Student Learning</u> <u>3 Professional Dispositions</u> <u>4 Culturally Competent</u> <u>5 Empowerment through field experiences, clinical practice, partnerships, regional engagement</u>		Transcript Review	Ed.D. Advisory committee	Candidates informed in writing of exit exam results. Committee members sign the “ Program Completion Form ”, filed upon successful defense of required doctoral capstone project Eligibility for graduation

Multiple Assessments

Assessment of candidates, programs, and faculty is continuous and infused into all initial and advanced preparation programs. In general, the purposes of the Unit's assessments are to: 1) monitor candidate development toward the competency required of educators according to program specific performance standards (e.g., KTS, GCS, or ISSLC); 2) monitor faculty members' effectiveness as facilitators of this development; 3) provide specific feedback that will allow for development of individualized instructional and professional development activities; and 4) provide institutional feedback for program refinement and reporting documentation. The graphic below provides an illustration of the multiple formal assessments that are used across the Professional Education Unit and in which electronic databases the assessments reside (e.g., Faculty180, WEAVE, student e-portfolio).

MSU Professional Education Unit Continuous Assessment System



Assessment of Candidates

Consistent with the pedagogical ideology expressed in the “Community Engagement: A Light to and from the Mountains” theme, both traditional and culturally relevant academic assessments and authentic assessments are used throughout educator preparation programs. In addition to a wide variety of individual course assessments, the

initial teacher preparation program assesses candidates at three transition points: 1) Admission to the Teacher Education Program; 2) Prior to Clinical Practice; and 3) Program Completion. The initial preparation program collects assessment data, which are reviewed at each transition point and considered as a decision about each candidate's eligibility for continuation in the program is made. This process is managed through the Unit's electronic portfolio system (Tk20's *CampusWide* tools system Fall 2006-Fall 2011; *Folio180* - beginning Fall 2011).

Through the electronic assessment environment, evidence of candidates' learning outcomes can be documented through a combination of direct and indirect assessments in courses, Teacher Performance Assessment (TPA) components, critical performances, field and internship assignments and documentation, the development of portfolios, and through the completion of surveys. Managing the Unit's assessment plan through this system and its internal reporting enables the Unit to effectively collect and analyze our assessment data on a set schedule as well as on demand. Specific assessments of candidates include:

Transcript Review

Candidates' transcripts are reviewed before and after they are admitted into any of the Unit's programs in order to determine whether the candidate meets Transition Point 1 eligibility criteria for admission (e.g., GPA, hours of completed coursework).

Interviews/Entrance Essays

Some programs require on-demand writing samples in order to determine a candidate's writing and thinking skills, as well as background knowledge. Initial certification applicants and some advanced programs complete an interview conducted by an interview committee; a rubric is used to determine whether a candidate meets the entrance requirements, as well as to provide an opportunity to assess a candidate's communication skills and to complete a dispositions' assessment.

Lessons/Teaching Observations

Initial candidates are observed teaching one or more lessons during the semesters in which they complete their methods' coursework.

Dispositions

Initial certification candidates are initially assessed for dispositions by their professors in their first professional courses. They are assessed a minimum of two times after admission to the TEP, before and during clinical practice, and some courses provide additional disposition checks. The candidate's university supervisor and cooperating teacher assess dispositions using a rubric during clinical practice. Additionally, the Dean of Students or any faculty with whom the student has demonstrated a disposition issue can submit a disposition report which is stored in the assistant dean's office. A disposition report is generated and the departmental Committee for Standards and Assessment reviews these dispositional reports and disposition assessments before a candidate begins their clinical practice semester. Dispositions are discussed with candidates as part of their clinical practice experience and clinical practice seminars focus

on and discuss professional dispositions with candidates. Dispositions are assessed in advanced programs either through a candidate's self-assessment or at least once during their program experience using a dispositions checklist designed by the program faculty. Disposition data are reviewed on a yearly basis by faculty.

Candidate Portfolios

Candidates in both initial and advanced programs complete critical performance assignments. Artifacts that document evidence of mastering learning objectives within a critical performance assignment are assessed and documented in the candidate's portfolio. Faculty evaluate candidate portfolios using a rubric. As portfolios are reviewed, program faculty note concerns regarding curriculum, instruction, and processes and address those through program meetings. The MAT Special Education program completes a comprehensive portfolio review, which encompasses all critical performances, reflections, and a professional development plan.

Teacher Performance Assessment

Undergraduate candidates evaluate the impact of their instruction on P-12 students through a critical performance called the "Teacher Performance Assessment" (TPA). Candidates have several opportunities to practice with TPA requirements through their methods courses, with a complete TPA required as a critical performance during the clinical practice semester. The candidate completes an analysis of pre- and post-assessment data of P-12 students' work from instructional lessons; he/she analyzes and reflects on the data to determine the impact of their instruction. The university supervisor provides guidance to the candidate throughout the TPA development and provides opportunities for the candidate to revise and resubmit. The university supervisor evaluates the final submission, and then the TPA is double blind reviewed by two reviewers who have gone through TPA scoring training. Reviewers include university faculty across the Unit, department chairs, the assistant dean, and the dean. Disagreements require reviewers to meet and to negotiate a score. Feedback from all evaluators is shared with the candidate, and a score of 2 out of 3 must be achieved in order to pass the clinical practice semester. The TPA is considered the culminating project in the Capstone course for initial certification programs.

Action Research Projects

Candidates in the Teacher Leader MA, Educational Technology MA, and Counseling MA programs complete an action research project as a culminating critical performance.

Program/Unit Assessments

Continuous assessment is interwoven into curriculum and standards-driven instruction. While assessments occur at the individual level (pre-candidates, candidates, and advanced program candidates), evaluation also occurs at the program and Unit level (including evaluation by alumni and the professional educational community). The CAS provides for both the ongoing assessment of candidate achievement (knowledge, skills, and dispositions) and the ongoing evaluation of program quality within the Unit.

Implementation of the CAS provides data used for decision-making focused on maintaining or extending the quality of programs as well as candidates' performance levels. Faculty, academic administrators, school-based personnel, and candidates are committed to, and invested in, the development and implementation of the CAS.

Candidate assessment is only one means of evaluating the Unit. Key to understanding candidate assessment is knowledge of the undergraduate and graduate transition points, or gates, found in previous pages in this CAS document. Other means of evaluating the Unit include both internal and external program and Unit reviews as required by the university.

Operationally, the plan is characterized by data feedback loops for programs, faculty, candidates, and the Unit that ensure its ongoing evolution.

Program Assessments

Program evaluation is based on successful completion of the Educational Professional Standards Board (EPSB) and National Council for the Accreditation of Teacher Education (NCATE) mandated Program Review process, as well as through a university program review conducted on a yearly basis. Program review is the evaluation of individual content, degree program, or certification area programs and occurs in several ways: 1) External: Every seven years, each educator preparation program undergoes a mandatory Program Review process by the EPSB and NCATE, and 2) Internal: Between 1998 and 2004, each degree-program was required to complete the Annual Assessment Report (Nichols Five Column Model) and Plan; between 2004 and 2007, each degree program completed the MSU Program Review, and during 2007-08, each degree program completed the MSU Curriculum Audit (institutionally required program reviews). Starting in Fall 2008, the University adopted the WEAVE® (Write outcomes, Establish improvements, Assess performance, View results, Effect improvements) Online Assessment & Planning Management System. Each fall programs establish goals, objectives, and outcomes and over the course of the academic year, continuously review data generated by candidate performance on targeted key assessments including PRAXIS. Faculty also align program goals to the university's goals as found in ASPIRE. Each August, programs are required to use the data and analysis sections of WEAVE to create an Annual Program Assessment Report – to report if the goals and objectives set for the previous year have been met. If not, programs develop action plans. The Assessment Coordinator in the university's Office of Assessment reviews the program goals and the action plans. The Assessment Coordinator provides feedback to program coordinators, department chairs, and the dean.

Each of these reviews has a different focus and serves a different evaluation function. Educator preparation program reviews require accountability for such things as an introduction to and integration of the Unit's Conceptual Framework to each educator preparation program as well as accountability for state standards, initiatives, national learned society standards, NCATE themes, candidate and program assessments. The Annual Program Assessment Report requires the use of candidate performance data to

evaluate program quality and drives program change to ensure quality preparation experiences for all education program candidates. Every five years, the university uses the WEAVE reports to conduct a comprehensive internal 5-year evaluation of each program to measure progress and ensure continued adherence to university, state, and SACS' (Southern Association of Colleges and Schools) expectations.

Faculty Assessment

All faculty members are evaluated annually, as required by the university, according to the process and framework set forth in the College of Education's Faculty Evaluation Plan (approved January 2003). This plan is in compliance with the policies that govern faculty evaluation, tenure, promotion, and post-tenure review. The annual review serves the function to inform faculty about professional strengths and weakness and the need to pursue faculty development activities.

Unit Assessment

The CAS calls for cyclical evaluation (semester by semester, annually, or every five years). Oversight of the plan is held in the Teacher Education Council through the Assessment Management Committee. In an effort to centralize multiple data sources and to enhance data-driven decision making at the candidate and program levels, the implementation of the plan is supported by staff within the Educational Service Unit and the Unit Assessment Office, a unit within the Dean's Office, where assessment administrators are responsible for data entry and data distribution. Program faculty and department chairs assess the effectiveness of their programs formally on a continuous basis and informally each semester. They complete a more focused and systematic assessment of their programs through the WEAVE process on a yearly basis (establish goals, objectives, and outcomes each fall; over the course of the academic year, continuously review data generated by candidate performance on targeted key assessments; in August, programs use the data and analysis sections of WEAVE to report if the goals and objectives set for the previous year have been met; if not, programs develop action plans).

The Unit assesses the effectiveness of all programs on a yearly basis through a review and analysis of multiple assessments. A university-wide assessment takes place through the Academic Program Productivity Review (APPR) process. Each fall, the Office of Institutional Effectiveness provides a program "dashboard" to department chairs and deans. Department chairs and program faculty review their dashboard, along with their WEAVE documents, and prepare a program report with recommendations for continuing, continuing with modifications, or enhancing their programs. Department chairs summarize these program reports from their departments and present their findings and recommendations for improvement to the provost, dean, and assistant dean. The provost and college deans review all college reports and consider the Professional Education Unit as a whole and the recommendations presented. The provost presents a final report to the deans, department chairs, program faculty, and the President's Cabinet, with recommended actions based on the program reviews. The APPR recommendations include specific timelines and define who is responsible for ensuring that the recommendations are implemented.

Unit reviews include:

WEAVE Program Reports

The WEAVE® (Write outcomes, Establish improvements, Assess performance, View results, Effect improvements) Online Assessment & Planning Management System is used by MSU for all academic and non-academic units. Individual academic programs are considered a unit for this assessment process. Each fall academic programs establish goals, objectives, and outcomes and over the course of the academic year, continuously review data generated by candidate performance on targeted key assessments. Faculty also align program goals to the university's goals as found in ASPIRE. Each fall, programs are required to use the data and analysis sections of WEAVE to report if the goals and objectives set for the previous year have been met; if not, programs develop action plans. New goals are set for the following year, with critical goals continued into the next year's plan.

PRAXIS Exams

A summary of PRAXIS scores is sent to the department chair for each educator preparation program offered for initial certification on a yearly basis and program faculty and department chairs review the summaries. As appropriate, program faculty make recommendations for program changes. Department chairs, the assistant dean, and the dean review the PRAXIS scores routinely, as well. Department chairs are responsible for oversight of changes made based on PRAXIS results.

Clinical Practice Surveys

Multiple surveys are used during clinical practice in order to get feedback on the quality of our candidates and the processes we use for clinical practice. Candidates complete a survey on their cooperating teacher(s) and their university supervisor, as well as on their academic program. University supervisors complete a survey on the cooperating teachers. Cooperating teachers complete a survey on university supervisors and the academic programs. The ESU staff use the feedback to continually improve the quality of the clinical practice experience.

Employment Surveys

Educational Service Unit (ESU) staff administer a survey to principals who work with clinical practice placements to gain feedback on the quality of our candidates and the process used by the ESU for placing and supervising candidates during their clinical practice semester. Each program administers employer surveys to gain feedback on the quality of the academic programs. An annual report is included in the WEAVE assessment system and to the Assessment Management Committee for review; recommendations for improving programs are provided to the TEC.

Principal Evaluation of Graduates

Every third year a survey is sent to each principal in the Morehead State University service region in order to gain feedback on the graduates and our educator preparation programs. A report is presented to the Assessment Management Committee and appropriate recommendations are made to faculty for continued improvement.

Advising Center Surveys

Each year a survey is sent to all currently enrolled undergraduate and graduate candidates in order to evaluate the effectiveness of the advising they receive. The data are aggregated and shared with the professional advisors, the department chairs, and the Assessment Management Committee for review and for continued improvement of advising support.

New Teacher Surveys

A New Teacher Survey is administered by the KY EPSB and provides feedback from student teachers and their cooperating teachers, new intern teachers, their KTIP resource teacher, and principals. Survey reports are made available to Professional Education Units by EPSB. The College of Education's Chairs' Council (department chairs, assistant dean, dean) review the results and provide feedback to program leaders and to the deans of colleges across the university that prepare teachers. Program faculty review the data and make program changes as appropriate.

Dispositions

Undergraduate Candidate Dispositions

Undergraduates in Initial certification programs are assessed on the following dispositions:

- Fulfills attendance and punctuality requirements,
- Demonstrates sensitivity to all students,
- Fulfills responsibilities,
- Identifies and solves problems independently,
- Cooperates, works well with others,
- Solicits suggestions and feedback from others,
- Maintains confidentiality,
- Engages in self-reflection,
- Exhibits adaptability and resilience, and
- Demonstrates professional dress and demeanor.

Once disposition are assessed, faculty and cooperating teachers submit a candidate's completed form to the candidate e-portfolio system, where disposition information is available for analysis. In addition to using a rubric to assess a candidate's dispositions, faculty members can submit a disposition "Reporting Form" whenever she/he believes that a behavior warrants acknowledgement or review. The Academic and Professional Standards Committee reviews disposition assessments on a semester basis. Preservice candidates are also required to complete the state mandated criminal check prior to their work in public schools. (The most current disposition form, approved by TEC in May 2011, may be found on the CoE webpage at <http://www2.moreheadstate.edu/education/index.aspx?id=62034>)

MAT Candidate Dispositions

Dispositions and ethics are continually assessed by MAT instructors and school mentors. During the MAT required orientation, MAT orientation facilitators assess candidates for possible disposition issues represented on the disposition form and complete a section on the MAT application. If there are significant disposition issues, the orientation facilitator's meet to decide on what actions should be taken, including coaching a potential candidate out of the MAT program application process. At the end of the first semester of practicum (EDUC 650), the MAT instructor and the school mentor complete disposition assessments. If there are disposition issues, an improvement plan is developed. If the disposition issues are significant the candidate does not continue on to EDUC 650. Although rare, candidates can be coached out of the program.

Advanced Program Candidates

Candidate dispositions are assessed as part of each advanced program. However, the instrument, process, timing, and implications of results vary. The School Counselor candidates are assessed as part of the "Clinical Practice Progress Report." The dispositions essential to the development of good clinical skills are assessed as part of each course. Failure to demonstrate these course requirements, if not remedied, results in dismissal from the program. Two final formal evaluations of clinical skills occur during the pre-practicum and practicum experiences.

Dispositions are assessed for candidates seeking degrees in School Administration as part of their Portfolio Evaluation. The rubric used to evaluate candidate performance articulated dispositions essential to effective administration. Candidates must select samples of coursework to document performance in relation to the dispositions clearly articulated in a department rubric. The knowledge, skills and dispositions that are assessed parallel the ISSLC standards. Candidates must score a minimum set of points on the portfolio to be recommended for certification.

Advanced program candidates are assessed on the following dispositions: 1) The candidate is a life long learner who values continuous evaluation of his/her performance and engages in professional development and 2) The candidate is an action researcher who values continuous student assessment, communicates results to candidates and others, and uses findings to improve the teaching learning component. Dispositions are assessed, using a rubric, in a course selected by program faculty (one for each degree or Rank II program).

Candidates in the Master's of Arts in counseling program are expected to adhere to the ethical standards and guidelines of the American Counseling Association (ACA) and the American School Counseling Association (ASCA). These ethical standards and guidelines are part of the course content of EDGC 656 Introduction to Counseling; EDGC 665 Philosophy and Practice of School Counseling; EDGC 668 Legal and Ethical Issues in Counseling; and EDGC 661 Measurement Principles and Techniques of Counseling and are reviewed and reinforced in the other core courses and Practicum. Counseling program faculty developed and assess candidates using the Disposition Assessment in Counselor Education (DACE) upon admission to the program and again during Practicum. The instrument has internal consistency reliability and content validity.

Table 17: Dispositions Assessments

Program	Instrument(s)	How Used
Initial certification, undergraduate	<ul style="list-style-type: none"> • Evaluator/Instructor Professional Dispositions Assessment • Incident Reporting Form 	Dispositions Assessment form is completed by faculty and supervisors before and during clinical practice. The form is uploaded into e-portfolio system and reviewed by departmental Academic and Professional Standards Committee . The incident reporting form is submitted to dept. chairs in cases where there is dispositional concern and a remediation plan may be created. Candidates are able to find disposition information in the TEP handbook and the Educational Service Unit website.
MAT Initial Certification Programs	<ul style="list-style-type: none"> • Evaluator/Instructor Professional Dispositions Assessment 	The MAT programs are currently using the same assessment instrument as the initial certification undergraduate program. Professional growth plans are written when indicated. Candidates with persistent dispositional concerns may be counseled out of the program.
Graduate Advanced Programs	<ul style="list-style-type: none"> • DACE • Portfolio Entry 	The Counseling program has developed the DACE and it is used as a guide throughout coursework. The Instructional Leadership programs assess dispositions through portfolio entries which must be passed for graduation/certification.

P-12 Student Impact Data

Undergraduate candidates evaluate the impact of their instruction on P-12 students through the Teacher Performance Assessment (TPA) critical performance and completed during clinical practice. Pre- and post-assessment data on student learning is a major component of the TPA and provides evidence of a candidate's impact on student learning. Candidates analyze the data and through reflection, consider the impact they have had on their P-12 students' gains in learning content and skills. Candidate proficiency in the area of producing learning gains for all students is evaluated utilizing the Assessment Rubric. The TPA is evaluated by their classroom

mentor teacher, their university supervisor, and by two university faculty or administrators in a blind review. Feedback from all 4 evaluators is shared with the candidate, and a score of 2 out of 3 must be achieved in order to pass the clinical practice semester.

Advanced candidates are evaluated on their impact on P-12 students through various processes and assignments.

The initial teacher preparation programs are designed to introduce candidates to the concept of student assessment and the need to evaluate assessment data to document student and program quality. The critical program component is built into several courses that are required for MAT candidates. EDUC 650 Supervised Practice in Student Teaching I and EDUC 651 Supervised Practice in Student Teaching II both include four seminars which candidates are required to attend. Evaluation and Assessment is the focus of several of these seminars. In addition EDUC 652 Applied Classroom Practices I includes a module that focuses on assessment. All MAT candidates must successfully complete this module to pass that class. MSU Supervisors and on-site mentors work with candidates to refine their student evaluation and assessment skills. The goal is to ensure that candidates understand the link between student performance, data, and student learning.

Through a series of modules, candidates in the MAT Special Education program administer and interpret a variety of formal and informal assessment instruments. Candidates also administer a norm-referenced, comprehensive academic achievement test to an individual P-12; they describe the testing, interpret results and write recommendations in a formal assessment report, and then translate critical skills deficit areas into a Kentucky Department of Education (KDE)-approved Individualized Education Program (IEP).

Candidates also learn about the process of Response-to-Intervention, referral, assessment, classification of students with disabilities and their placement in least restrictive school programs for specially designed instruction. They also are taught to make instructional modifications and accommodations to typical classroom assessment procedures, and to report on the efficacy of implementation through descriptive and quantitative data. Candidates also learn to implement a variety of formal and informal assessment instruments and procedures focused on 12 adaptive and social behaviors, such as systematic data collection, functional assessment, ecological assessment and criterion-referenced tests. They also begin learning to interpret data for the purpose of planning interventions across academic, adaptive and social-emotional student needs.

Feedback Loops

Consistent with the pedagogical ideology expressed in the “Community Engagement: A Light to and from the Mountains” theme, both traditional and culturally relevant academic assessments and authentic assessments are used throughout educator preparation programs. Data are collected, summarized, and analyzed from the assessments for the purpose of improving candidate performance, program quality, and

Unit operations. Each Unit's academic department is responsible for reviewing and discussing candidate and program data in August each year for program improvement, and at the end of each semester for candidate data, to make decisions about the effectiveness of their education programs.

Program faculty use rubrics for program and course assessments such as portfolios and field observations to ensure accuracy and consistency. Performance criteria for each transition point are communicated to candidates at all levels and in all programs. Candidates who do not meet a stated program outcome are not eligible to continue in the program until the criteria are met successfully. For admission to programs or to Clinical Practice, candidates may resubmit their application or portfolio materials until they are successful.

To ensure that assessments are fair, accurate, and consistent, each program has developed rubrics for critical performance assignments (e.g., Teacher Performance Assessment, portfolios, teaching observations). In some programs, two assessors score specific assessments to establish reliability.

All initial certification candidates are scored on dispositions by their university supervisor and their cooperating teacher, which are then compared to determine the agreement between the two. The Teacher Performance Assessment, a culminating critical performance for the initial certification programs, uses two evaluators as well as two blind reviewers to establish reliability. Clinical Practice and MAT practica use two evaluators--the P12 mentor and the university supervisor assess performance and dispositions separately and conference with the student. Assessments are compared to determine agreement. Faculty and department chairs review and discuss assessments to determine whether there are inconsistencies that need to be addressed. For example, the university supervisor scores the Teacher Performance Assessments. Then a double blind scoring is conducted and any disagreements lead to a negotiation session with the university supervisor and the additional scorers until an agreement is reached. Initial training and refresher training have been revised over time to address inconsistencies in the assignment and the accompanying rubric.

Programs have established performance criteria each candidate must meet before they can continue to the next transition point. Candidates who do not meet the criteria are advised on what they need to do in order to successfully meet the criteria and are invited to persist in meeting the criteria. Candidates may need to retake the ACT, resubmit their application, retake a course, or resubmit an assignment, until they are successful. Once a candidate is successful in meeting the stated criteria, they are able to continue to the next transition point. Examples of how programs use their assessment data follow.

Counseling Program. Candidates' scores on the M.A. in Counseling Exit Exams results are analyzed using item analysis by course and by item. The Program Leader and counseling faculty review the Exit Exam results after each semester's administration. The Program Leader works with the faculty to assure the alignment of the content of the Exit Exam (content validity) with the content of the Syllabus for each course. Counseling faculty review the pass rate each year to determine whether changes need to be made in

the curriculum or processes.

The following items are analyzed on a yearly basis to provide a qualitative and quantitative assessment of the program:

- Candidate enrollment for each course
- Feedback from candidates completing the program on meaningfulness of course content and expectations. This feedback is utilized when considering course revisions.
- Evaluation of applicability of course content by graduates who are employed as school counselors after graduation.

Educational Technology Program. Assessment Processes. Assessment is conducted in two ways that include an exit examination and a professional portfolio.

Exit Examination: After completing at least 27 semester hours including the core classes, the student is required to complete an exit examination and a professional portfolio. The exit exam is a multiple-choice examination covering the four required core courses. Even if transfer courses are accepted or courses are accepted as substitutes for core courses, the student is responsible for the content of the required courses on the exam. The exam is given at least once per semester and both summer terms; it is scheduled and administered by the department. The student must have advisor approval and should contact the department office to register. Students should apply to take the exam at least two weeks prior to the scheduled date of the exam. Students should arrange to complete the exit exam prior to the end of the semester in which they plan to complete the degree. The written exam can be taken only two times. The exam (alternate form) may be taken for a second time; to allow the student time to prepare, at least three months must elapse following the first exam. Students who do not pass the written exam must successfully complete an oral examination to meet degree requirements. If an oral exam is necessary, it is the student's responsibility to contact his/her advisor. If the advisor is not available during that semester or summer session, the student should contact the department chair.

Professional Portfolio. The professional portfolio will encompass projects completed in the program showing mastery of the educational technology and instructional design skills developed within the program. The portfolio must be submitted by the student to their advisor by the scheduled due date. Students should arrange to complete the professional portfolio prior to the end of the semester in which they plan to complete the degree.

Student Competencies. Students will meet the following: International Society for Technology Education (ISTE), National Educational Technology Standards (NETS) for Teachers, and Association for Educational Communications and Technology (AECT)/National Council for Accreditation of Teacher Education (NCATE) Initial Educational Communications and Technology standards through the Master of Arts in Education: Educational Technology program.

Educational Leadership Program. Program faculty are involved in the assessment of program goals and objectives and candidate competencies in an on-going manner. The

educational leadership faculty have monthly meetings to review and plan for the program and designate at least one meeting per semester to the review of these assessment results. Goals of the EdS Program are an extension of the goals of the AEL program. Program faculty are involved in the assessment of program goals and objectives and candidate competencies in an on-going manner. The educational leadership faculty have monthly meetings to review and plan for the program and designate at least one meeting per year to the review of these assessment results.

Adult and Higher Education Program. Program faculty are involved in the assessment of program goals and objectives and candidate competencies in an on-going manner. The Adult and Higher Education program faculty have monthly meetings to review and plan for the program and designate at least one meeting per semester to the review of these assessment results.

Doctoral Program. The Ed.D. Advisory Committee, chaired by the director of the doctoral program, has primary oversight responsibilities for the Ed.D. Program. The committee is comprised of graduate faculty from various colleges who directly contribute to this interdisciplinary degree program and P-12 practitioner partners. The dean of the College of Education will appoint the director of the doctoral program in concurrence with the FGSE Department Chair and the Provost. The director of the doctoral program in consultation with the dean of the college and department chairs appoint faculty on the Advisory Committee and is not limited to individuals within the college.

To complete the feedback loop in order for assessments to inform the improvement of the Unit, the CAS provides a continuous process by which candidate assessments inform program assessments, candidate and program assessments inform Unit improvement, and Unit assessments inform the improvement of Academic Affairs. Each of these assessments and their analyses work in both directions to form our continuous assessment system.

The TEC Assessment Management Committee, along with the department chairs, assessment administrators (Assessment Office), assistant dean, and dean provide oversight for the CAS. Once each year, this group convenes a data retreat, in which all of the major assessment reports are reviewed and analyzed together to determine Unit progress, identify concerns, and provide recommendations for improvement in meeting the five Unit goals. These analyses and assessment reports are shared at a Unit Data Retreat during the week of fall convocation. This retreat provides an opportunity for program faculty to consider Unit analyses and recommendations for the five Unit goals as they prepare their WEAVE program plans in October. The analyses and recommendations are also shared with the Teacher Education Council at the September TEC meeting.

Technology Supported Assessment System

The collection and analyses of numerous data points have been in place for many years (e.g., ACT scores of applicants, GPA of candidates, program assessment plans and reports). These data are maintained in the university-wide database maintained by Information Technology. The Professional Education Unit's assessment system consists of multiple electronic data sources and storage applications, as well as collaborative efforts among the College of Education, the Office of Institutional Effectiveness, and the Office of the Registrar. *Datatel Colleague* is the university's Student Information System, which provides data reports from the university's database on individual student data and provides access to Recruiter, WebAdvisor, and E-Advising applications.

Several data collection instruments were developed and implemented within the Unit. These tools allow for the tracking of important variables related to both candidate performance (e.g., disposition rubric) and program quality (e.g., alumni survey). In addition, the Professional Education Unit created a database within its Educational Service Unit that enabled more timely collection, analysis, and distribution of candidate performance data. The assessment system as a whole was created to allow for merging of existing data that is stored at the university level and the database in the College of Education.

The Unit implemented Tk20's *CampusWide Tools Assessment, Accountability, and Reporting System* in fall 2006, that enables the Unit to collect data systematically, plan our assessments, compare them against specified outcomes/objectives, and generate detailed reports for compliance, analysis, and program improvement. As the assessment system was enhanced with the purchase of an online assessment software program, implementation of the plan became increasingly automated and the Unit has been moving gradually to enable faculty to take on responsibility for data entry for their own courses and candidates, and reporting is formatted so that it is available for just-in-time review and analysis. The Unit will implement a new electronic portfolio and assessment software, *Folio180*, in fall 2011. As the Unit's continuous assessment system has matured, two assessment administrators have been hired to provide technical assistance to candidates, faculty, and Unit administrators in all data collection processes.

In an effort to centralize multiple data sources and to enhance data-driven decision making at the candidate and program levels, the Unit uses an electronic portfolio assessment system (Tk20's *CampusWide Tools Assessment, Accountability, and Reporting System* 2006-2011; *Folio180* fall 2011) for candidate data, a faculty-focused repository for work load and faculty credentialing (*Faculty180*), and an electronic system for documenting program effectiveness (*Weave*). Together, these systems enable the Unit to collect data systematically, plan our assessments, compare them against specified outcomes/objectives, and generate detailed reports for compliance, analysis, and program improvement. The electronic assessment system gives the Unit the ability to plan the assessments needed for meeting each desired outcome, giving all stakeholders a clear understanding of the goals, expectations and responsibilities involved. The system is designed so that faculty and staff can have access to planning documents, allowing full

collaboration in the process of collecting assessment data and conducting program review. The built-in communication system lets faculty, staff, and candidates communicate in multiple ways, including the submission and review of critical documents, sending of messages, and posting of news.

Data that are not maintained in the university's central system are entered into the electronic portfolio system or into the Educational Service Unit's database. The Office of the Registrar routinely downloads data that is entered into the Unit's portfolio assessment system. Examples of reports generated by the Registrar include PRAXIS II Content and PLT scores and eligibility reports. Reports generated by the electronic portfolio system include field experience placements (including diversity placements), application to the TEP and clinical practice documents and processes, transition point data, and clinical practice placements.

Program faculty use Survey Monkey Web site application for surveys administrated by the Assessment Administrators for stakeholder input and feedback about Unit candidates and programs. Survey Monkey surveys are also used for yearly feedback on department chair and dean performance. Faculty input data on candidates' admission interviews, dispositions, field experiences, critical performances, the Teacher Performance Assessment, and clinical practice in the electronic portfolio site. Undergraduate candidates have been using the Tk20 electronic portfolio assessment system since 2007 and will migrate to *Folio180* in August 2011. MAT and graduate candidates will begin using *Folio180* in August 2011.

Each semester, the Unit's Assessment Office generates reports from the information housed in the Unit's electronic portfolio assessment system; the certification officer generates reports from the Unit database housed in the Educational Service Unit. These reports, as well as reports from Educational Testing Services (ETS) and Kentucky Educational Professional Standards Board (EPSB) are shared with department chairs and program faculty. These data reports are reviewed on a yearly basis by the assistant dean and the dean, along with the department chairs, to discuss any changes recommended by program faculty. Each fall, the Office of Institutional Effectiveness distributes program data dashboards to the dean, department chairs, and their program faculty. Program faculty review the dashboards with their department chairs and develop a Data Strategies report, which includes recommendations for improving programs and processes. These reports are presented to the Chairs' Council (consisting of department chairs, assistant dean, and dean) and recommendations are prioritized for the college. The dean develops a college Data Strategies report, which is shared with the provost, who with the college deans develops a strategic plan by program for Academic Affairs. This plan is used to develop a yearly budget based on program priorities and strategies. Recommendations include changes to programs, such as course or curriculum changes, personnel, or enhancing programs.

Conclusion

Morehead State University's Professional Education Unit's continuous assessment system continues to evolve on a regular basis. Multiple assessments are routinely administered to determine the success of candidates who graduate from the Unit's educator preparation programs; to determine the quality of faculty who work with and mentor candidates; to determine the quality and effectiveness of the programs and courses within programs; and to consider the quality and effectiveness of the Unit as a whole. These assessments provide data that are analyzed routinely and on-demand by faculty, program leads, department chairs, college deans and assistant deans, and the provost. Recommendations for improvements are made by the stakeholders listed and through a series of feedback loops, are implemented and evaluated for effectiveness. The CAS provides a guide for ensuring that our continuous improvement model is followed and that we are providing relevant and rigorous programs of study for our candidates that will impact change in the regions in which they are engaged with P-12 students.

Appendix A: Links to Standards

Kentucky Teacher Standards (KTS)

<http://www.kyepsb.net/teacherprep/standards.asp>

Interdisciplinary Early Childhood Education (IECE) Kentucky Standards

<http://www.kyepsb.net/teacherprep/iecestandards.asp>

Interstate School Leaders Licensure Consortium (ISSLC) Standards

<http://www.kyepsb.net/documents/EduPrep/ISLLC%20Standards%202008.pdf>

International Society for Technology in Education (ISTE) Standards

<http://www.iste.org/nets/ncate/>

Association for Educational Communications and Technology

<http://www.educate.vt.edu/it/standards.htm>

School Guidance Counselor (SGC) Standards

<http://www.kyepsb.net/teacherprep/standards.asp>

Council for Exceptional Children (CEC) Standards

<http://www.cec.sped.org/content/navigationmenu/professionaldevelopment/professionalstandards/>

NCATE Exhibit Room for Standard 1

<http://www2.moreheadstate.edu/ncate/index.aspx?id=60350>

NCATE Exhibit Room for Standard 2

<http://www2.moreheadstate.edu/ncate/index.aspx?id=60351>

Appendix B: Continuous Assessment System Reporting Schedule

REPORT	FREQUENCY	SUBMITTED TO	DATE	ACTIONS TAKEN
Critical Performances By course By program By dept. Overall Unit	One time per semester	<ul style="list-style-type: none"> • Instructors • Chairs • MAT Coors 	December, May Summer (if applicable)	Review; revision of critical performance components, implementation or processes, as needed Reports used for annual Unit Data Retreat
Program Admission Reports	One time per semester	<ul style="list-style-type: none"> • Dean's Office • TEC/Assm't Management Team • Chairs • MAT Coors 	early Jan., early May, early August	Review for trends, processes, etc. Revise admission criteria as needed TEC approves undergrad admissions Reports used for annual Unit Data Retreat
Disposition Report (Problems only) By student By dept Overall Unit	Two times per semester	<ul style="list-style-type: none"> • Student's advisor • Chairs • Educational Services Coors • MAT Coors 	October, December, March, May or as determined by program needs	Review; revision of processes, implementation, as needed MAT Growth Plan developed, if necessary Reports used for annual Unit Data Retreat
Field Experience /Practicum Report By course By program By dept Overall Unit	One time per semester	<ul style="list-style-type: none"> • Instructors • FE-Office Coordinator • MAT Coors • Chairs • Dean's Office 	December, May Summer (if applicable)	Review; revision of processes, implementation, course assignments, as needed Reports used for annual Unit Data Retreat
Clinical Practice/Practicum Report including PPN report	One time per semester	<ul style="list-style-type: none"> • ESU Clinical Practice Coors • Chairs • MAT Coors • PPN Advisory Committee 	December May	Review; revision of processes, placements, eligibility for certification Review PPN progress in meeting NCATE standards Reports used for annual Unit Data Retreat
Program Eligibility Reports for advanced programs	One time per semester	<ul style="list-style-type: none"> • Chairs • Program Lead 	April, November, May	Review for eligibility to continue in programs per transition points; revision of processes and procedures
PRAXIS II	After each test report	<ul style="list-style-type: none"> • Chairs • Program faculty • Dean's Office • PEU content deans and chairs 	Ongoing	Review for trends, correlations; revise programs as needed; review and revise support mechanisms for students, as needed MAT program holds if not passed at 12 hours Reports used for annual Unit Data Retreat
Exit Exam results for Advanced Programs	After each test report	<ul style="list-style-type: none"> • Chairs 	Ongoing	Review for trends, correlations; revise programs as needed

		<ul style="list-style-type: none"> • Program Faculty 		Reports used for annual Unit Data Retreat
Teacher Record of Performance (MAT 5-12)	Eight per year	<ul style="list-style-type: none"> • MAT Coors • Instructor • Mentor 	December May	Review for trends, assess student testing requirements
Teacher Performance Assessments (TPA); MAT portfolios; advanced portfolios	One time per semester	<ul style="list-style-type: none"> • Chairs • MAT Coors • Dean's Office • Program faculty • ESU Director 	December May other times as necessary	Readiness for program completion; success in meeting certification requirements; review for trends and necessary program revisions; determine success in meeting KTS, pedagogy, content knowledge Reports used for annual Unit Data Retreat
Survey Results <ul style="list-style-type: none"> • Employer • Alumni • Field experience • Clinical Practice evaluations • ESU satisfaction • Advisor • Principal (ESU & MAT 5-12) • Clinical practice seminar • New Teacher Survey (EPSB) 	Upon request	<ul style="list-style-type: none"> • Program Coordinators • Chairs • Dean's Office • TEC Assessment Management Committee 	Ongoing	Review feedback; revise courses, programs, processes, as needed Reports used for annual Unit Data Retreat
Faculty, Staff, Dean and Chair Evaluations	One time per year	<ul style="list-style-type: none"> • Chairs • Dean • Provost 	January (chairs) February (faculty & staff) April (Dean)	Reviewed and documented for performance evaluations
WEAVE (University Assessment System)	One time per year	<ul style="list-style-type: none"> • Chairs • Coordinators • Dean/Assistant Dean 	August annual report; October input for assessment plan	Programs use data and analysis section to report if goals and objectives have been met; action plans developed if not; 5-year plans begin October 31, 2011 Reports used for annual Unit Data Retreat