



Professional Education Unit

Program Review Document 3: Program Experiences

Preparation Program: Business & Marketing Education

Degree: Bachelor of Science

Certification Level: 5-12

Preparation Level: Initial

Rank Level: Rank III

Date Submitted: February 1, 2010

Link to Undergraduate Catalog: [Undergraduate Catalog](#)

State Regulation governing this program: 16 KAR 2:010

The following WKU faculty and staff have contributed to the development of this document: Judy Davison, John Moore, Michael McDonald

Introduction

Program Relationship to Unit Conceptual Framework and Continuous Assessment Plan

WKU's *Conceptual Framework* represents beliefs and values that are shared by all programs that prepare university students to enter education professional fields. These fields include:

- Teachers in elementary, middle, and high schools
- Library media specialists
- Principals and superintendents
- School counselors
- School nurses
- School psychologists
- Speech pathologists

All these education professional preparation programs are considered by the National Council for Accreditation of Teacher Education (NCATE) and Kentucky's Education Professional Standards Board (EPSB) to represent WKU's *Professional Education Unit*. Faculty representatives from each of the education fields in the *Unit* were involved in various aspects related to the development and approval of the *Conceptual Framework*. An abridged version of the *Conceptual Framework* is attached to this document as Appendix A.

It is important to note that during the development of the Conceptual Framework, committee members thought it important to delineate all essential beliefs, ideas, and implications *even if they were difficult to measure or live out*. Thus, many beliefs, ideas, or implications reflect what the unit *aspires* to accomplish over time.

Based on these values, the Professional Education Council adopted the unit-wide *Continuous Assessment Plan*. From this plan, each program developed a Program Assessment Plan (Appendix B). As can be seen from our plan, the first "Continuous Assessment Matrix" maps out how our program attempts to live out the unit-wide assessment vision. The "Critical Performance Assessment Alignment Matrix" describes the assessments that our program uses to measure candidate progress toward the Kentucky Teacher Standards. Unless noted, all these assessments are collected within the unit's Electronic Portfolio and Accountability Systems and are used to guide decisions as indicated in the Transition Points described in the Program Assessment Plan. The "Other Key Data Collection Matrix" identifies where other unit-wide data related to the unit *Conceptual Framework* are collected within our program.

Furthermore, to ensure that all our program candidates work with diverse students, we have identified the clinical field placement associated with SEC 352 - Planning for Diversity as the designated experience where candidates are placed in diverse settings. We determined our most diverse settings by averaging the ethnic diversity of the schools in our service area (about 11%) and selecting schools as diverse that exceed this percentage. The following courses, assessments, and experiences provide additional opportunities for our program candidates to address topics related to diversity:

SEC 351 Critical Performance – Lesson Planning
 SEC 352 Critical Performance - Planning for Student Diversity
 SEC 473 Critical Performance – Practice Teacher Work Sample
 EDU 489 Critical Performance – Teacher Work Sample

Finally, after the Professional Education Council adopted a unit-wide set of dispositions (see Appendix A), our program has identified the following courses and experiences where we or other field observers

(e.g., cooperating teachers) assess our students' display of behavior associated with these dispositions: EDU 250 – Introduction to Teacher Education, SEC 473 – Methods Courses, and SEC 490 – Student Teaching.

Program Overview

▪ *Brief Program Description*

The Business & Marketing Education program of Western Kentucky University prepares future educators to demonstrate best teaching practices in the discipline. This program prepares prospective teachers for certification to teach Business and/or Marketing classes in grades 5-12. Graduates may seek opportunities other than teaching grades 5-12 such as teaching in Technology Centers, become corporate trainers, seek business positions other than teaching, or, with graduate degrees, seek to teach in higher education such as community colleges and universities. Courses for this program are offered on the web or taught on the main campus as web-enhanced courses.

▪ *Standards Addressed by Program*

Kentucky Teacher Standards

National Association for Business Teacher Education (NABTE)

A. Content Standards

1. Course Descriptions

▪ *Core Education Courses*

EDU 250 – Introduction to Teacher Education: The introductory course to a career in education. The student will acquire basic knowledge of teacher ethics, career awareness, student diversity, and curriculum. Field experiences are required. Students are responsible for arranging their own transportation to designated or assigned sites.

PSY 310 – Educational Psychology: A required educational psychology course for students seeking teacher certification. Educational psychology is designed to give the student a thorough understanding of the theories and principles of psychology as applied to teaching and learning. The students will demonstrate knowledge, understanding, and application of theories and principles of development, learning, memory, motivation, individual differences, instruction, classroom management, and measurement and evaluation. Psychology 310 may not be counted toward the psychology major or minor.

EXED 330 – Introduction to Exceptional Education: Characteristics of exceptionality, special education programs, schools, and community resources and research relative to exceptionality.

SEC 351 – Teaching Strategies for Secondary Schools: Designed to develop a working knowledge of planning, implementation of instruction, assessment, and classroom climate for a student population. Field experiences in public schools are required for this course. Students are responsible for arranging their own transportation to designated or assigned sites.

SEC 352 – Planning for Diversity: Designed to apply students' knowledge of teaching strategies and assessment in diverse learning environments. Field experiences in public schools are

required. Students are responsible for arranging their own transportation to designated or assigned sites.

SEC 453 – Management of Instruction: Designed to expand and refine the abilities of preservice teachers to create and maintain a positive learning environment, implement and manage instruction for diverse student populations. Field experiences in public schools are required. Students are responsible for their own transportation to designated or assigned sites.

SEC 473 – Teaching Business and Marketing Education: This course is designed to prepare prospective business and/or marketing teachers for certification in Business and Marketing Education programs. The course offers a study of state department requirements (Kentucky), trends, goals, teaching procedures, tests and measurements, special helps, teaching materials, and technologies.

EDU 489 – Student Teaching Seminar: Analyzes the connection between teaching theory and actual practice. Portfolio refinement with the New Teacher Performance Standards will be emphasized. Field experiences in public schools and/or other appropriate settings away from campus are required. Pre-Service Teachers are responsible for their own transportation to designated or assigned sites.

SEC 490 – Student Teaching: This is a 12-week assignment in a secondary school classroom as a part of the Professional Semester taken in the senior year.

▪ ***Core Content Courses***

BE 210 - Computer Applications for Business Educators: Fundamentals of integrated desktop computer applications utilized by Business and Marketing educators. For future Business and Marketing educators with no computer applications experience.

ACCT 200 - Introduction to Accounting- Financial: Introduction to the basic accounting theories, concepts and principles used in gathering and reporting financial data of a business organization. Course focuses on the information provided to external users through financial statements. Emphasis is placed on preparing the statements, examining the statements' components, and interpreting the information reported.

ACCT 201 - Introduction to Accounting- Managerial: Introduces accounting concepts, practices, and tools for managerial decision making. This course is designed to provide an understanding of how financial and non-financial data are used in decision making and control. Topics typically include activity-based costing, cost behavior, job-order costing, process costing, cost-volume-profit analysis, flexible budgeting, relevancy costing, departmental cost allocation, and profit planning.

ECON 202 - Principles of Economics–Micro: An introduction to basic descriptive, analytical and policy problems at the microeconomic level. The economic problems resulting from the disparity between human wants and the resources required to satisfy those wants will be studied with emphasis placed on the derivation and behavior of supply and demand functions and the role of prices in the allocation of scarce resources.

Or

ECON 203 - Principles Economics-Macro: An introduction to basic macroeconomics dealing with descriptive, analytical and policy problems involved in the determination of aggregate income, employment and the price level. Areas of emphasis include money and banking, national income accounting and income-expenditure models.

BE 226 - Introduction to Law: Nature of law and the legal process, contract and the Uniform Commercial Code are stressed.

Or

MGT 200 - Legal Environment of Business: An introduction to the American public law system; use of law to achieve economic and social goals; legal responsibilities of the business manager.

FIN 261 – Personal Finance: Designed to serve the personal finance needs of students regardless of their major fields. Practical applications in personal and family financial planning, including credit, buying, borrowing, banking, insurance, investments, taxation, estate planning and home ownership.

Or

CFS 310 – Management of Family Resources: Study of consumer and marketplace interactions in the purchase of goods and services. Decision-making processes are applied to individual and family resources for achieving maximum personal satisfaction.

MGT 210 – Organization and Management: An introduction to organization theory and organizational behavior. The course focuses on managing people and material resources to enhance organizational productivity and effectiveness. Attention is given to the managerial functions of planning, organizing, leading and controlling.

MKT 220 – Basic Marketing Concepts: Introduction to the functional activities of marketing including, product distribution, promotion, and pricing decisions; the importance of a consumer orientation; and strategic marketing plan including implementation and control marketing activities

OST 220C – Word Processing: Application of word and information processing and communication skills to produce quality business and professional documents.

Or

OST 221C – Desktop Publishing: Use of software to develop page layout, graphics, charts, illustrations and artwork for creation of newsletters and other professional publications.

OST 225C – Office Administration: Management of records from creation to disposal. Included are the principles and procedures of organizing, operating and controlling traditional, automated, and special records.

BE 310 – Advanced Computer Application for Business Educators: Fundamentals of advanced integrated desktop computer applications utilized by Business and Marketing educators. For future Business and Marketing educators, or students who wish to expand their current skills from the intermediate level to the advanced level.

BE 350 – Business Communication: A study of the communication process in business as related to managerial and professional communication. Emphasis on the principles of functional

communication; correct, forceful language use; and sound management policies and practices which lead to effective communication.

BE 410 – Digital Media for Business Educators: Fundamentals of creating documents and web pages via computer media. Emphasis will be placed on computer desktop publishing. For future Business and Marketing educators.

BE 486 – Business and Marketing Education Seminar: A capstone course focusing on current trends, problems, and issues in the business world and their effect on business and marketing education.

2. Standard Alignment Matrices

- ***Program Alignment to Kentucky Teacher Standards***

Appendix B contains our Program Assessment Plan. The “Critical Performance Assessment Alignment Matrix” describes the assessments that our program uses to measure candidate progress toward the Kentucky Teacher Standards.

- ***Program Alignment to Learned Society Standards: NABTE***

Table 1 demonstrates the alignment of our content courses with our learned society standards.

LEARNED SOCIETY STANDARDS <i>National Association for Business Teacher Education (NABTE)</i>	Table 1. Content Course Alignment to Learned Society Standards					
	BE 350	SEC 351	SEC 352	SEC 453	SEC 473	SEC 490
Professionalism: The business teacher has an obligation to grow continuously as a professional.					X	
Curriculum Development: The business teacher creates, analyzes, revises, and implements curricula to prepare students for a dynamic and rapidly changing world.		X			X	
Instruction: The business teacher facilitates the learning of constantly changing subject matter in a dynamic and diverse learning environment.					X	X
Assessment: The business teacher assesses student progress to alter and enhance the learning environment to optimize student success.		X	X		X	
Classroom Environment: The business teacher practices positive and effective techniques for managing the classroom environment.				X	X	X
Student Organizations: The business teacher integrates professional student organizations into the curriculum.					X	
Professional Communication: The business teacher communicates effectively with all publics.	X		X			
Publics: The business teacher builds relationships with various publics to produce a vibrant, holistic learning environment that reflects the real world and provides tangible and intangible benefits for the student community.					X	

3. Courses/Experiences that Address the Professional Code of Ethics

In order for candidates to be admitted into WKU’s initial teacher preparation programs, they must first attend a Teacher Orientation during which the EPSB’s Professional Code of Ethics is discussed. At the conclusion of the orientation, candidates must sign that they have read and are committed to upholding the code of ethics.

In addition, the introductory education foundations courses, EDU 250 and MGE 275, provide opportunities for candidates to discuss professional ethics.

B. KERA Initiatives

The Combined Curriculum Document (CCD), located at the following url:

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/>, is a resource created by the Kentucky Department of Education to show the connection between the Academic Expectations (what students should know and be able to do as a result of their school experience), the Program of Studies (the minimum required content standards students shall be taught to meet the high school graduation requirements), and the Core Content for Assessment (the content that is appropriate to be included on the state assessment). The CCD subsumes these three Kentucky P-12 curriculum requirements under the umbrella of “Big Ideas.” Table 2 describes how we introduce our candidates to the CCD and to each of the “Big Ideas” associated with our education preparation program, as well as how we ensure our candidates are prepared to teach these concepts to meet the KDE P-12 curriculum requirements in their future P-12 classrooms.

Table 2: Program Alignment to KERA Initiatives (“Big Ideas”) for Secondary Education			
Course	Academic Expectations	Core Content for Assessment	Program of Studies
EDU 250	Students are required to document evidence of teachers meeting KERA expectations from their 15 hours of observations.	Students are required to document evidence of teachers meeting KERA expectations from their 15 hours of observations.	Students are required to document evidence of teachers meeting KERA expectations from their 15 hours of observations.
SEC 351	Students design a unit (including assessment) based on standards for their discipline from the AE, CC, or POS. Technology is incorporated in the unit.	Students write lesson plans and document assessment of content Students design a unit (including assessment) based on standards for their discipline from the AE, CC, or POS. Technology is incorporated in the unit.	Students design a unit (including assessment) based on standards for their discipline from the AE, CC, or POS. Technology is incorporated in the unit.
SEC 352	Students document contextual factors and plan differentiated lessons based on AE, CC, and POS.	Students document contextual factors and plan differentiated lessons based on AE, CC, and POS.	Students document contextual factors and plan differentiated lessons based on AE, CC, and POS.
SEC 453	Students develop abilities to solve problems in classroom situations. Students develop strategies	Students develop abilities to solve problems in classroom situations. Students develop strategies	Students develop abilities to solve problems in classroom situations. Students develop strategies

	for communicating with families, school personnel and community resources.	for communicating with families, school personnel and community resources.	for communicating with families, school personnel and community resources.
SEC 473	Students design a unit (including assessment) based on standards for their discipline from the AE, CC, or POS. Technology is incorporated in the unit.	Students write lesson plans and document assessment of content Students design a unit (including assessment) based on standards for their discipline from the AE, CC, or POS. Technology is incorporated in the unit.	Students design a unit (including assessment) based on standards for their discipline from the AE, CC, or POS. Technology is incorporated in the unit.
EDU 489	Students design and teach a unit based on the AE, CC, or POS of their discipline. Students develop a Teacher Work Sample (TWS) which in includes at least 8 lessons based on the AE, CC, and POS. Students must reflect on the teaching of the unit and analyze student learning in the content.	Students design and teach a unit based on the AE, CC, or POS of their discipline. Students develop a Teacher Work Sample (TWS) which in includes at least 8 lessons based on the AE, CC, and POS. Students must reflect on the teaching of the unit and analyze student learning in the content.	Students design and teach a unit based on the AE, CC, or POS of their discipline. Students develop a Teacher Work Sample (TWS) which in includes at least 8 lessons based on the AE, CC, and POS. Students must reflect on the teaching of the unit and analyze student learning in the content.

C. EPSB Themes

Our program is committed to graduating education professionals who are prepared to work with diverse students, to assess student learning, to understand the importance of literacy across the curriculum, and to close the achievement gap. Table 3 below delineates the courses in our program that ensure that education candidates are prepared in these areas.

COURSES	EPSB Themes				How Course Addresses Theme
	Diversity	Assessment	Literacy	Closing Achievement Gap	
EDU 250	x	x	x		This class is an introduction to the professional language and pedagogy.
EXED 330	x				Students learn to make adaptations for special needs students when planning and implementing instruction.
SEC 351	x	x			Students consider contextual factors and assessment when designing their curriculum units.
SEC 352	x	x		x	The focus of the assignments in this is class is on diverse learners.
SEC 453		x		x	This is a classroom management course where the assignments are centered on creating positive and learning

					climates and organizing for instruction.
SEC 473	x	x		x	These are the methods courses in which students design curriculum units that are tailored for all levels of learners.
EDU 489	x	x	x	x	This is a culminating seminar that students take during their student teaching experience. It is designed to complement the student teaching experience and therefore it addresses ways to design and implement a unit of study and then assess and reflect on student learning.
EDU 490	x	x	x	x	Student teaching course where students create a professional development portfolio.

D. Program Faculty

See Table 4 on the next page.

Table 4: Education and Content Faculty Information

Faculty Name	Highest Degree, Field, & University	Assignment: Indicate the role(s) of the faculty member ¹	Faculty Rank ²	Scholarship ³ , Leadership in Professional Organizations, and Service ⁴ : List up to 3 major contributions in the past 3 years ⁵	Teaching or other professional experience in P-12 schools	Status to institution & education unit ⁶
Cooksey, Elizabeth	EdD, Ed, U Louisville	Faculty	Other	<p>Scholarship: Editorial Board member - Worked on programs for NAME 2008 & 2009. Submitted chapter for NAME publication 2009. Submitted individual proposal to NAME.</p> <p>Leadership: Chair- Delta Sigma Theta Scholarship Committee. WKU International Committee member. Helped to develop ongoing program modules for course to update and define.</p> <p>Service: Helped develop ongoing program development for beginning education courses EDU 250 and development of a course in diversity. Worked on graduate program development. Work with high school English teachers and school curriculum committee at Bowling Green High School. Also curriculum work with language arts teachers at Warren East Middle School. Co-sponsor of Kappa Delta Pi Honor Society.</p>		FT/FT
Davison, Judy	EdD, Ed, U Northern Iowa	Faculty	Assistant Professor	<p>Scholarship & Awards: Davison, J.C. & McCain, T. (2007). Developing multicultural sensitivity through international student teaching: The challenges faced by a southern university. Growing a Soul for Social Change: Building the Knowledge Base for Social Justice. Charlotte, North Carolina: Information Age Publishing.</p>	<p>Teaching or Professional Experience in Schools: Developed & delivered on-site graduate course (EDU522) to assist in</p>	FT/FT

¹ For example, faculty, clinical super clinical supervisor, department chair, etc.

² For example, professor, associate professor, assistant professor, adjunct professor, instructor, administrator, etc.

³ *Scholarship* is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

⁴ *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

⁵ For example, three contributions of scholarship, leadership, and service might be 1) Scholarship - article published in a specific journal, 2) Leadership - officer of a state or national association, and 3) Service - an evaluation of a local school program. NOTE: You MUST provide evidence of SCHOLARSHIP.

⁶ Use these codes: FT/FT – full time to the university and full time to the unit/program; FT/PT – full time to the university and part time to the unit/program; or, PT/PT – part time to the university and part time to the unit/program.

				<p>Blaisdell, M.J., Bohning, K., Davison, J, Duerstock, B. et al.(contributors). In Stefanich, G. (Ed.). (2007). Classroom and laboratory modifications for students with disabilities. In G.P. Stefanich (Ed.), Science Teaching in Inclusive Classrooms: Models & Applications (pp.1-60). Washington, DC: National Science Foundation.</p> <p>Fulbright Senior Specialist appointments: University of Greenwich, England (May-June 2004) & National College of Ireland, Dublin, Ireland (Oct-Nov, 2007).</p> <p>Leadership: 6 year Academic Review Chair, NCATE steering committee, International Student Teaching co-chair.</p> <p>Service: International: WKU representative to COBEC. Fulbright Assn. International Education Task Force member. 2006-present. Fulbright Assn. International Arts Task Force member. 2006-present. National : UK Fulbright Teacher Exchange Liaison Project. Mentor for 2 UK educators. Rockford High School, Rockford, OH. & Boston College, Boston, MA., 2005-2006.</p>	<p>establishing graduate student cohorts.</p> <p>Supervised 18 Alternate Route interns. Region II FBLA Conference Judge. 2005 & 2006.</p> <p>Franklin Middle School Science Fair Judge. 2005.</p>	
Kacer, Barbara	PhD, Ed, U Iowa	Faculty	Associate Professor	<p>SCHOLARSHIP: Serious games and deep learning: Is it possible?, The Professional and Development Network in Higher Education, The Professional and Development Network in Higher Education, Reno, NV.</p> <p>Faculty engaging faculty with five minute facets of teaching, The Professional and Development Network in Higher Education, The Professional and Development Network in Higher Education, Reno, NV.</p> <p>Five minute facets of teaching, 'The Scholarship of Teaching and Learning: Challenging Students to Think Critically and Learn Deeply', The Kentucky Council on Postsecondary Education, Lexington, KY.</p> <p>PROFESSIONAL ORGANIZATIONS: National Association for Multicultural Education, Program Committee.</p> <p>SERVICE:Treasurer and Chair of Finance Committee for Bowling Green/Warren County NAACP.</p> <p>University, Parking and Transportation Services, Committee Member,</p> <p>College, International Committee, Committee Member, College, FaCET Teaching Resource Faculty, Committee Member,</p> <p>College, FaCET Advisory Committee, Committee Member</p>	<p>TEACHING: I coordinate the dual credit EDU 250 course. This involves visits to all schools/classrooms.</p>	FT/FT

<p>McDonald, Michael</p>	<p>PhD, Ed, U Missouri-Columbia</p>	<p>Faculty</p>	<p>Assistant Professor</p>	<p>Served as President of the National Association of Business Teacher Education (NABTE) 2006-2007</p> <ul style="list-style-type: none"> • Served as Past-president the National Association of Business Teacher Education (NABTE) 2008-present • Published in a nationally distributed yearbook with is blind-peer reviewed: McDonald, Michael L., LaBonty, Dennis, & Lacy, Richard C., (2007). Assessment for Teacher Certification/Licensure. NBEA Yearbook. National Business Education Association. Reston: VA. 	<p>Serve as the WKU Event Coordinator for the Region II FBLA District Competitions.</p> <ul style="list-style-type: none"> • Arranged for Business & Marketing Education students to teach economics classes in P-12 schools in cooperation with junior achievement. 	<p>FT/FT</p>
<p>Metzgar, Vicki</p>	<p>EdD, Educational Leadership, Vanderbilt</p>	<p>Faculty</p>	<p>Assistant Professor</p>	<ul style="list-style-type: none"> * National Academy for Science and Mathematics Educational Leadership (2006-2007) WestEd Regional Educational Laboratory Participant * School for Science and Mathematics at Vanderbilt-Development team and Liaison for School for Science and Math with Metro Nashville Public Schools * Improving Teacher Quality Grant recipient Tennessee Dept. of Education for Teacher Training Summer 2008 (Managing yoUr Science Classroom Lab Efficiently) * Courage to Teach: Facilitated a two-year series of retreats for David Crockett High School faculty in Washington county, Tennessee. March 2007-January 2009 	<p>Middle School, High School teacher and Science Coordinator Metro Nashville Public Schools; 10/1975-6/2004</p>	<p>FT/FT</p>
<p>Moore, John</p>	<p>PhD, Ed, U Kentucky</p>	<p>Faculty</p>	<p>Associate Professor</p>	<p>Publications: Moore, J.A. (2007). Civic engagement in teacher preparation: Standards, school/university partnership, and issues in the news. In K. Murtadha & R. Helfenbein (Eds.). Democracy and Civic Engagement: Implications for Teacher Preparation and a National Agenda for Inquiry (pp71-74). Washington, D.C: American Association of State Colleges and Universities.</p> <p>Moore, J.A. (2007). Constitution Day: Learning experiences for middle level interdisciplinary teams, Kentucky Middle School Journal 8(1) 51-56, Kentucky Middle School Association/Eastern Kentucky University.</p> <p>National Presentations:2007 What Social Studies Urban Educators Should Know and Be Able to Do, National Council for the Social Studies, San Diego CA.</p> <p>2007 Identifying Civic Engagement Opportunities in Teacher Education, American Association of State Colleges and Universities, Philadelphia, PA.</p> <p>2006 Here Comes NCATE: Using Middle Level Student Assessment Data to Evaluate Middle Level Pre-service</p>	<p>Teacher Certification:Kentucky Middle Grades Social Studies (life) Kentucky High School Social Studies (life) North Dakota High School Social Studies (life)</p>	<p>FT/FT</p>

				<p>Teachers and Teacher Preparation Programs. National Middle School Association, Nashville, TN. State and National Offices Held:2006-present National Council for the Social Studies (NCSS) Board of Directors 2005-present Chair, NCSS Ad Hoc Committee for Recruitment of Under-represented Groups 2003-present Kentucky Council for the Social Studies Steering Committee Professional Development Activities:2006- Kentucky Core Content & Depth of Knowledge- Initial Training 2006- Thoughtful Education Workshop acknowledgment 2007- Great Depression Workshop</p>		
Stobaugh, Rebecca	PhD, Ed, U Louisville	Faculty	Assistant Professor	<p>Scholarship: Papers Under Review- Stobaugh, R. R. Boosting Cognitive Complexity in Social Studies Assessments., Morehead: Social Studies Journal. Leadership in Professional Associations: Reviewer, Journal Article- August 1, 2006 - Present: National Middle School Association; Review publications to be published in the Middle School Journal..Teacher. Service: Program Organizer- November 13, 2008: WKU's student organization of ASCD; Planned a Regional Symposium for Sharing Best Practices for elementary teachers. Collaborated with WKU Teacher Services to present program and included WKU students to network and facilitate symposium. Guest Speaker- October 28, 2008: Future Educators of America; Co-presented with students four sessions to Future Educators of America students on topics including lesson planning and information about the teacher education program. Teacher Educator- September 1, 2008 - May 1, 2009: Education Professional Standards Board; Supervised 6 KTIP interns.</p>	<p>Teacher, 7 years public schools Principal, 3 year public schools</p>	FT/FT
Tassell, Janet	Ph.D., Curriculum & Instruction, Indiana University	Faculty	Assistant Professor	<p>Scholarship: Kloosterman, P., Tassell, J. L., Essex, K., and Ponniah, A. (2008). Perceptions of Mathematics and Gender. /School Science and Mathematics/, /108/, 149-162. Tassell, J., Kemp, J., Litkenhus, D., Schriefer, M. (October, 2006). Progress report vs. report card – one district’s challenge./ Technos E-zine./ / http://www.ait.net/technos/e-zine/articles/progress_report.php//</p>	<p>* North Spencer County School Corporation, Lincoln City, IN - Summer '98-Dec. 2007 Director of Learning and Assessment P-12</p>	FT/FT

				<p>Presentations Fall 2008: NEI “Using Locally-Developed Formative Benchmarks and Assessments to Improve Student Learning” “A District’s Journey: Standards-Based Reporting (A Result of Systemic Change)”</p> <p>Grants: * Awarded: Pie Grant – Math Comic Books * Awarded: Javits Grant – The Center for Gifted Studies * Awarded: Teacher Quality – Mathematics and Science Improvement Targeting 7th Grade Teachers</p> <p>Professional Development: Fall 2008: * Critical Thinking at WKU * Engaging the Spirit at WKU * National Evaluation Institute CREATE conference * Book Talk on /The Last Lecture/ * Research Networking with ORD * Creativity Institute presented by Bonnie Crammond – WKU Center for Gifted Studies</p> <p>Leadership in Prof. Associations: Service: SKyTeach Steering Committee Middle Grade EPSB Folio Co-Chair for Development MAE Master’s Redesign Assessment Course Committee</p>	<p>* Indiana University, Bloomington, IN - Summer ‘91-’95 Teacher/Counselor: GT College for the Youth gr. 4-12 * Heritage Hills H.S., Lincoln City, IN - 1998-2000 Teacher: Writing and Math Lab gr. 9-12, Fall ‘94-’98 Teacher: Problem Solving I, Algebra I and II, Spring ‘95 gr. 9-12 * F.J. Reitz H.S., Evansville, IN - Fall ‘92-Spring’94 Teacher: Pre-Algebra, Honors and Reg. Alg. II, AP Calc. * Beiger Jr. H.S., Mishawaka, IN - Fall ‘91-Spring’92 Teacher: G/T 8th grade Algebra I, G/T 7th grade Pre-Algebra, 8th grade Pre-Algebra, 7th grade technology</p>	
Tyler, Rico	MAE, Social Sciences, WKU	Faculty	Other	<p>Scholarship: Currently Co-Pi of a National Science Foundation funded Math Science partnership grant (\$504,000) researching the causes of low Explore math and science scores in Kentucky middle schools and examine way to better prepare middle grade students to take rigorous math and science courses in high school.</p> <p>Keith Andrew, Rico Tyler, Roger Scott, Larry Byrd, Karen Hackney, Richard Hackney “CCD Imaging of the Spectrum of Vega” Presented at the Kentucky Academy of Sciences meeting Oct. 2006.</p> <p>Fredrick Siewers, Michael Carini, Richard Gelderman, Charles McGruder, Julia Roberts, Rico Tyler, and Andrew Wulff</p>	<p>Astronomy Instructor for the Kentucky Governor’s Scholars Program (high school juniors)</p> <p>University educator for the Ky Teacher Internship Program (12 interns over the last three years)</p>	FT/FT

			<p>“Deep Time and Rates of Change in the Middle Grades Classroom: An Effort to Increase Student Understanding Through Professional Development Workshops for Teachers” Presented at 2005 annual meeting of the Geological Society of America (October 16, 2005)</p> <p>Leadership in Professional Associations: Board Member-Ky Science Teachers Association</p> <p>Vice-president- Barren River Imaginative Museum of Science</p> <p>Director of the Middle Grade Science Teachers Circle.</p> <p>Service: • Project Manager for the Sextant Program.</p> <ul style="list-style-type: none"> • Director of the Hilltopper Teaching Fellows Program. • Lead Science adviser for the MS-TEAMS Program. 	<p>Clinical supervisor for middle grade and secondary science students teaching in Western Ky University</p> <p>Super Saturday programs for P-6 students.</p>	
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E. WKU Curriculum Contract

**Bachelor of Science in Business and Marketing Education
Leading to the Certification Grades 5-12**

Contact Information:

Last,	First	Middle	WKU ID Number
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Street	Home Phone Number
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City	State	Zip Code	E-mail Address
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Specific degree requirements with advisement sheets attached.

WESTERN KENTUCKY UNIVERSITY --- CURRICULUM CONTRACT

University General Education		46
Professional Education Courses		
EDU 250	Introduction to Education	3
PSY 310	Educational Psychology	3
EXED 330	Introduction to Exceptional Education	3
SEC 351	Teaching Methods for Secondary Schools (Pre-Requisites: EDU 250, PSY 310)	3
SEC 352	Planning for Student Diversity (Pre-Requisites: EDU 250, PSY 310)	3
SEC 453	Management of Instruction (Pre-Requisites: EDU 250, PSY 310, SEC 351, SEC 352 & Completion of Teacher Admissions File)	3
SEC 473	Teaching Business and Marketing Education (fall only) Prerequisites: Senior Standing and instructor permission. (Note: Instructor permission is contingent on successful admission to Teacher Education). Co-requisite: BE 486.	3
EDU 489	Student Teaching Seminar (Co-Requisites: Admission to Student Teaching: SEC 490)	3
SEC 490	Student Teaching in Business and Marketing	10
Total Hours in Professional Education		34

Business and Marketing Education Courses		
BE 210	Computer Applications for Business Educators	3
ACCT 200	Introduction to Accounting- Financial	3
ACCT 201	Introduction to Accounting- Managerial	3
ECON 202 OR 203	Principles of Economics – Micro OR Principles Economics-Macro	3
BUS 226C OR MGT 200	Introduction to Law or Legal Environment of Business	3
FIN 261 OR CFS 310	Personal Finance OR Management of Family Resources	3
MGT 210	Organization and Management	3
MKT 220	Basic Marketing Concepts	3
OST 220C OR 221C	Word Processing OR-Desktop Publishing	3
OST 255C	Office Administration	3
BE 310	Advanced Computer Applications for Business Educators	3
MKT Elective	MKT 321, 323, 324, 326, 327 (Pre-Requisite MKT 320)	3
CIS 243	Principles of MIS	3
BE 350	Business Communication (fall only)	3
BE 410	Digital Media for Business Educators	3
BE 486	Business and Marketing Education Seminar (fall only) (Co-Requisite SEC 473)	3
Total Hours in Business and Marketing Education		48
Total Hours for Graduation		128

Delineation of Unit/Program Transition Points – Initial Preparation

Transition Point 1: Admission to Education Preparation Programs			
Data Reviewed	Minimal Criteria for Admission/Continuation	Review Cycle	Reviewed By
Unit Level Data:			
<ul style="list-style-type: none"> ▪ Admission Application 	<ul style="list-style-type: none"> ▪ Completion of application 	Each Month	Professional Education Council
<ul style="list-style-type: none"> ▪ Overall GPA 	<ul style="list-style-type: none"> ▪ 2.5+ 		
<ul style="list-style-type: none"> ▪ Adherence to Professional Code of Ethics 	<ul style="list-style-type: none"> ▪ Candidate signature 		
<ul style="list-style-type: none"> ▪ Speech Proficiency 	<ul style="list-style-type: none"> ▪ C or higher in speech course 		
<ul style="list-style-type: none"> ▪ Writing Proficiency 	<ul style="list-style-type: none"> ▪ 2.5+ average, no course lower than C 		
<ul style="list-style-type: none"> ▪ Test Scores 	<ul style="list-style-type: none"> ▪ ACT (21+) or ▪ SAT (990+) or ▪ PPST (173 – M, 173 – R, 172 – W) or ▪ GRE (800+ and 3.5+ writing assessment) or ▪ GAP (2000+ and 3.5+ writing assessment) 		
<ul style="list-style-type: none"> ▪ Faculty Recommendations (Unit Dispositions) 	<ul style="list-style-type: none"> ▪ All positive 		
Transition Point 2: Admission to Final Experience (e.g., Student Teaching, Clinical Practice, Culminating Assessment)			
Data Reviewed	Minimal Criteria for Continuation	Review Cycle	Reviewed By
Unit Level Data:			
<ul style="list-style-type: none"> ▪ Admission to Education Preparation 	<ul style="list-style-type: none"> ▪ Admission 	Each Semester	Professional Education Council
<ul style="list-style-type: none"> ▪ GPAs 	<ul style="list-style-type: none"> ▪ 2.5+ overall ▪ 2.5+ professional education courses ▪ 2.5+ content courses 		
<ul style="list-style-type: none"> ▪ Semester Hours Completed 	<ul style="list-style-type: none"> ▪ 90+ hours (including 75% of content courses) 		
<ul style="list-style-type: none"> ▪ Dispositions Scores 	<ul style="list-style-type: none"> ▪ All dispositions average "At Standard" (3+) 		
<ul style="list-style-type: none"> ▪ Critical Performance Scores 	<ul style="list-style-type: none"> ▪ 3.0+ overall ▪ 2.5+ per Kentucky Teacher Standard measured 		
Transition Point 3: Program Exit			
Data Reviewed	Minimal Criteria for Exit	Review Cycle	Reviewed By
Unit Level Data:			
<ul style="list-style-type: none"> ▪ Seminar Course Grade 	<ul style="list-style-type: none"> ▪ C or higher - based on Teacher Work Sample holistic score of 2+ 	Each Semester	Office of Teacher Services
<ul style="list-style-type: none"> ▪ Student Teaching Grade 	<ul style="list-style-type: none"> ▪ C or higher - based on 7+ Kentucky Teacher Standards at or above "Proficient" (3+), no Standard below "Developing" (2), AND 11+ dispositions "At Standard" (3+) 		

To be recommended for initial certification, an applicant must document:

- Completion of an approved teacher preparation program in each desired certification area;
- Passing score(s) on the appropriate PRAXIS II exam(s) (e.g., Content, PLT) or other assessments required for each desired certification area;
- Achievement of at least a 2.5 GPA overall, in each major and minor, and in professional education courses;
- Attainment of at least a "C" in all professional education courses, including EDU 489 and student teaching; and
- Completion of a portfolio based on the Kentucky Teacher Standards.

EPSB Disclaimer: Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at www.epsb.ky.gov for current requirements or contact Ms. Rice at 502-564-4606 or toll free 888-598-7667.

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

F. Syllabi

The following education and content course syllabi associated with this program are available for review at <http://edtech.wku.edu/peu/course-syllabi-epsb.htm>:

Core Education Courses

EDU 250 – Introduction to Teacher Education
PSY 310 – Educational Psychology
EXED 330 – Introduction to Exceptional Education
SEC 351 – Teaching Strategies for Secondary Schools
SEC 352 – Planning for Diversity
SEC 453 – Management of Instruction
SEC 473 – Teaching Business & Marketing Education
EDU 489 – Student Teaching Seminar
SEC 490 – Student Teaching

Sample Content Courses

ACCT 201 – Introductory Accounting – Managerial
MGT 200 – Legal Environment for Business
ECON 202 – Principles of Economics-Micro
MKTG 220 – Basic Marketing Concepts
BE 350 – Business Communication
BE 310 – Advanced Computer Applications for Business Educators
BE 410 – Digital Media for Business Educators

APPENDIX A



Professional Education Unit

Conceptual Framework Core Beliefs

Conceptual Framework

(03032008 version)

Mission

- The professional education unit of Western Kentucky University recruits, prepares, and supports school practitioners and education leaders who can facilitate the learning of all children and empower them to achieve at high levels as they become life-long learners and productive citizens in a global society.

Vision

- The professional education unit aspires to become a nationally recognized community of scholars who apply the best that theory, research, and experience can contribute to teaching and learning and create new knowledge that makes teaching, learning, and the operation of school more efficient and effective.

Beliefs About Children & Schools

BELIEF 1

All children can learn at high levels.

BELIEF 2

All children have a right to a quality education that empowers them to meet high expectations for learning as defined by a democratic society.

Beliefs About Education Professionals

BELIEF 3

Diversity in our schools adds richness to the learning environment and provides enhanced opportunities and possibilities for teaching and learning.

BELIEF 4

Highly effective education professionals require high levels of ability, rigorous training, and on-going development of teaching/leadership skills that include reflective decision-making.

BELIEF 5

Highly effective education professionals know, apply, and reflect on the effectiveness of a variety of theories, models and strategies in order to produce maximum learning for all students in all types of school contexts and cultures.

BELIEF 6

Highly effective education professionals interact with the home and/or community of their students to facilitate teaching and learning.

BELIEF 7

Highly effective education professionals have a strong content knowledge, sound pedagogical knowledge and skills, and essential dispositions for facilitating learning and functioning as team members in schools.

- WKU has adopted the following knowledge and skills as key to the success of education professionals:

Kentucky's Teacher Standards

Standard 1 – Content Knowledge: Demonstrates a current and sufficient knowledge of certified content areas to develop student knowledge and performance in those areas

Standard 2 – Designs/Plans: Designs/plans instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Standard 3 – Learning Climate: Creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Standard 4 – Implements/Manages: Introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Standard 5 – Assessment: Assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Standard 6 – Technology: Uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research

Standard 7 – Reflection: Reflects on and evaluates specific teaching/learning situations and/or programs

Standard 8 – Collaboration: Collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Standard 9 – Professional Development: Evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan

Standard 10 – Leadership: Provides professional leadership within the school, community, and education profession to improve student learning and well-being

- WKU has adopted the following dispositions as key to the success of education professionals:

<i>Candidate Values...</i>	<i>As Demonstrated by...</i>
<i>Learning</i>	Attendance - Consistently attends class and is on time
	Class participation - Actively engaged and interested in the class activities
	Class preparation - Consistently comes to class well prepared
	Communication - Uses language to express ideas very effectively regardless of the age of the listener
<i>Personal Integrity</i>	Emotional control - Displays steady emotional temperament, is receptive to viewpoints of others and their suggestions
	Ethical behavior - Shows self to be a person of strong character
<i>Diversity</i>	Willingly works with others from different ability, race, gender, or ethnic groups
<i>Collaboration</i>	Actively seeks out and incorporates ideas of others and willingly works with others to improve the overall environment
<i>Professionalism</i>	Respect for school rules, policies, and norms - Knows school rules and policies, follows them consistently, understands the purpose of regulations and respects their intent
	Commitment to self-reflection and growth - Actively seeks suggestions and constructive criticism, regularly engages in learning through self-reflection
	Professional development and involvement - Makes use of information from professional organizations, professional publications, and educational resources
	Professional responsibility - Accepts responsibility for own actions and for helping all students learning and actively seeks self-improvement

BELIEF 8

Highly effective education professionals utilize technology for teaching and learning, assessment management, and research to the greatest extent possible.

Beliefs About Assessment and Accountability

BELIEF 9

Highly effective education professionals hold themselves accountable for their own performance by collecting, analyzing, and reporting learning results and using this information to improve performance and programs.

BELIEF 10

Highly effective education units develop and maintain assessment systems that follow the continuous progress of candidates toward the achievement of high standards-based performance expectations that are clearly defined and publicly communicated.

Alignment Matrix: NCATE, Kentucky Teacher Standards, PEU Conceptual Framework, WKU Strategic Plans

NCATE Relationship	Standard Source		WKU PEU Conceptual Framework		WKU Strategic Planning Documents	
			Conceptual Framework Standards/Values	Conceptual Framework Beliefs	Academic Affairs Strategic Plan (Objectives)	WKU Strategic Plan (Goals)
NCATE Content/Pedagogical Content Knowledge	Conceptual Framework Aligned with Kentucky Teacher Standards	KTS1	Content Knowledge	3,5,7	1a,1e,2e	2
NCATE Pedagogical Knowledge & Skills		KTS 2	Designs/Plans	1-3,5,7	1e	1
		KTS 3	Learning Climate	1-3,7	1e	1
		KTS 4	Implements/Manages	2,3,5,7	1e	1
		KTS 5	Assessment/Evaluation	1,2,4,6,7,9	1e	1
		KTS 6	Technology	5,7-9	1g,3b	1,3
		KTS 7	Reflection	5,7-9	1a,1e	1
		KTS 8	Collaboration	1-3,6	4b	4
		KTS 9	Professional Development	4,5,7,9	3b	3
		KTS 10	Leadership	1,2,4,5,7,9	1b,d	1
NCATE Dispositions	KTS 2-4	Dispositions	1-3,5-7,9	1a-c	1	
NCATE Standard 3	Conceptual Framework		Field Experiences & Clinical Practice	3,5,6	1e	1
NCATE Standard 4		KTS 2-4	Diversity	1-3,6	1b,1c,2g,2h,3d	1-3
NCATE P-12 Learning			Impacts P-12 Student Learning	5,8,9	1b	1

APPENDIX B



Professional Education Unit

Program Assessment Plan – Initial Preparation

Name of Preparation Program: Business & Marketing Education

Date Completed: February 2, 2009

Date Submitted: February 2, 2009

Submitted By: Michael McDonald

WKU PROFESSIONAL EDUCATION UNIT WIDE CONTINUOUS ASSESSMENT MATRIX - INITIAL PREPARATION												
Conceptual Framework Standards/Values	Component 1: Admission Data		Component 2: Course Based Assessment Data	Component 3: Clinical Experiences Data		Component 4: Culminating Assessment Data		Component 5: Exit and Follow Up Data				
	Faculty Recs	KY REQ's	Critical Performances	Early Clinical Experiences	Final Clinical Experience	Final Clinical Evaluation	Capstone Assessment (TWS)	Exit Survey	Praxis II	Alumni Survey	Employer Survey	
Content Knowledge		Various Data Required by State for Admission into Teacher Preparation Programs	Aligned to Kentucky Teacher Standards			1a-d, Overall	DFI 2	1a-d	State Approved Certification Exams	1a-d	1a-d	
Designs/Plans							2a-e, Overall	CF 1-5, LG 1-4, DFI 1, 3-5		2a-e	2a-e	2a-e
Learning Climate							3a-e, Overall			3a-e	3a-e	3a-e
Implements/Manages							4a-e, Overall	IDM 1-3		4a-e	4a-e	4a-e
Assessment/Evaluation							5a-d, Overall	AP 1-5, ASL 1-4		5a-e	5a-e	5a-e
Technology							6a-d, Overall	DFI 6		6a-d	6a-d	6a-d
Reflection							7a-c, Overall	RSE 1-3		7a-c	7a-c	7a-c
Collaboration							8a-b, Overall			8a-d	8a-d	8a-d
Professional Development							9a-c, Overall	RSE 4-5		9a-d	9a-d	9a-d
Leadership							10a, Overall			10a-d	10a-d	10a-d
Dispositions	FR a-f			FX a-l		Disp a-l						
Field Experiences & Clinical Practice				Summary Form	OTS Data							
Diversity				Summary Form	OTS Data	Disp g	CF 1-5, AP 5, DFI 4, IDM 2					
Impacts P-12 Student Learning							AP 1-5, ASL 1-4					
DATA MAINTAINED BY:	OTS		Faculty	C&I Staff	OTS	OTS/EdTech	C&I Staff/Ed Tech	Ed Tech	OTS	Ed Tech	Ed Tech	
DATA HOUSED IN:	CEBS ACCSYS		CEBS ACCSYS	CEBS ACCSYS		CEBS ACCSYS		CEBS ACCSYS				
DATA REPORTING CYCLE:	Semester		Yearly	Yearly	Yearly	Yearly	Yearly	Yearly	Yearly	Yearly	Biannually	
DATA REVIEWED BY:	PEC		Faculty/Programs/PEC	Programs/PEC	Programs/PEC	Programs/PEC	Programs/PEC	Programs/PEC	PEC	Programs/PEC	Programs/PEC	
TRANSITION POINTS:	1: Program Admission		2: Admission to Culminating Assessment and Final Clinical Experience			3: Program Exit						

*All initial preparation programs collect these data.

How Data Fit and Are Used Within the Electronic Accountability System

		WKU Professional Education Unit Electronic Accountability System Components						
		DEMOGRAPHICS				REPORTS		
		COMPONENT 1	COMPONENT 2	COMPONENT 3		COMPONENT 4	COMPONENT 5	
		Admission Data	Electronic Portfolio System	Early Clinical Experiences	Final Clinical Experience	Culminating Assessment Data	Certification & Praxis	Follow Up Surveys
INITIAL PREPARATION	Data entered by Office of Teacher Services after Student Orientation	Course Based Critical Performances uploaded by candidates and scored by faculty	Data entered by Curriculum & Instruction staff after candidates submit Fieldwork Summary Form	Data entered by Office of Teacher Services	Teacher Work Sample Scores entered electronically by faculty & Ed Technology	Data entered by Office of Teacher Services	Electronic survey data merged into Accountability System	
ADVANCED PREPARATION	Data entered by Office of Teacher Services after Graduate Admission	Course Based Critical Performances uploaded by candidates and scored by faculty	<i>Data currently housed by each program</i>	<i>Data currently housed by each program</i>	Course Based Critical Performances uploaded by candidates and scored by faculty	Data entered by Office of Teacher Services	<i>Data currently housed by each program</i>	
TRANSITION POINTS	1: Program Admission	2: Admission to Culminating Assessment and/or Final Clinical Experience		(Overlap in some AP Programs)	3: Program Exit			

**Italics indicates data currently housed elsewhere that will be added to Accountability System in the future.*

Delineation of Unit/Program Transition Points – Initial Preparation

Transition Point 1: Admission to Education Preparation Programs			
Data Reviewed	Minimal Criteria for Admission/Continuation	Review Cycle	Reviewed By
<u>Unit Level Data:</u> <ul style="list-style-type: none"> ▪ Admission Application ▪ Overall GPA ▪ Adherence to Professional Code of Ethics ▪ Speech Proficiency ▪ Writing Proficiency ▪ Test Scores <ul style="list-style-type: none"> ▪ Faculty Recommendations Unit Dispositions) 	<ul style="list-style-type: none"> ▪ Completion of application ▪ 2.5+ ▪ Candidate signature ▪ C or higher in speech course ▪ 2.5+ average, no course lower than C ▪ ACT (21+) or ▪ SAT (990+) or ▪ PPST (173 – M, 173 – R, 172 – W) or ▪ GRE (800+ and 3.5+ writing assessment) or ▪ GAP (2000+ and 3.5+ writing assessment) ▪ All positive (18+) 	Each Month	Professional Education Council
Transition Point 2: Admission to Final Experience (e.g., Student Teaching, Clinical Practice, Culminating Assessment)			
Data Reviewed	Minimal Criteria for Continuation	Review Cycle	Reviewed By
<u>Unit Level Data:</u> <ul style="list-style-type: none"> ▪ Admission to Education Preparation ▪ GPAs <ul style="list-style-type: none"> ▪ Semester Hours Completed ▪ Dispositions Scores ▪ Critical Performance Scores <u>Additional Program Specific Data (if any):</u> <ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Admission ▪ 2.5+ overall ▪ 2.5+ professional education courses ▪ 2.5+ content courses ▪ 90+ (including 75% of content courses) ▪ All dispositions average "At Standard" (3+) ▪ 3.0+ overall ▪ 2.5+ per Kentucky Teacher Standard measured 	Each Semester	Professional Education Council
Transition Point 3: Program Exit			
Data Reviewed	Minimal Criteria for Exit	Review Cycle	Reviewed By
<u>Unit Level Data:</u> <ul style="list-style-type: none"> ▪ Seminar Course Grade ▪ Student Teaching Grade <u>Additional Program Specific Data (if any):</u> <ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ C or higher - based on Teacher Work Sample holistic score of 2+ ▪ C or higher - based on 7+ Kentucky Teacher Standards at or above "Proficient" (3+), no Standard below "Developing" (2), AND 11+ dispositions "At Standard" (3+) 	Each Semester	Office of Teacher Services

Remediation Opportunities:

TP 1: Candidates may continue to submit Faculty Recommendations until three are positive.

TP 2: Candidates may request additional instruction from faculty and may resubmit Critical Performances in order to improve their scores.

TP 3: Candidates may request additional instruction from faculty and may resubmit the Teacher Work Sample in order to improve their score. Candidates may repeat student teaching.

Other Key Data Collection Matrix

Preparation Program: Business & Marketing Education (Initial Preparation)

CF Values	Unit-Wide Assessment	Program Level Data Collection Points (Courses)				
		1	2	3	4	5
Dispositions	Dispositions Form	EDU 250	SEC 473	EDU 490		
Field Experiences & Clinical Practice	Early Clinical Experience Summary Information	EDU 250	SEC 473			
Field Experiences & Clinical Practice	Final Clinical Experience Summary Information	EDU 490				
KTS/Impacts P-12 Student Learning	Capstone Assessment	EDU 489				
KTS/Dispositions	Final Clinical Experience Evaluation	EDU 490				
KTS	Exit Survey	EDU 489				
Diversity*	Early Clinical Experience Summary Information	SEC 352				

*Please indicate the course or experience your program uses to guarantee that all candidates work with diverse students.

Annual Program Assessment Report Outline (Due September 15)
Academic Year _____

1. Present your continuous assessment results in the following areas:
 - a. Admission Data
 - b. Course Based Assessment Data
 - c. Clinical Experiences Data – *Be sure to include dispositions assessment results, P-12 student diversity statistics, and results of efforts to ensure all candidates work with diverse students.*
 - d. Culminating Assessment Data – *Be sure to include impact on P-12 student learning data.*
 - e. Exit and Follow Up Data

2. Summarize the above results by Kentucky Teacher (Initial Programs) OR Program Standards (Advanced Programs) AND other key Conceptual Framework values. *Be sure to describe what the results tell you about your candidates' progress toward/proficiency on each standard/CF value.*

3. Summarize your efforts to report and disseminate your results (Unit/College-wide meetings, department/program level meetings, written reports, presentations, etc.).

4. Summarize key discussions and/or decisions made based on assessment results:
 - a. Describe any assessment or data collection changes you have made/will make based on your assessment results.
 - b. Describe any program curriculum or experience changes you have made/will make based on your assessment results.
 - c. Describe any decisions about group/individual student progress you have made/will make based on your assessment results.