MASTER OF ARTS IN EDUCATION

INSTRUCTIONAL LEADERSHIP – SUPERVISOR

16 KAR 1:020 Professional code of ethics for Kentucky school certified personnel
16 KAR 3:020 Certification for supervisor of instruction

Graduate Catalog: http://www.gradschool.eku.edu/gradcatalog/

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PROGRAM EXPERIENCES

The Department of Educational Leadership and Policy Studies (ELPS) offers course work for the supervisor of instruction certificate. Candidates for the supervisor of instruction certificate must first complete the principal certification program, which is included in the Master of Arts in Education (MAEd) or in a postmaster's Rank I program.

Code of Ethics

The Code of Ethics for Kentucky School Certified Personnel is integrated, shared, and discussed with candidates in at least four (4) courses in the principal preparation program, which must be successfully completed prior to enrolling in the supervisor of instruction program.

Program of Studies

The Department of Educational Leadership and Policy Studies (ELPS) offers course work for the supervisor of instruction, which requires eight (8) courses to complete. These courses are also part of the DPP, superintendent, or curriculum and instruction programs.

Candidates must successfully complete the principal preparation program to be admitted to the supervisor of instruction program. While completing the program, candidates' graduate grade point averages are tracked while they complete the course work, they must maintain a 3.0 GGPA and to successfully complete the program. There is not a state or national test to complete when they exit the program. The Key Assessments contain the performance assessments for the supervisor program. Please see the link below for the Key Assessments.

Courses are offered through several delivery formats including face-to-face, web-assisted, and interaction television. The courses for the administrative certificates were designed to meet the Interstate Leadership Licensure Consortium (ISLLC) Standards, Technology Standards for School Administrators, and College of Education Conceptual Framework elements (knowledge, pedagogy, dispositions, technology, diversity, and assessment).

The program for school leaders is offered at extended campus sites. These sites are located at Manchester, Corbin, and Danville. It is through these extended campus sites that ELPS is able to serve Eastern Kentucky University's service region.

All program requirements and course content are aligned with the Education Leadership Policy Standards: ISLLC 2008, Technology Standards for School Administrators, Eastern Kentucky University's Goals, College of Education's Conceptual Framework, the Kentucky Department of Education and Kentucky Education Reform Act initiatives, and the Education Professional Standards Board themes.

Conceptual Framework

There are two sets of national standards that govern the curriculum for the leadership preparation programs. They are the Educational Leadership Policy Standards – ISLLC 2008 (National Policy Board for Educational Administration, 2008) and the Technology Standards for School Administrators (TSSA) (Technology Standards for School Administrators, 2001). In addition, the College of Education has adopted a set of dispositions for graduate programs. The preparation programs in the Department of Educational Leadership and Policy Studies (ELPS) have curriculum linked to the above mentioned standards and dispositions. Graduates in the programs are assessed as they enter the program, as they move through the program, and as they graduate from the program.

In addition to linking to the ISLLC 2008 Standards, TSSA Standards, and College of Education dispositions, the programs support the goals established by Eastern Kentucky University's Board of Trustees. Specifically, the department seeks to attract, develop, and educate a diverse student body and to attract and develop a diverse faculty and staff (EKU-G1), "to continuously assess and improve the services . . ." (EKU-G2), "to promote learning through high quality programs, research, and support services" (EKU-G3), "to develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community" (EKU-G4), and "to increase and enhance external and internal constituency engagement, while maintaining a connection with the Southeastern Region of Kentucky" (EKU-G5).

The preparation programs in the Department of Educational Leadership and Policy Studies also adhere to the College of Education's Conceptual Framework Elements. These elements are knowledge, pedagogical skills, dispositions, technology, and diversity. The following paragraphs describe the link leadership programs have to the conceptual framework.

Knowledge

The knowledge base for educational leaders was and is a work in progress. A first handbook (Boyan, 1988) about research on educational administration focused on the management functions of school leaders. The major sections of the handbook included *The Administrator, Organizations*, *Economics and Finance*, *Politics and Policy*, and *Special Topics*. The latter section had chapters on decision making, evaluation, collective bargaining, law, and research methodology. A little over ten years later, Murphy and Louis (1999) published a second edited book on research on educational administration. The book was divided into three sections that included *The Development of Educational Administration*, *The Changing Nature of Education and Schooling: Emerging Foundations for the New Profession,* and *Rethinking the Challenges of Educational Leadership*. In this latter handbook, the chapter titles indicate a dramatic shift in the way the profession was beginning to think about the role of principals, superintendents, and other school leaders. School improvement, teaching and learning, and leadership began to dominate the titles of the book chapters. From these two edited books, one can conclude that management is a necessary but not sufficient condition for school leadership.

Other authors also describe the move from school leaders being a manager to an instructional leader. For example, Murphy (2002) identified three constructs that define a framework for developing a leadership preparation program. These constructs are school improvement (change

curriculum, instructional strategies, etc.), social justice (diversity, multicultural education, etc.), and democratic community (learning communities). Leithwood, Louis, Anderson, and Wahlstrom (2004) reviewed the research and identified three fundamental practices for school leaders, which are setting directions, developing people, and redesigning the organization. Another report by Hale and Moorman (2003) was more succinct in their description of the role of today's principal when they argued that the role of the school principal is to improve student achievement (p. 1). This role was further defined by Davis, Darling-Hammond, LaPointe, and Meyerson (2005) when they stated that "school leaders influence student achievement through two important pathways – support and development of effective teachers and the implementations of effective organizational processes" (p. 2). Finally, Tucker and Codding (2002) described the knowledge base for principals as being more than craft knowledge, rather the knowledge base should be guided by "evidence regarding effective practice" (p. 54). These articles indicate the shift for programs to prepare principals to be instructional leaders with a focus on learning for all students.

Pedagogical Skills

The above description of what school leaders should know and be able to do include knowledge about teaching strategies. Leadership candidates are not taught teaching strategies, as they received instruction during their pre-service program on pedagogy. Candidates in leadership programs learn how to assist teachers with improving their teaching strategies and how to provide professional development for P-12 staffs.

Dispositions

The following dispositions are embedded within the ISLLC and TSSA standards. Dispositions for graduate programs in the College of Education at Eastern Kentucky University are underlined below followed by a short narrative describing the inclusion of the disposition in the standards.

Communicating effectively to individuals and groups

The first ISSLC and TSSA Standards include the articulation of a vision for learning and for technology, respectively.

Demonstrating a belief that all students can learn

The stem for each ISSLC Standard includes "every student" and Standard 2 specifically details the Functions needed for all students to be successful.

Developing a safe learning environment

In ISSLC Standard 3, one of the Functions states that principals should "promote and protect the welfare and safety of students and staff."

Demonstrating an understanding of subject matter for teaching and learning

ISLLC Standard 2 both addresses the need for principals to support an "instructional program conducive to student learning and staff professional growth," while TSSA Standard 2 recognizes the need for principals to "integrate appropriate technologies to maximize learning and teaching."

Recognizing and supporting a diverse student population

The ISSLC Standards each being with, "*An education leader promotes the success of every student by . . .*", which illustrates a theme of supporting a diverse student population. Specifically, a Function from ISSLC Standard 5 states that leaders shall "safeguard the values of democracy, equity, and diversity;" while a Function from ISSLC Standard 6 states that school leaders are to "advocate for children, families, and caregivers.

Demonstrating professional ethics and behavior

ISLLC Standard 5 states that "an education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner" and TSSA 6 states that "educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues."

Technology

The six technology standards for school leaders (TSSA, 2001) outline the skills needed by graduates from leadership preparation programs. These six standards outline the vision leaders need for integrating technology in the learning environment; the management of technology; the use of technology for assessment; the integration technology with curriculum and instructional strategies; and knowledge about legal and ethical issues.

Diversity

The Department of Educational Leadership and Policy Studies is committed to the institutional goal regarding the "promotion and support of an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty and staff population."

References

Boyan, N. J. (1988). *Handbook of research on educational administration.* New York: Longman.

Davis, S., Darling-Hammond, L., Lapointe, M., Meyerson, D. (2005). *School leadership study: Developing successful principals*. Standford Educational Leadership Institute, Standford University: The Wallace Foundation.

Hale, E. L., & Moorman, H. N. (September, 2003). *Preparing school principals: A national perspective on policy and program innovations.* Washington D.C.: Institute for Educational Leadership.

Hill, P. W. (2002). What principals need to know about teaching and learning. In M. Tucker & J. Codding (Eds.), *The principal challenge: Leading and managing schools in an era of accountability*. San Francisco: Jossey-Bass.

Knapp, M. S., Copland, M. A., & Talbert, J. E. (February, 2003). *Leading for learning: Reflective tools for school and district leaders.* University of Washington: Center for the Study of Teaching and Policy.

Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). *Review of research: How leadership influences student learning*. University of Minnesota and University of Toronto: Commissioned by The Wallace Foundation.

Murphy, J. (April, 2002). Reculturing the profession of educational leadership: New blueprints. *Educational Administration Quarterly*, *38*(2), 176-191.

Murphy, J., & Louis, K. S. (Eds.). (1999). *A handbook of research on educational administration* (2nd ed.). San Francisco: Jossey-Bass Publishers.

National Policy Board for Educational Administration (2008). *Educational Leadership Policy Standards – ISLLC 2008*.

Technology Standards for School Administrators Collaborative (2001). *Technology standards for school administrators.* North Central Regional Technology in Education Consortium.

Program Course Requirements

Supervisor
Principal certificate

EAD 849	School Systems Administration
EAD 859	Strategic Planning in Education
EPY 816	Tests and Measurements
SED 775 or	Nature and Needs of Exceptional Students
SED 800 or	Exceptional Learners in the Regular Classroom
SED 810	Special Education Statues, Regulations, and Case Law

Alignment Matrices

The following three (3) matrices depict the alignment of the coursework to the College of Education Conceptual Framework, the Kentucky Teacher Standards, and Eastern Kentucky University's goals.

Relationship to the Conceptual Framework

CONCEPTUAL FRAMEWORK ELEMENTS

CF1: Knowledge Element - Enables candidates to construct understanding of the complexity and richness of the teaching/learning process.	
CF2: Pedagogical Skills - Enables the professional educator to facilitate learning for all students.	
CF3: Dispositions - Includes the professional attitudes, values and beliefs that support student learning and development.	
CF4: Technology - Focuses on preparing candidates who are able to use educational technology to help all students learn.	
CF5: Diversity - Reflects the Unit's commitment to preparing candidates to support learning for all students	

The matrix below illustrates which courses contain the conceptual framework elements.

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments					
COURSES	CF1	CF2	CF3	CF4	CF5
EAD 849	-	A	K, A	A	K
EAD 859	-	A	K, A	A	K
SED 775	-	-	-	-	K
SED 800	-	-	-	-	K
SED 810	-	-	-	-	K
EPY 816	K	-	-	-	-

Relationship to EKU Goals

EKU GOALS
EKU-G1. To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty, and staff population.
EKU-G2. To continuously assess and improve the services and infrastructure of the University to support and maintain high quality programs.
EKU-G 3. To promote learning through high quality programs, research, and support services.
EKU-G4. To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community.
EKU-G5. To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.

The following matrix illustrates which courses address EKU goals.

COURSES	EKU-G1	EKU–G2	EKU-G3	EKU-G4	EKU-G5
EAD 849	X	X	X	X	X
EAD 859	-	X	X	-	-
SED 775	-	-	-	-	-

SED 800	-	-	-	-	-
SED 810	-	-	-	-	-
EPY 816	-	-	-	-	-

A. Content Standards

Interstate Leadership Licensure Consortium Standards	Course P/N	Title/Description
ISLLC Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. Functions: A. Collaboratively develop and implement a shared vision and mission. B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning. C. Create and implement plans to achieve goals. D. Promote continuous and sustainable improvement. E. Monitor and evaluate progress and revise plans.	EAD 849	School Systems Administration. (3) A. Examination of school system operations including financial management, the administration of auxiliary services, human resources management, the management of federal and state programs, facilities planning and management, and the management of curriculum and instructional support.
	EAD 859	Strategic Planning in Education. (3) A. An examination of planning processes used by leaders to direct and focus educational change and improvement. Includes strategic planning approaches designed to address the goals of an organization.
ISLLC Standard 2: An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Functions: A. Nurture and sustain a culture of	EAD 849	School Systems Administration. (3) A. Examination of school system operations including financial management, the administration of auxiliary services, human resources management, the management of federal and state programs,

collaboration, trust, learning, and high expectations B. Create a comprehensive, rigorous, and coherent curricular program C. Create a personalized and motivating learning environment for students D. Supervise instruction E. Develop assessment and accountability systems to monitor student progress F. Develop the instructional and leadership capacity of staff G. Maximize time spent on quality instruction H. Promote the use of the most effective and appropriate technologies to support teaching and learning. I. Monitor and evaluate the impact of the instructional program.		facilities planning and management, and the management of curriculum and instructional support.
	EAD 859	Strategic Planning in Education. (3) A. An examination of planning processes used by leaders to direct and focus educational change and improvement. Includes strategic planning approaches designed to address the goals of an organization.
	ELE 810	Elementary School Curriculum. (3) I,II. Study in depth of principles, materials, and procedures in current curriculum development and revision in the elementary school.
	ESE 863	Secondary School Curriculum. (3) II. Aims of the public secondary schools; plans for evaluating curriculum procedures; qualities of good teaching; procedures of evaluating and improving classroom teaching; methods of amking the school a more effective agency.
	EPY 816	Tests and Measurements. (3) I, II. Study of concepts, principles, and methods involved in the use of current tests and inventories. Emphasis on measurement theory underlying construction, use, and interpretation of data from standardized tests.

ISLLC Standard 3: An educational leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. Functions: A. Monitor and evaluate the management and operational systems B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources. C. Promote and protect the welfare and safety of students and staff D. Develop the capacity for distributed leadership E. Ensure teacher and organizational time is focused to support quality instruction and student learning	EAD 849	School Systems Administration. (3) A. Examination of school system operations including financial management, the administration of auxiliary services, human resources management, the management of federal and state programs, facilities planning and management, and the management of curriculum and instructional support.
ISLLC Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. Functions: A. Collect and analyze data and information pertinent to the educational environment B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources C. Build and sustain positive relationships with families and caregivers D. Build and sustain productive relationships with community partners	SED 775 OR SED 800 OR SED 810	Nature and Needs of exceptional Students (3) A. Overview of special education including characteristics, definitions, programming, and supporting research. Open to non-majors. Exceptional Learners in the Regular Classroom. (3) A. Open only to non LBD, MSD, and DHH majors. Characteristics of mainstreamed students, identification procedures, and instructional strategies. Salient features of PL 94-142, IEp, roles and responsibilities of regular educators. Special Education Statues, Regulations, and Case Law. (3) A. A study of the administrative responsibilities of special education leadership with emphasis on

		education, related federal and state laws, administrative regulations, instructional arrangements, grant writing and budget.
ISLLC Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner. Functions: A. Ensure a system of accountability for every student's academic and social success. B. Model principals of self-awareness, reflective practice, transparency, and ethical behavior C. Safeguard the values of democracy, equity, and diversity D. Consider and evaluate the potential moral and legal consequences of decision-making E. Promote social justice and ensure that individual student needs inform all aspects of schooling.	EAD 849	School Systems Administration. (3) A. Examination of school system operations including financial management, the administration of auxiliary services, human resources management, the management of federal and state programs, facilities planning and management, and the management of curriculum and instructional support.
ISLLC Standard 6: An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. Functions: A. Advocate for children, families, and caregivers B. Act to influence local, district, state, and national decisions affecting student learning C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies	EAD 849	School Systems Administration. (3) A. Examination of school system operations including financial management, the administration of auxiliary services, human resources management, the management of federal and state programs, facilities planning and management, and the management of curriculum and instructional support.
	EAD 859	Strategic Planning in Education. (3) A. An examination of planning processes used by leaders to

		direct and focus educational change and improvement. Includes strategic planning approaches designed to address the goals of an organization.
Technology Standards for School Administrators		Title/Description
TSSA Standard I. Leadership and Vision: Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision. Educational Leaders: A. Facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision. B. Maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision. C. Foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology. D. Use data in making leadership decisions. E. Advocate for research-based effective practices in use of technology. F. Advocate, on the state and national levels, for policies, programs, and funding opportunities that support implementation of the district technology plan.	EAD 849 EAD 859	School Systems Administration. (3) A. Examination of school system operations including financial management, the administration of auxiliary services, human resources management, the management of federal and state programs, facilities planning and management, and the management of curriculum and instructional support. Strategic Planning in Education. (3) A. An examination of planning processes used by leaders to direct and focus educational change and improvement. Includes strategic planning approaches designed to address the goals of an organization.
TSSA Standard II. Learning and Teaching : Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching. Educational Leaders: A. Identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student	EAD 849	School Systems Administration. (3) A. Examination of school system operations including financial management, the administration of auxiliary services, human resources management, the management of federal and state programs, facilities planning and management, and the management of curriculum

achievement. B. Facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning. C. Provide for learner-centered environments that use technology to meet the individual and diverse needs of learners. D. Facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision making, and problem-solving skills. E. Provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.	EAD 859	and instructional support. Strategic Planning in Education. (3) A. An examination of planning processes used by leaders to direct and focus educational change and improvement. Includes strategic planning approaches designed to address the goals of an organization.
TSSA Standard III. Productivity and Professional Practice: Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others. Educational Leaders: A. Model the routine, intentional, and effective use of technology. B. Employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community. C. Create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity. D. Engage in sustained, job-related professional learning using technology resources. E. Maintain awareness of emerging technologies and their potential uses in education. F. Use Technology to advance organizational improvement.	EAD 849 EAD 859	School Systems Administration. (3) A. Examination of school system operations including financial management, the administration of auxiliary services, human resources management, the management of federal and state programs, facilities planning and management, and the management of curriculum and instructional support. Strategic Planning in Education. (3) A. An examination of planning processes used by leaders to direct and focus educational change and improvement. Includes strategic planning approaches designed to address the goals of an organization.

TSSA Standard IV. Support, Management, and Operations: Educational leaders ensure the integration of technology to support productive systems for learning and administration.
 	
Educational Leaders:
 	
  A. Develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.
  B. Implement and use integrated technology-based management and operations systems.
  C. Allocate financial and human resources to ensure complete and sustained implementation of the technology plan.
  D. Integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.
  E. Implement procedures to drive continuous improvements of technology systems and to support technology replacement cycles.
	EAD 849
	
	EAD 859
		School Systems Administration. (3) A. Examination of school system operations including financial management, the administration of auxiliary services, human resources management, the management of federal and state programs, facilities planning and management, and the management of curriculum and instructional support.
		
		Strategic Planning in Education. (3) A. An examination of planning processes used by leaders to direct and focus educational change and improvement. Includes strategic planning approaches designed to address the goals of an organization.

TSSA Standard V. Assessment and Evaluation: Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.
 	
Educational Leaders:
 	
  A. Use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
  B. Use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
  C. Assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personal decisions.
  D. Use technology to assess, evaluate, and manage administrative and operational
	EAD 849
	
	EAD 859
		School Systems Administration. (3) A. Examination of school system operations including financial management, the administration of auxiliary services, human resources management, the management of federal and state programs, facilities planning and management, and the management of curriculum and instructional support.
		
		Strategic Planning in Education. (3) A. An examination of planning processes used by leaders to direct and focus educational change and improvement. Includes strategic planning approaches designed to

systems.		address the goals of an organization.
TSSA Standard VI. Social, Legal, and Ethical Issues: Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues. Educational Leaders: A. Ensure equity of access to technology resources that enable and empower all learners and educators. B. Identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology. C. Promote and enforce privacy, security, and online safety related to the use of technology. D. Promote and enforce environmentally safe and healthy practices in the use of technology. E. Participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.	EAD 849 EAD 859	School Systems Administration. (3) A. Examination of school system operations including financial management, the administration of auxiliary services, human resources management, the management of federal and state programs, facilities planning and management, and the management of curriculum and instructional support. Strategic Planning in Education. (3) A. An examination of planning processes used by leaders to direct and focus educational change and improvement. Includes strategic planning approaches designed to address the goals of an organization.

B. KERA Initiatives

Identify the initiative number(s) for each category					
COURSES	Learner Goals based on Academic Expectations	Program of Studies	Core Content/CATs	SISI	MUNIS
EAD 801	-	-	-	X	-
EAD 808	X	-	-	X	-
EAD 810	-	-	-	-	-
EAD 821	X	-	-	X	-
EAD 824	X	X	X	-	X
EAD 827	-	-	-	-	X
EAD 828	-	-	-	-	-
EAD 831	-	-	-	-	-
EAD 834	-	-	-	-	-

EAD 839	-	-	-	-	-
EAD 846	X	-	-	-	-
EAD 849	X	X	X	X	X
EAD 859	X	X	X	X	X
EAD 869	-	-	-	-	-
EAD 879	-	-	-	-	-
EMS 850	X	X	X	X	-
SED 775	-	-	-	-	-
SED 800	-	-	-	-	-
SED 810	-	-	-	-	-
EPY 816	-	-	-	-	-
ELE 810	-	-	-	-	-
ESE 863	-	-	-	-	-
EPY 869	-	-	-	-	-
TEC 830	-	-	-	-	-
CTE 865	X	-	X	-	-
CTE 888	X	-	-	-	-
CTE 861	X	X	-	-	-
CTE 863	X	X	-	-	X
CTE 864	X	-	-	-	-

KERA Initiatives Addressing

Identify the initiative number(s) for each category					
COURSES	KTIP	KPIP	SBDM	Special Ed. Law	ARC
EAD 801	-	X	X	-	-
EAD 808	-	X	X	X	X
EAD 810	-	-	-	-	-
EAD 821	-	X	X	X	X
EAD 824	-	-	X	-	-
EAD 827	-	X	X	-	-
EAD 828	-	X	X	-	-
EAD 831	-	-	X	X	X
EAD 834	-	-	-	-	-
EAD 839	-	-	-	-	-
EAD 846	-	-	X	-	-
EAD 849	X	X	X	X	X
EAD 859	X	X	X	X	X
EAD 869	-	-	-	-	-
EAD 879	-	-	-	-	-
EMS 850	-	-	-	X	-
SED 775	-	-	-	-	-
SED 800	-	-	-	-	-
SED 810	-	-	-	-	-

EPY 816	-	-	-	-	-
ELE 810	-	-	-	-	-
ESE 863	-	-	-	-	-
EPY 869	-	-	-	-	-
TEC 830	-	-	-	-	-
CTE 865	-	-	-	-	-
CTE 888	-	-	-	-	-
CTE 861	-	-	-	-	-
CTE 863	-	-	-	-	-
CTE 864	-	-	-	X	-

C. EPSB Themes:

THIS CHART IS FOR ED LEADERSHIP

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments				
COURSES	Diversity	Technology	Literacy Education	School Safety Education
EAD 801	K	K	-	K
EAD 808	K	K	-	K
EAD 810	-	-	-	-
EAD 821	K	K	-	K
EAD 824	K	A, PA	K	A
EAD 827	-	A	-	-
EAD 828	A	A	A	-
EAD 831	A	-	-	A
EAD 834	-	-	-	-
EAD 839	K	K, A	-	-
EAD 846	K	A	K	A
EAD 849	A	A	A	A
EAD 859	A	A	A	A
EAD 869	-	A	A	-
EAD 879	KA 4	-	-	-
EMS 850	A	A	A	-
SED 775	-	-	-	-
SED 800	-	-	-	-
SED 810	-	-	-	-
EPY 816	-	-	-	-
ELE 810	-	-	-	-
ESE 863	-	-	-	-
EPY 869	-	-	-	-
TEC 830	-	-	-	-
CTE 865	-	A	-	-
CTE 888	-	-	-	-
CTE 861	-	-	-	-

CTE 863	K, A	K, A	-	-
CTE 864	-	-	-	A

D. Program Faculty information may be accessed at:

http://coeaccreditation.eku.edu/data-dashboard/index/table-11-index

E. Syllabi may be accessed at:

http://coeaccreditation.eku.edu/data-dashboard/index/Syllabi-index

F. Curriculum Contract/Guidesheet:

DegreeWorks matches candidates' academic and course history against the degree requirements as defined in the Undergraduate or Graduate Catalog. It is a Web-based tool for students to monitor their academic progress toward degree completion. DegreeWorks also allows candidates and their advisors to plan future academic coursework. A DegreeWorks audit is a review of past, current and "planned" coursework that provides information on completed and outstanding requirements necessary to complete a degree/major/minor/concentration. The information in DegreeWorks is refreshed each night. Admission and Exit criteria are maintained in University Catalogs. Portfolio requirements are distributed during initial education classes and are reinforced throughout the program.

The sample at this link is a snap-shot of the DegreeWorks electronic web-based tool provided for re-accreditation purposes only. The University does not endorse or maintain a hard copy degree planned program.

http://coeaccreditation.eku.edu/data-dashboard/index/Planned-Programs-index

ADDITIONAL REFERENCES

Professional Education Continuous Assessment Plan	http://coeaccreditation.eku.edu/ncate/standard2/exhibits See PECAP under Assessment System
Conceptual Framework	http://coeaccreditation.eku.edu/ncate/conceptual-framework
Key Assessments	http://coeaccreditation.eku.edu/data-dashboard/index/Key-Assessments-Index