

2010 Part C of the AACTE / NCATE Annual Report

Section 1 - Institutional Information

NCATE ID:	11908	AACTE SID:	3155
Institution:	Mississippi State University		
Unit:	College of Education	Deadline to Submit Final Version of Part C:	01/31/2011
Next Accreditation Visit:	S15	Last Accreditation Visit:	S07

Section 2 - Individual Contact Information

Unit Head Name:	Dr. Richard L. Blackbourn	Unit Head Title:	Dean
Unit Head Email:	rblackbourn@colled.msstate.edu	Unit Head Phone:	(662) 325-3717
Unit Head Fax:	(662) 325-8784	Institution Unit Phone:	(662) 325-3717
2nd Unit Head Name:		2nd Unit Head Title:	
2nd Unit Head Email:		2nd Unit Head Phone:	
2nd Unit Head Fax:			
1st NCATE Coordinator:			
1st Coordinator Title:		1st Coordinator Email:	
1st Coordinator Phone:		1st Coordinator Fax:	
2nd NCATE Coordinator:			
2nd Coordinator Title:		2nd Coordinator Email:	
2nd Coordinator Phone:		2nd Coordinator Fax:	
3rd NCATE Coordinator:			
3rd Coordinator Title:		3rd Coordinator Email:	
3rd Coordinator Phone:		3rd Coordinator Fax:	
CEO Name:	Dr. Mark E. Keenum		
CEO Title:	President	CEO Email:	president@msstate.edu
CEO Phone:	(662) 325-3221	CEO Fax:	(662) 325-3189

Section 3 - Completer

The total number of candidates who completed education programs within NCATE's scope (initial teacher preparation and advanced preparation programs) during the 2009-2010 academic year?

876

Please enter numeric data only. (Include the number of candidates who have completed programs that prepared them to work in preschool through grade 12 settings in the 2009-2010 academic year. They should include all candidates who completed a program that made them eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. The programs are not tied to a state license.)

Section 4. Substantive Changes

Describe any of the following substantive changes that have occurred at your institution or unit during the past year:

1. Changes in program delivery from traditionally delivered programs to distance learning programs in which more than 50 percent of the courses are not delivered face-to-face.
2. Addition or removal of a level of preparation (e.g., a master's degree).
3. Change in control of institution. Please indicate any changes in control or ownership of the institution such as a merger with another institution, separation from an institution, purchase of an institution, etc.
4. Increased offerings for the preparation of education professionals at off-campus sites and outside the United States.
5. Significant change in budget, which is defined as a 25 percent increase or decrease in the overall unit budget from the previous reporting year.

6. Significant change in the size of the full-time faculty, which is defined as a 25 percent increase or decrease from the previous reporting year.
7. Significant change in candidate enrollment, which is defined as a 25 percent increase or decrease from the previous reporting year.
8. Changes in the delivery of a program in whole or in significant part by a non-profit or for-profit partner (e.g., the institution has contracted with an external entity to deliver all master's programs).
9. Significant changes as the result of a natural disaster such as a hurricane or tornado or other unusual conditions.

Section 5. Conceptual Framework(s)

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Please indicate evaluations of and changes made to the unit's conceptual framework (if any) during this year:

The conceptual framework for the unit continues to serve as a directional guide and basis for planning and decision making regarding unit programs, course offerings, instructional methods used, candidate performance requirements, faculty research and service, and unit accountability. The conceptual framework provides the vision for unit administrators and faculty in defining how the unit prepares candidates as educators and other education professionals. In addition, the conceptual framework integrates and gives coherence to the curriculum, instruction, course and program sequencing, field experiences, clinical practice, candidate performance assessment practices, and evaluation. The theme for the conceptual framework for the unit is Educators/ Professionals - Dedicated to Continual Improvement of All Students' Educational Experiences. The conceptual framework, which is aligned with the unit mission and with the university mission of learning, research, and service, continues to be reviewed by unit administrators and faculty.

Section 6. Unit Standards

Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

College of Education (COE): Elementary education, secondary education, physical education (sport pedagogy), music education, technology education, and special education candidates know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn as defined by the respective specialty professional associations. For admission to the undergraduate program, candidates are required to: (1) submit passing scores on the PRAXIS I examination (or have an ACT composite of at least 21 with no sub-score less than 18); (2) submit two letters of recommendation from educators; (3) submit a signed Teacher Education Professional Dispositions form; (4) submit a signed Teacher Candidate Licensure Advisory form; (5) submit verification of 40 hours work experience with children/adolescents; (6) complete 44 hours of course work, which includes 36 hours of the university general education core, with a 2.5 overall GPA (2.75 for elementary and secondary education majors) with grades of at least C in English Composition I and II and College Algebra or a higher math, and (7) complete a criminal background check.

For admission to the advanced programs, candidates are required to take the Graduate Record Examination (GRE) and present acceptable scores on the verbal, quantitative, and analytical writing components of the examination. These candidates must provide documentation of a 2.75 undergraduate GPA from a four-year accredited institution and licensure (or eligibility of licensure) in the appropriate area and submit three letters of recommendation. During their programs of study, candidates must maintain an acceptable overall GPA (i.e., 2.5 for undergraduate programs and 3.0 for advanced programs) and meet program level grade requirements. In addition, candidates must demonstrate the professional dispositions as delineated by the COE and complete internships and/or field experiences as determined at the program area levels.

Elementary Education: The elementary education faculty recently revised the undergraduate degree program to require a foundational math pedagogy course. This modification was made because data, including Praxis II scores, exit surveys, and student assessments, indicated a need for a greater understanding of mathematics pedagogy and pedagogical content

knowledge. The new math course, EDE 3523 Foundations of Elementary and Middle Level Mathematics, brings the total hours of math pedagogy coursework up to six hours. The course is being required for the first time for elementary education junior teacher candidates in spring 2011.

In fall 2010, elementary education faculty revised the master's degree program to create concentrations in both early childhood education and middle level education and to strengthen program requirements. Candidates earning the elementary education master's degree will engage in advanced study of literacy, science, and mathematics pedagogy. The mathematics and science courses are new to the degree and will enhance candidates' practice in these needed areas. The early childhood concentration serves a state need for the advanced study of early childhood education and supports preschool and early grades candidates' professional growth. The middle school concentration allows fourth - eighth grade teacher candidates to deepen their knowledge of the development and learning needs of middle grades learners, which is also a need in the state of Mississippi. The addition of concentrations was undertaken collaboratively with faculty in both human sciences and secondary education.

Secondary Education: All secondary faculty maintain a continuous connection to the appropriate subject area department within the College of Arts and Sciences. Programs are modified when necessary to reflect changes in content area courses and course offerings. This collaboration enables secondary faculty to have input into course development which in turn strengthens the content experience for all secondary candidates. Secondary education faculty are participating in preliminary discussions concerning the restructuring of the educational specialist and doctoral degree programs.

Master of Arts in Teaching - Secondary (MAT-S): Modifications were made to the Master of Arts in Teaching – Secondary (MAT-S) degree program. In order to better prepare candidates in this initial license alternate route program for success in the classroom, a course in Principles of Effective Instruction was added to the curriculum. The year-long supervised internship was also redesigned and strengthened. The MAT-S candidates know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn as defined by the respective specialty professional associations. For admission to the MAT-S program, candidates are required to take the Graduate Record Examination and present acceptable scores on the verbal, quantitative, and analytical writing components of the examination. The candidates must provide documentation of a minimum 2.75 undergraduate GPA from a four-year accredited institution and licensure (or eligibility of licensure) in the appropriate area. Candidates are also required to submit three letters of recommendation. During their programs of study, candidates are required to maintain a 3.0 GPA and meet program level grade requirements. Candidates must have 21 hours in the area of initial licensure with a 2.75 GPA and provide passing scores on the Praxis I and Praxis II examinations. In addition, they are required to demonstrate the COE professional dispositions and complete internships in schools where they have been hired as full-time teachers. MAT-S candidates complete a 36-hour program of study. Courses for MAT-S candidates include Advanced Planning and Managing Learning, Measurement and Evaluation, Advanced Methodologies in Middle and Secondary Schools, Integrating Technology for Learning, Content Methods of Teaching, Principles of Effective Instruction, Teaching Reading in Secondary Schools, Special Education in the Regular Classroom, Middle and Secondary Curriculum, Dimensions of Learning I (internship), and Dimensions of Learning II (internship).

Teach Mississippi Institute (TMI): Since Mississippi does not have a MAT-S program for candidates interested in special education in Mississippi, candidates can obtain special education licensure through the Teach Mississippi Institute (TMI) program. TMI candidates know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn as defined by the respective specialty professional associations. TMI candidates take all required classes as unclassified graduate students. Candidates must provide documentation of a minimum 2.00 undergraduate GPA from a four-year accredited institution. During their programs of study, candidates must maintain a 3.0 GPA and meet program level grade requirements. Candidates must also provide passing scores on the Praxis I and Praxis II examinations. In addition, they must demonstrate the professional dispositions as delineated by the College of Education and complete internships in schools where they have been hired as full-time teachers.

Special Education: In the special education program area, substantive changes in instruction were implemented in the required Assistive Technology in Special Education course. Taught for many years by a faculty member who has now retired, this course is now being taught by personnel from the T.K. Martin Center for Technology and Disability. The instructional team includes a speech/language pathologist, occupational therapist, physical therapist, and social worker. This team taught the course in 2009 for the first time, and the response from students has been overwhelmingly positive. This collaboration has strengthened the undergraduate special education program and candidates' skills in assistive technology.

Physical Education (Sport Pedagogy): Physical education candidates demonstrate their content knowledge through the PRAXIS II-0091. They continue to demonstrate a 100% pass rate on this examination. Curricular changes have been implemented to meet current standards set by the National Association for Sport and Physical Education (NASPE). One new standard states that physical education candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness (NASPE's K-12 Standards).

Leadership and Foundations: School leadership candidates continue to demonstrate content knowledge in educational leadership in the following areas as defined by the Standards of the Educational Leadership Constituents Council (ELCC): vision and goals, teaching and learning, managing organizational systems and safety, collaborating with key stakeholders, ethics and integrity, and the education system. For admission to the master's degree program in school administration, candidates are required to take the GRE exam and present acceptable scores on the verbal, quantitative, and analytical writing components of the exam. Candidates must also provide documentation of two or more years of teaching experience, a valid and current teacher license/certificate, and a positive endorsement from a current district or school administrator. In addition, a 2.75 undergraduate GPA minimum from a four-year accredited institution is required for admission to the program. During their programs of study, candidates must maintain a 3.0 GPA and complete three internships along with other courses in the area of educational leadership at the elementary,

middle, and secondary levels. The internships include observations and field experiences, administrative applications, and instructional applications. The program supervisor and university professor conduct formative and summative evaluations of the school leadership candidates. Assessments indicated that candidates met professional, state, and institutional standards.

Instructional Systems and Workforce Development (ISWD) - Technology Teacher Education (TTE): Praxis II pass rate data indicate 95% of the Technology Teacher Education (TTE) candidates pass the PLT and the content area tests. Candidates must meet the GPA requirements set by the COE. To further ensure that candidates have the appropriate knowledge, skills, and dispositions to help all students learn, faculty in the department: (1) complete the annual program review required by the Office of Institutional Effectiveness and determine how the assessment results will be used to improve the program; (2) evaluate the candidates' sub-scores of the PLT and content area tests and provide direction and additional study materials as needed; (3) provide essential professional experiences by accompanying candidates to the state association meeting; (4) require field experience cooperating teacher to complete dispositions instrument for each candidate and review dispositions instruments and take action as needed; (5) require methods teachers to complete a dispositions instrument for each candidate and take action as needed; (6) sponsor an honor society by which candidates gain leadership skills that prepare them for success in the classroom; (7) monitor recognition among national programs through competition with similar programs across the country (one candidate was elected national representative of the honor society for business teacher education); (8) meet formally once per year with TTE Advisory Council to make needed changes recommended for the program; (9) meet with Mississippi Department of Education (MDE) officials to keep up to date on changes in licensure and offer assistance in certification as needed; (10) meet formally with TTE faculty to review artifacts required for candidates' TaskStream portfolios, review content area assessments, review areas for improvement, and prepare program changes; and (11) select a coordinator to serve on the MDE task force to revise the academic business and technology secondary framework.

Music Education: The Department of Music at Mississippi State University is a Full Member of the National Association of Schools of Music (NASM) in good standing. The last accreditation visit was held in 2004 and the next visit will occur in 2014. There have been no substantial changes to the program since 2004.

Counseling and Educational Psychology: The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited the following programs from 2008 to 2016: Master's Degrees in Community Counseling, School Counseling, College Counseling, and Student Affairs; and, Doctoral Degree (Ph.D.) in Counselor Education and Supervision. The Council on Rehabilitation Education (CORE) accredited the Master's Degree in Rehabilitation Counseling from 2008 to 2016. The Educational Specialist program in School Psychology has the full approval by the National Association of School Psychologists (NASP) from 2007 to 2014. The Doctoral program in School Psychology was granted full approval by the NASP Program Approval Board through 2014. The Doctoral program in School Psychology was also granted full accreditation from the American Psychological Association (APA) Commission on Accreditation (CoA) through 2014.

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

1. Unit dispositions identified in the conceptual framework program outcomes are not consistently reflected in the disposition instruments.	(ITP)	(ADV)
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Please indicate how the unit has addressed these Areas for Improvement.

Professional dispositions of all candidates are assessed using the dispositions assessment instrument which was developed by faculty and members of the College of Education Advisory Board to align with the Conceptual Framework program outcomes. The first dispositions assessment is conducted at admission, the second dispositions assessment is administered during the candidates' methods course field placement, and the third dispositions assessment is administered during the teaching internship. A faculty-initiated review process and multi-step intervention is in place for candidates who fail to exhibit appropriate dispositions while in the program. The dispositions assessment instrument, which is aligned with the conceptual framework program outcomes, is effectively aligned with the dispositions standards throughout the programs of study in the College of Education (COE).

Elementary Education: In elementary education, advisors meet with graduate candidates regarding the dispositions instrument. The dispositions instrument is used to counsel students as needed. With the advent of the revised elementary education master's degree program, candidate dispositions will be assessed in a more systematic way. As of 2011, student dispositions will be assessed as a component of two required courses: EDE 8713 Educating Young Adolescents, and RDG 8713 Teaching Struggling Readers and Writers. These two courses have field experiences, and dispositions relating to field experiences will also be assessed.

Secondary Education: Faculty in secondary education use the disposition instrument at the undergraduate level throughout the programs of study. At the advanced level, faculty introduce the disposition instrument in Advanced Planning and Managing.

Special Education: Faculty in special education introduce and begin using the dispositions instrument in EDX 3223 Introduction to Emotional/Behavioral Disorders. Faculty continue to use the disposition instrument to counsel undergraduate candidates throughout the program of study, with particular emphasis on the disposition instrument during all field placement courses. Faculty counsel candidates throughout the programs at the advanced level in each course with a particular emphasis on field placement courses such as the Practicum in Remediation of Special Education Populations.

Physical Education (Sport Pedagogy): The graduate program in the Department of Kinesiology has recently undergone major changes for admission. This has come with the strong effort to provide a doctoral program in Kinesiology. Graduate candidates with an emphasis in sport pedagogy complete the dispositions evaluation form prior to admission to graduate school. Previously, candidates were only required to meet this requirement through the required letters of recommendation.

Leadership and Foundations: Effective fall 2009, professional dispositions of all candidates for advanced degrees in the Department of Leadership and Foundations are assessed using the COE dispositions assessment instrument. The candidate's committee chair is responsible for initiating the review process. In addition, a multi-step intervention is in place for candidates who fail to exhibit appropriate dispositions while in the program. The instructions and rubrics for completing the dispositions assessment are aligned with the COE's Conceptual Framework and specific program standards.

Instructional Systems and Workforce Development (ISWD): A review of the data from candidates at the advanced level in ISWD confirmed that professional dispositions are aligned with the conceptual framework and are assessed within graduate programs using candidates' reflections and evaluations. Faculty in ISWD monitor candidates' professional dispositions in the internship, assessing them with a variety of measures and specific rubrics. At least 90% of the candidates successfully achieved a rating of excellent on the dispositions assessment in teaching internship. Internship disposition assessments are completed by university supervisors and classroom mentor teachers. Items on the dispositions assessment relate to the candidate's quality of work, quantity of work, work habits, relationship with people, initiative, dependability, analytical ability, organization, administrative ability, and overall attitude. An analysis of the dispositions assessments in internship revealed that 92% of the candidates received an overall rating of good to excellent in their internship experience as rated by their supervisors. Overall, candidates performed well on the dispositions assessment achieving a rating of three or higher on all indicators.

Standard 2. Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Please describe the unit's plans for and progress in meeting this standard.

College of Education (COE): Faculty in the College of Education (COE) use TaskStream, a web-based portfolio system, in all undergraduate teacher candidate programs of study. The data collected in TaskStream are analyzed at the program level, department level, and unit level. The analyzed data are used to evaluate and improve the performance of candidates, the unit, and its programs.

College of Education (COE) - Office of Clinical/Field-Based Instruction, Licensure, and Outreach (OCFBI): Faculty in the Office of Clinical/Field-Based Instruction, Licensure, and Outreach (OCFBI) continue to use TaskStream, a web-based portfolio system, during the teaching internship (student teaching) semester to collect assessment data that include the following assessments: (1) Teacher Intern Assessment Instrument (TIAI) evaluations, (2) the dispositions assessments, (3) Content Area Performance Assessments, (4) lesson plans, observations, (5) an Impact on Student Learning assignment, and (6) reflective assignments for all teacher interns (candidates) in the College of Education. The formative and summative Teacher Intern Assessment Instruments (TIAIs) address: planning and preparation, communication and interaction, teaching for learning, management of the learning environment, and assessment of student learning. These comprehensive assessments are based on INTASC standards, dispositions, professionalism, and partnerships. The TIAIs, completed by the classroom mentor teachers and university supervisors in TaskStream, are easily accessible for teacher interns as they prepare for upcoming lessons and evaluations. The classroom mentor teacher and the university supervisor complete two comprehensive assessments of the teacher intern's performance and effectiveness during the first two months of the placement, with a total of eight assessments during the semester-long teaching internship experience. Rubrics for each indicator on the TIAI provide guidance in assessment of teacher interns' performances. Classroom mentor teachers and university supervisors hold conferences with the teacher interns following each observation/assessment. Data gathered from all assessments during teaching internship are analyzed and shared with the faculty in the respective departments. Data results are used to evaluate and make program improvements each semester.

Elementary Education: Elementary education faculty continue to use TaskStream to collect a wide variety of assessment data, including case studies, lesson plans, unit plans, and reflective works that assess candidates' mastery of the respective program area standards. Data are regularly analyzed, assignments modified, and rubrics improved to better align with program standards and goals.

In anticipation of preparations for the 2013 specialty professional association (SPA) reports, faculty have engaged in review of current assessments and modified two assessment instruments to strengthen data collection related to Association for Childhood Education International (ACEI) standards. One new instrument, an assessment of candidates' knowledge of and ability to plan instruction that integrates the arts and technology in the content areas, is being added to the TaskStream data collection system as of Spring 2011. In addition, the rubrics for case studies and reflective lesson plans are being strengthened to better align with ACEI standards.

Review of candidates' assessments in the master's degree program led to revisions of the program in 2011, including adding concentrations in early childhood and middle school education. These revisions allow for deeper study in candidates' particular teaching areas and will strengthen the program of study. In addition, review of exit surveys and other assessments revealed that

master's candidates would benefit from greater study of mathematics and science pedagogy, and as a result, these courses have been added to the elementary education master's degree program. The elementary faculty have also developed an assessment system that will use TaskStream to collect data on key assessments throughout the degree program. Rubrics used in the data collection system are aligned with the college's Conceptual Framework Program Outcomes for advanced degree programs and will be collected each semester. Aggregated data, collected through the TaskStream system, are reported to faculty, who collaborate to revise courses, requirements, and assessments as needed based on review of the data. TaskStream complements the data collection and reporting of the Graduate Database.

Secondary Education: Each of the program areas in secondary is governed by a specific specialty professional association (SPA). As such, each program area has developed assessments to meet the requirements of their SPA. Last spring, secondary faculty revised their specific portfolio (for each content area). Data are collected and individual programs are revised accordingly. Members of the secondary faculty serve on the university's Institutional Effectiveness Committee to keep abreast of areas noted in need for improvement in each program. Secondary faculty also review exit surveys for data relative to improving the total programmatic experience for graduates in each program area and to ensure students are prepared for their respective fields.

At the advanced level, secondary education faculty have rewritten the Comprehensive Exam. Questions have been categorized into Content Knowledge, Pedagogical Content Knowledge for Teacher Candidates, Professional and Pedagogical Knowledge and Skills for Teacher Candidates, Dispositions for all Teacher Candidates, and Student Learning for Teacher Candidates. Questions will be added to the bank of questions over the ensuing semesters. This will allow faculty to systematically evaluate the specific outcomes of the program.

Secondary Education: Master of Arts in Teaching - Secondary (MAT-S) and Teach Mississippi Institute (TMI): TaskStream is used during the MAT-S and TMI internships as a tool to collect a wide variety of assessment data: lesson plans, unit plans, and reflective works that assess candidates' mastery of the respective program area standards. Data are regularly analyzed, assignments modified, and rubrics improved to better align with program standards and goals.

Special Education: Special education faculty have begun the transition to data collection in TaskStream. The first step in this transition, establishing standards-based assessment instruments in TaskStream for the undergraduate program, has been completed, and the new assessment procedure was used for the first time during the fall 2009 semester. This process will continue during the spring and the remainder of the year as additional courses transition to TaskStream. This utilization of TaskStream will move the program into parallel placement with other units in the department and college.

Physical Education (Sport Pedagogy): Faculty use TaskStream in sport pedagogy curriculum courses to collect a wide variety of assessment data that include lesson plans, unit plans, and reflective works which assess candidates' mastery of the NASPE standards. Data are regularly analyzed, assignments modified, and rubrics improved to better align with program standards and goals. Sport pedagogy faculty serve on the university's Institutional Effectiveness Committee to keep abreast of areas of need for improvement in each program area. Exit surveys from candidates are also reviewed by sport pedagogy faculty for data relative to improving the total programmatic experience for graduates in each program area and to ensure students are prepared for their respective fields.

Leadership and Foundations: Data for all school leadership candidates are aggregated for content knowledge, pedagogical content knowledge, and professional knowledge. Content knowledge includes areas as defined by the standards of the Educational Leadership Constituents Council (ELCC) which are: vision and goals, teaching and learning, managing organizational systems and safety, collaborating with key stakeholders, ethics and integrity, and the education system. In addition, the professional and pedagogical content knowledge, skills, and dispositions are assessed in program areas. Assessments for candidates include ELCC elements, school leadership licensure exam scores, written comprehensive exams, internship ratings, and candidates' dispositions. All performance assessments related to applicant qualifications, candidate performance, and graduate performance are reviewed by faculty in the department each year. All faculty in Leadership and Foundations are involved in the collection, analysis, and reporting of assessment data. The department requires data collection and reporting for all assessments aligned with ELCC standards and the University's Office of Institutional Effectiveness. In addition, the department participates in an annual Process and Performance Review conducted by the Mississippi Department of Education.

Instructional Systems and Workforce Development (ISWD) - Technology Teacher Education (TTE): The artifacts collected in TaskStream are reviewed each year and updated if needed. In 2010, the Business Teacher Education Curriculum Guide and Program Standards adopted by the National Association for Business Teacher Education (NBATE) were merged with the INTASC standards to create a revised portfolio for TTE. Two new artifacts added related to parental and community involvement and student organizations. Rubrics were reviewed and revised for continuing artifacts. The data collected in the TaskStream portfolio are used in the Institutional Effectiveness Report and are analyzed each semester. TTE faculty and the Advisory Council review the outcomes and make recommendations for program improvement. Discussion of offering methods courses online is being studied with recommendations to be made in 2011.

Music Education: The Department of Music at Mississippi State University is a Full Member of the National Association of Schools of Music (NASM) in good standing. The last accreditation visit was held in 2004 and the next visit will occur in 2014. There have been no substantial changes to the program since 2004.

Counseling and Educational Psychology: The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited the following programs from 2008 to 2016: Master's Degrees in Community Counseling, School Counseling, College Counseling, and Student Affairs; and, Doctoral Degree (Ph.D.) in Counselor Education and Supervision. The Council on Rehabilitation Education (CORE) accredited the Master's Degree in Rehabilitation Counseling from 2008 to 2016. The Educational

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

1.	Data for advanced continuing teacher education programs (M.S. and Ed.S.) are not aggregated for content knowledge, pedagogical content knowledge, and professional knowledge.		(ADV)
2.	Although data are collected, procedures are not in place to ensure that data are systematically disseminated and used for program improvement.	(ITP)	(ADV)

Please indicate how the unit has addressed these Areas for Improvement.

Data is collected by faculty and staff in the Dean's Office and distributed to all appropriate entities. The assessment calendar, which is reviewed annually by the College of Education (COE) Assessment Committee, targets dates for collection, aggregation, desegregation, analysis, dissemination, and use of the COE assessment data. Data continues to be collected for the Graduate Database which was developed and field tested in 2008 and adopted for use in 2009. The Graduate Database is used to collect and analyze performance data on candidates enrolled in the various graduate programs. Faculty in the respective departments in the COE are currently utilizing the system to collect data on candidates enrolled in advanced programs. Critical assessment data, such as scores from written and oral comprehensive examinations, are now being entered into the system and aggregated and analyzed by faculty in each program area. The data is utilized by faculty to determine program modifications and improvements.

The Office of Institutional Research and Effectiveness (OIRE), established at MSU in 2009, continues to assume a leadership role in coordinating the Institutional Effectiveness/Assessment reports for all colleges. A university standing committee, the Institutional Effectiveness Committee, reviews and provides feedback to departmental heads as well as program coordinators and departmental faculty in regard to strategies for strengthening expected outcomes, assessment criteria/procedures, assessment results, and use of results. The Institutional Effectiveness/Assessment reports, which are directly related to Southern Association of Colleges and Schools (SACS) accreditation, serve as a resource and mechanism for improving NCATE assessment efforts within the program/unit as well.

The Office of Institutional Research and Effectiveness (OIRE), in collaboration with the Registrar's Office and ITS, has developed and implemented an Undergraduate Exit Survey for all colleges including the College of Education graduates. An initial pilot test was conducted in spring 2009, and the results of that survey were shared with academic department heads and graduate program coordinators in each respective department. A full web-based Exit Survey for all graduates was implemented in fall 2009, and candidates were required to complete the survey as part of the graduation process. The survey results pertaining to the College of Education are shared with key stakeholders in each respective department.

The university purchased the TracDat software package in FY 2009 and is now in the implementation phase. This assessment management software system, which will be utilized for program management and accountability purposes at both the graduate and undergraduate levels, will be helpful in facilitating the aggregation and disaggregation of data. Program information will be maintained in TracDat. A committee is being established to explore the possibility of collecting information for NCATE in the TracDat system.

The university is training administrators and graduate faculty members in the Graduate Curriculum Advising and Program Planning (CAPP) degree evaluation system which will be accessible on the campus-wide Banner system in spring 2011. The Graduate Curriculum Advising and Planning evaluation system will provide administrators and faculty in the College of Education access for tracking the academic progress of all graduate candidates and graduate programs.

Standard 3. Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Please indicate any significant evaluations, changes and/or improvements related to Standard 3 that occurred in your unit this year:

The College of Education (COE) has expanded teaching internship (student teaching) placement options. In the past, all internships had to be conducted within a 60-mile radius of the university. Through collaboration with the Department of Academic Outreach and Continuing Education (AOCE), effective spring 2010, candidates have the option of completing internships in school districts throughout the state of Mississippi. This option now provides teacher candidates in the COE a wider variety of diverse settings in which to complete their program requirements. The COE and its school partners design, implement, and evaluate field experiences and clinical practice so that candidates and other school professionals develop and demonstrate the knowledge,

skills, and professional dispositions necessary to help all students learn.

Elementary Education: The elementary education undergraduate degree program requires extensive field experiences in each of the four semesters. Elementary candidates work at least 30 hours in the junior I and II semesters in early childhood and middle level classrooms respectively. During the senior year, candidates work at least 140 hours in the field, planning and teaching lessons of increasing depth and breadth in the senior methods block. The senior methods block is followed by the internship, a semester-long field experience in a classroom with a supervising teacher. This year, the structure of the internship changed. Instead of spending seven weeks in two placements, candidates now spend the entire semester in one placement. The placements are coordinated with the placements from previous semesters to ensure a diversity of age/grade levels and schools for each candidate. The semester-long placement provides a more in-depth experience for candidates.

Field experiences for the elementary education master's program include tutoring a struggling reader and writer and planning and teaching lessons on content area literacy, among other activities. New courses being required in the revised elementary education master's program, including a course called Teaching Young Adolescents and a course called Theory and Development of Early Childhood Education, now require field experiences in middle grades and early childhood classrooms. These field experiences will be assessed as a component of the master's degree TaskStream assessment system for elementary education.

Secondary Education: All secondary candidates are required to complete 50 hours of observation in the local high schools during the upper level methods courses for each content area. Candidates are paired with teachers from their content fields and are required to participate in instruction when appropriate. Candidates are assessed both by the university methods teacher and the classroom mentor teacher. Secondary faculty review observation assessment data to determine whether changes are needed to observation guidelines and/or preparation for observation during methods courses.

At the advanced level, candidates are required to complete the course Improving Instruction in Secondary Schools. The capstone requirement in the course is the design and completion of an action research project in a field setting. Those enrolled in the course who are practicing teachers are encouraged to conduct the research in their respective classrooms. Candidates who are not practicing teachers are required to secure a classroom setting in which the research can be conducted. The pre-planning and planning phases of the research together with the implementation of the research project and dissemination of the project findings requires students spend 50 or more hours engaged in field activities. Each phase of the research is documented by the candidates and supervised and evaluated by the professor of the course.

Master of Arts in Teaching - Secondary (MAT-S): The Master of Arts in Teaching – Secondary (MAT-S) degree program has been revised to place greater emphasis on the field component. MAT-S candidates are required to take Dimensions I and II (teaching internship), and the internship has been increased from 6 to 12 hours. These changes are expected to provide candidates with a more comprehensive field experience. MAT-S candidates must secure a teaching position in a public school in Mississippi in order to complete the year-long internship. Through collaboration with the Department of Academic Outreach and Continuing Education (AOCE), MAT-S candidates may complete teaching internship in any school district in the state of Mississippi.

Teach Mississippi Institute (TMI): Teach Mississippi Institute (TMI) candidates must secure a teaching position in a public school in Mississippi in order to complete the semester-long internship. Through collaboration with the AOCE, TMI candidates may complete teaching internship in any school district in the state of Mississippi.

Special Education: The special education undergraduate degree program requires extensive field experiences during the senior methods block. Each candidate works within an early childhood special education setting (72 hours), an elementary special education setting (72 hours), and a secondary special education setting (72 hours) within the public schools. Candidates are involved in planning and teaching lessons and developing interventions for academic remediation and behavioral challenges. The senior methods block is followed by the internship, a semester-long field experience in two separate settings (one elementary and one secondary) under the direct supervision of a certified special education teacher and university supervisor.

The special education graduate program in the Emotional/Behavioral Disorders and Gifted areas require a 90-hour internship in the field under the supervision of a special education faculty member. During the internship, candidates are required to develop curricular materials, develop and teach lessons, implement behavior change interventions, and develop and implement appropriate assessments with individuals and small groups of students.

Physical Education (Sport Pedagogy): Physical education (sport pedagogy) candidates are required to complete two internship experiences, one in an elementary setting and one in a secondary setting. Through collaboration with Academic Outreach and Continuing Education (AOCE), candidates may complete the internship in any school district in the state of Mississippi. Candidates also have additional observations that must be completed in the public schools that are done in the sports pedagogy methods classes. Candidates are required to complete a course in adapted physical education and must observe and teach in classes for children with special needs. This may be done in the public schools as well as in recreational settings.

Leadership and Foundations: Candidates enrolled in the school administration program continue to complete three semesters of internships aligned with Educational Leadership Constituents Council (ELCC) standards. Each internship course requires the candidate to complete 150 hours in activities which include observations and field applications, administrative applications, and instructional applications. Assignments and assessment rubrics are used to systematically collect and analyze candidates' performance in the internships. During the year, faculty reviewed and made minor revisions to the assessment instructions and rubrics.

Instructional Systems and Workforce Development (ISWD) - Technology Teacher Education (TTE): Extensive field experiences

are included in the practicum course and all three methods courses followed by the 16-week field experience in a classroom with a supervising teacher. Reflection reports required for the 2010 field experiences in the methods courses, were changed which resulted in higher-level reflective skills. Additionally, candidates were provided the opportunity to attend the Mississippi Business Education Association Fall Convention. The reflection report required candidates to meet at least five business educators and network with them. Candidates also reflected on their professional development provided by this field experience.

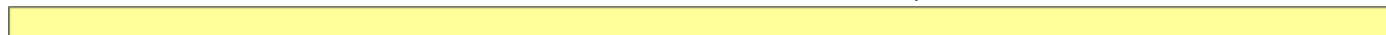
Music Education: The Department of Music at Mississippi State University is a Full Member of the National Association of Schools of Music (NASM) in good standing. The last accreditation visit was held in 2004 and the next visit will occur in 2014. There have been no substantial changes to the program since 2004.

Counseling and Educational Psychology: The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited the following programs from 2008 to 2016: Master's Degrees in Community Counseling, School Counseling, College Counseling, and Student Affairs; and, Doctoral Degree (Ph.D.) in Counselor Education and Supervision. The Council on Rehabilitation Education (CORE) accredited the Master's Degree in Rehabilitation Counseling from 2008 to 2016. The Educational Specialist program in School Psychology has the full approval by the National Association of School Psychologists (NASP) from 2007 to 2014. The Doctoral program in School Psychology was granted full approval by the NASP Program Approval Board through 2014. The Doctoral program in School Psychology was also granted full accreditation from the American Psychological Association (APA) Commission on Accreditation (CoA) through 2014.

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



Please indicate how the unit has addressed these Areas for Improvement.



Standard 4. Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:

The College of Education (COE) Diversity Committee compiled a list of courses that focus on or incorporates diversity issues in the COE programs of study. This course list, which is on the COE website, will be systematically updated in order to keep abreast with curricula changes.

Elementary Education: The College of Education (COE) faculty design, implement, and evaluate curriculum and provide experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Programs in the Department of Curriculum, Instruction, and Special Education (CISE) provide a variety of experiences for candidates to work with diverse learners in P-12 schools. Undergraduate candidates, in the elementary education program, are required to complete a course entitled Exploring Diversity through Writing. An increasing focus on second language learners can be found in the materials required for Middle Level Literacy I and II. Diversity of race, socio-economic status, sex, culture, and language are all addressed in both the early childhood and middle grades education courses. Candidates are required to demonstrate an understanding of student diversity through the development of lesson plans as well.

Secondary Education: At the graduate level, candidates are required to take the Advanced Planning and Managing Learning course. In this course, candidates explore diversity of race, culture, socio-economic standing, religion, and regions. Candidates are required to research how teaching practices must change to address the needs of students based on the age and diversity of the students in their classrooms.

Master of Arts in Teaching - Secondary (MAT-S): Master of Arts in Teaching-Secondary (MAT-S) candidates are required to complete the course entitled Special Education in the Regular Classroom. This course includes studies of cognitive and developmental issues of diversity. Additionally, multicultural curricula and culturally relevant pedagogy are addressed in the respective content methods courses and candidates are required to demonstrate an understanding of student diversity and appropriate differentiation of teaching and learning through the development of lesson plans.

Teach Mississippi Institute (TMI): Teach Mississippi Institute (TMI) candidates are required to demonstrate an understanding of student diversity and appropriate differentiation of teaching and learning through the development of lesson plans.

Special Education: Candidates in the special education program are required to complete a course entitled Planning for the Diversity of Learners. This course specifically addresses and prepares candidates to effectively teach culturally diverse students. In addition, many public school students in special education programs are English Language Learners, so this component of diversity is addressed as well. The three special education practica placements in Early Childhood Special Education, Elementary

Special Education, and Secondary Special Education are all in culturally diverse settings where lesson plans and instructional activities are assigned that require candidates to demonstrate best practices.

Physical Education (Sport Pedagogy): Candidates in sport pedagogy are required to complete a course entitled Planning for Diversity of Learners. This course specifically addresses and prepares candidates to effectively teach culturally diverse students. Candidates are also required to complete a course entitled Adapted Physical Education which is designed to prepare them to meet the movement and activity needs of individuals with disabilities. Candidates must demonstrate an understanding of student diversity and appropriate differentiation of teaching and learning through the development of lesson plans.

Leadership and Foundations: A school improvement project/assignment was revised to include additional elements within the instructions and rubric that focus on working with diverse populations. Candidates are required to demonstrate knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. In addition, three assignments are required in the candidate's internships related to diversity and are aligned with the Educational Leadership Constituents Council (ELCC) standards.

Instructional Systems and Workforce Development (ISWD) - Technology Teacher Education (TTE): The Technology Teacher Education (TTE) required field experiences are planned so that candidates complete diverse field experiences in technology programs at the middle school and high school levels and career and technology centers. Detailed units related to diversity and differentiated learning are included in all three methods courses. Unit plans designed by candidates are assessed on the incorporation of diversity using a rubric developed by TTE faculty.

Music Education: The Department of Music at Mississippi State University is a Full Member of the National Association of Schools of Music (NASM) in good standing. The last accreditation visit was held in 2004 and the next visit will occur in 2014. There have been no substantial changes to the program since 2004.

Counseling and Educational Psychology: The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited the following programs from 2008 to 2016: Master's Degrees in Community Counseling, School Counseling, College Counseling, and Student Affairs; and, Doctoral Degree (Ph.D.) in Counselor Education and Supervision. The Council on Rehabilitation Education (CORE) accredited the Master's Degree in Rehabilitation Counseling from 2008 to 2016. The Educational Specialist program in School Psychology has the full approval by the National Association of School Psychologists (NASP) from 2007 to 2014. The Doctoral program in School Psychology was granted full approval by the NASP Program Approval Board through 2014. The Doctoral program in School Psychology was also granted full accreditation from the American Psychological Association (APA) Commission on Accreditation (CoA) through 2014.

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



Please indicate how the unit has addressed these Areas for Improvement.



Standard 5. Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Please indicate any significant evaluations, changes and/or improvements related to Standard 5 that occurred in your unit this year:

Curriculum, Instruction, and Special Education - CISE (Elementary Education, Secondary Education, and Special Education): A number of changes occurred in the area of personnel in the Department of Curriculum, Instruction, and Special Education (CISE) this past year. One new full-time elementary education instructor was hired for the 2010-2011 academic year, and due to a mid-year vacancy, one new full-time professional staff member was also hired. Two full-time professors retired; however, these positions were not filled due to the budgetary restrictions of the university. While funding for a sufficient number of full-time personnel is a major concern for the department, CISE faculty continue to excel in the areas of scholarship, service, and teaching. Thirteen of fifteen faculty holding rank in the department published scholarly works in books and academic journals during the previous year, and a number of faculty held leadership and other service positions at the state, regional, national, and international levels. In the area of teaching, the department's overall Global Indices for the spring (4.5) and the fall (4.8) on evaluations of faculty conducted by students exceeded those of both the University (4.2/4.2) and the College (4.4/4.4). These numerical values indicate that, despite a decrease in funding and an increase in the number of candidates in classes, CISE faculty continued to provide quality instruction to candidates enrolled in the various programs. With respect to the professional development of faculty in CISE, during the past year the majority of full-time faculty participated in one or more professional conferences, symposia, meetings, or webinars for the purposes of further developing their professional knowledge and skill. In addition, in-house professional development opportunities were provided to faculty on select topics, such as Response to Intervention, Distance Learning, and Making Use of Library Resources and Collections.

As dictated by university policy, CISE faculty are evaluated by candidates each fall and spring using the university faculty evaluation instrument. The numerical and open-ended responses offered by students are returned to faculty members for their use in reflecting on their practice and for improving their instruction. In addition, annual faculty reviews are conducted of all full-time faculty to determine the performance and progress of faculty. The annual review results in a written and oral report to each faculty member concerning their measures of success in scholarship, service, and teaching. The department head evaluates part-time lecturers using a College of Education instrument developed for that purpose. Conferences are held, as appropriate, with lecturers to discuss their strengths and areas for improvements.

Physical Education (Sport Pedagogy): One faculty position will be provided to the sport pedagogy program as soon as funding is available. As for current faculty, all instructors and tenure-track faculty are evaluated yearly using the university Annual Faculty Review assessment instrument. Follow-up conferences are held with all faculty to discuss their strengths and areas for improvements. Candidate evaluations of faculty are also used as an additional assessment of faculty. With respect to the qualifications and development of faculty in kinesiology, during the past year all full-time permanent faculty participated in one or more professional conferences, symposia, or meetings, and the majority of faculty published one or more scholarly works in national or international peer-reviewed publications. Faculty consult in the public schools and provide workshops for current teachers, are members of professional organizations, and require candidates to join and participate in professional meetings.

Leadership and Foundations: All tenure track faculty and lecturers in the department are evaluated annually using the university Annual Faculty Review assessment instrument. Follow-up conferences were held with all faculty to discuss their strengths, areas of improvements, and goals for the upcoming year. Candidate evaluations of faculty were used as an additional assessment of faculty effectiveness. During the past year, faculty presented at numerous regional, state, national, and international conferences, including the American Education Research Association. In addition, faculty led workshops in the areas of teaching practices, a collaborative approach for using data, and other topics related to school leadership. Faculty in the department had an average publication productivity record of two refereed journal articles per faculty. Examples of journals with published manuscripts included the Journal of Educational Research, Teachers College Record, and the National Rural School Leadership Journal.

Instructional Systems and Workforce Development (ISWD) - Technology Teacher Education (TTE): There were no significant changes in the Department of Instructional Systems and Workforce development during the past year. A review of vitae show that faculty have expertise in their assigned program areas, and they have contemporary professional experiences, including work in public schools, and other professional settings. Faculty have aligned course syllabi with the conceptual framework, as well as institutional, state and professional standards. Syllabi indicate that faculty continue to apply a variety of resources within their classes to adapt instruction and provide appropriate models for candidates. Course evaluations and exit surveys completed by candidates the past year show that instruction in the department is carried out using a variety of teaching materials, instructional methods and strategies, and assessments. Instruction reflects content knowledge, the integration of diversity, and technology in all degree programs that prepare teacher candidates and other personnel to achieve student learning.

Faculty engage in scholarly activities related to their teaching and the learning of all candidates. Faculty present at local, state, regional, national, and international professional conferences, workshops and other professional association meetings. Faculty vitae also show peer-reviewed/refereed journal articles, books, book chapters, juried/peer reviewed conference papers, and the submission of internal and external grants. For example, faculty have, over the past year, published four books, four book chapters, eight refereed articles, and presented at least 18 times at national meetings, state, and/or regional meetings. A review of vitae, show that all faculty are engaged in some form of scholarship, and model best practices in teaching and service.

All faculty (tenured and tenure/track, instructors, and adjunct) are evaluated in a systematic and comprehensive manner by the department head and by the candidates in each course that they teach. Graduate assistants are also evaluated annually. During the annual review process, the department head and the faculty member collaborate on determining the annual goals. Course evaluations and other supporting materials and documentation are reviewed to substantiate performance in teaching, research/scholarship, and service. Faculty are continuously engaged in collaborative endeavors, which are designed to meet the needs of candidates, the unit, university, and community. The College of Education sponsor an annual university-wide research forum whereby all faculty and graduate candidates are invited to participate. In addition, faculty in the department take full advantage of workshops and presentations provided by the Center for Teaching and Learning and the Instructional Media Center in the Mitchell Memorial Library, which are both campus-wide programs that facilitate professional development opportunities for faculty.

MSU-Meridian Division of Education (Elementary Education, Secondary Education, and Special Education): Some changes occurred in the area of personnel in the Division of Education-Meridian this past year. One new full-time elementary education assistant professor was hired for the 2010-2011 academic year. The full-time associate dean retired, and that position was filled by an interim associate dean. While funding for a sufficient number of full-time personnel is a major concern for the MSU-Meridian Division of Education, faculty continue to excel in the areas of scholarship, service, and teaching. Six of eight faculty holding rank in the department published scholarly works in books and academic journals during the previous year, and a number of faculty held leadership and other service positions at the state, regional, national, and international levels. In the area of teaching, the division's overall Global Indices for the spring (4.6) and the fall (4.7) on evaluations of faculty conducted by students exceeded those of both the University (4.2/4.2) and the College (4.4/4.4). These numerical values indicate that, despite a decrease in funding and an increase in the number of candidates in classes, MSU-Meridian Division of Education faculty continued to provide quality instruction to candidates enrolled in the various programs. With respect to the professional development of faculty, during the past year the majority of full-time faculty participated in one or more professional conferences, symposia, meetings, or webinars for the purposes of further developing their professional knowledge and skills. In addition, in-house professional development opportunities were provided to faculty on select topics, such as Response to Intervention, Using the Promethian Board in Classroom Instruction, and My Courses Training.

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

1.	The unit does not systematically evaluate part-time faculty.	(ITP)	(ADV)
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Please indicate how the unit has addressed these Areas for Improvement.

Faculty in the College of Education (COE) developed and implemented an eight-item Lecturer Evaluation instrument using a five-point Likert scale containing the items: Quality of Teaching, Professionalism, Cooperation, Dependability, Communication Skills, Resourcefulness, and Judgment, as well as an overall evaluation. This instrument, which was implemented during spring 2009, continues to be utilized each academic year to evaluate lecturers. Candidates' evaluations of lecturers are also used as an additional assessment of effectiveness. A copy of the College of Education (COE) Lecturers' Handbook is given to all lecturers. The handbook provides a description of the lecturer's obligations and responsibilities, expected ethics/dispositions, a copy of the lecturer evaluation instrument, and other university policies. Interviews are held with all lecturers to discuss their strengths, areas of improvement, student evaluations, and their annual goals. Lecturers are given an opportunity to offer written comments regarding their evaluation.

Standard 6. Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Please indicate any significant evaluations, changes and/or improvements related to Standard 6 that occurred in your unit this year.

Curriculum, Instruction, and Special Education - CISE (Elementary Education, Secondary Education, and Special Education): The Department of Curriculum, Instruction, and Special Education (CISE) at Mississippi State University (MSU) has an administrative staff of four, the department head and three office associates. The current interim department head holds a Ph.D. in Curriculum and Instruction and has over twenty years experience in the field of education. Collectively, the staff has over 30 years of experience working in the department. The CISE annual Education and General budget exceeds 1.2 million dollars, with the majority of the funds designated to support the personnel needs of the department in each of the three disciplines that reside in the department: Elementary education, secondary education, and special education. degree programs are offered in each of the three areas at both the undergraduate and graduate levels.

Thirteen tenure-track faculty and four full-time instructors hold rank in the department. All faculty hold degrees and licensure in their respective teaching fields as well as membership in applicable state and/or national professional associations. Housed in Allen Hall, the central administration building of the university, the office suites and classrooms of the department are all equipped with updated technology, including wireless connectivity. All CISE teacher education programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE), the Mississippi Department of Education (MDE), and the various specialty professional organizations (SPAs). As appropriate, course content is correlated to the professional standards as delineated by each of the accrediting agencies as well as to the MSU College of Education Conceptual Framework Program Outcomes. The department's programs undergo annual review by the MDE each spring and cyclical review by NCATE every seven years. CISE faculty are currently collecting standards-based data that will be included in the 2012 SPA reports, which will be submitted for review in preparation for the 2015 NCATE site visit.

Physical Education (Sport Pedagogy): The Department of Kinesiology has a department head, 12 tenure-track faculty, and 6 instructors all with advanced degrees in Kinesiology. All classrooms in sport pedagogy are now equipped with current and up-to-date technology. Over the past three years, there have been 10 new faculty members hired and all new faculty members were provided with start-up equipment to build a state of the art movement lab. The movement lab has facilitated faculty growth and has assisted in the growth of candidates as well as faculty achievements. The new exercise physiology lab equipment has been instrumental in the effectiveness and efficiency of classes required in the major and in productivity of the department.

Leadership and Foundations: During 2010, the Department of Leadership and Foundations conducted a series of meetings focusing on the graduation productivity of doctoral students. The Department of Leadership and Foundations includes a department head and nine tenure-track or tenured faculty members who serve as major advisors and committee members for doctoral candidates in the department. In addition to faculty within the department who serve as major professors and direct candidates' dissertation research, administrators approved by the Graduate School serve as dissertation directors. Currently, six additional professors with credentials in the area of school leadership serve as directors of candidates' dissertation research in educational leadership.

The goal of the department is to ensure an equitable advising load with consideration given to faculty expertise and research interest. At the doctoral level, there are currently 42 candidates enrolled in the program under dissertation research. Approximately one-fourth (10) of the candidates have advanced with approved proposals and are currently collecting data. Twelve of the candidates have collected their data and are conducting their data analysis along with writing the dissertation chapters.

Eighteen of the candidates are currently at different stages working on their dissertation proposals. Five of these candidates advanced to candidacy this semester. Faculty are given consideration in their work load distribution while working with doctoral candidates as they complete their dissertation research, and in many instances, are given a reduced teaching load. Candidates are assigned to major advisors so that no major advisor will have more than two candidates graduating within a given semester. In addition to faculty within the department who serve as major professors, administrators approved by the Graduate School serve as dissertation directors to assist candidates with their dissertation research.

Instructional Systems and Workforce Development (ISWD) - Technology Teacher Education (TTE): The Department of Instructional Systems and Workforce Development (ISWD) includes a department head and 10 tenured or tenure-track faculty members who serve as major advisors and committee members for undergraduate, master's, specialist's, and doctoral candidates in the department. The department also employs four instructors and four graduate assistants. The faculty members are very productive in teaching and in their scholarly and research activities. In addition, they are actively engaged in service, holding leadership positions in a variety of organizations and professional associations. The ISWD department has faculty doctoral committees to advise candidates, monitor their programs, and develop and evaluate comprehensive examinations. The department head, senior faculty, and staff assist new faculty in advising, as well as inform new faculty members on policies and procedures for developing programs of study. The departmental promotion and tenure committee, along with the department head, provide a third-year review for new faculty to ensure that new faculty focus on departmental, college, and university guidelines for reappointment, promotion and tenure, as well as their own specific goals and objectives related to teaching, research, and service. Faculty are also assisted in understanding the promotion and tenure process and the manner in which the promotion and tenure application materials should be developed. During the annual review process, the department head provides a summary report to tenure-track faculty regarding their progress toward tenure. A third-year review is also conducted for tenure-track faculty members by the departmental promotion and tenure committee and the department head. In the spirit of shared governance, the ISWD department head meets with the ISWD program coordinators during monthly leadership team meetings. Monthly meetings are also held with the department faculty and staff. Special guests are periodically invited to share information with the faculty on various topics.

MSU-Meridian Division of Education (Elementary Education, Secondary Education, and Special Education): The Division of Education at Mississippi State-Meridian has an administrative staff of five, the associate dean has two office associates, one certification information specialist, and one advisor. The current interim associate dean of education holds a Ph.D. in Curriculum and Instruction and has over 27 years of experience in the field of education. Collectively, the staff has over 25 years of experience working in the department. The Division of Education's annual Education and General budget exceeds 1.484 million, with the majority of the funds designated to support the personnel needs of the department in each of the four disciplines that reside in the division: elementary education, secondary education, counselor education, and educational leadership. Degree programs are offered in each of the four areas at both the undergraduate and graduate levels.

Eight tenure-track faculty hold rank in the division, and approximately 25 lecturers. One educational leadership assistant professor was hired January 1, 2011, making a total of nine tenure-track faculty for 2011. All faculty hold degrees and licensure in their respective teaching fields as well as membership in applicable state and/or national professional associations. The Division of Education currently has two tenure-track elementary education positions and two instructor positions. The MSU-Meridian Division of Education is housed in the lower level of the MSU-Meridian building. The office suites and classrooms of the division are all equipped with updated technology, including wireless connectivity. All teacher education programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE), the Mississippi Department of Education (MDE), and the various specialty professional organizations (SPAs). As appropriate, course content is correlated to the professional standards as delineated by each of the accrediting agencies as well as to the MSU College of Education Conceptual Framework Program Outcomes. The division's programs undergo annual review by the MDE each spring and cyclical review by NCATE every seven years. Division of Education faculty are currently collecting standards-based data that will be included in the 2012 SPA reports, which will be submitted for review in preparation for the 2015 NCATE site visit.

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

1. The unit lacks a sufficient number of faculty to support the Educational Administration program particularly at the Doctoral level.

(ADV)

Please indicate how the unit has addressed these Areas for Improvement.

Leadership and Foundations: During 2010, the Department of Leadership and Foundations conducted a series of meetings focusing on the graduation productivity of doctoral students. The Department of Leadership and Foundations includes a department head and nine tenure-track or tenured faculty members who serve as major advisors and committee members for doctoral candidates in the department. In addition to faculty within the department who serve as major professors and direct candidates' dissertation research, administrators approved by the Graduate School serve as dissertation directors. Currently, six additional professors with credentials in the area of school leadership serve as directors of candidates' dissertation research in educational leadership.

The goal of the department is to ensure an equitable advising load with consideration given to faculty expertise and research interest. At the doctoral level, there are currently 42 candidates enrolled in the program under dissertation research.

Approximately one-fourth (10) of the candidates have advanced with approved proposals and are currently collecting data. Twelve of the candidates have collected their data and are conducting their data analysis along with writing the dissertation chapters. Eighteen of the candidates are currently at different stages working on their dissertation proposals. Five of these candidates advanced to candidacy this semester. Faculty are given consideration in their work load distribution while working with doctoral candidates as they complete their dissertation research, and in many instances, are given a reduced teaching load. Candidates are assigned to major advisors so that no major advisor will have more than two candidates graduating within a given semester. In addition to faculty within the department who serve as major professors, administrators approved by the Graduate School serve as dissertation directors to assist candidates with their dissertation research.

If you have another comments, use the space below:

Report Preparer's Information

Name: Teresa Jayroe
Phone: 662-325-7069
E-mail: tbj2@ra.msstate.edu