



The Standard of Excellence
in Teacher Preparation



(Part C of the AACTE Annual Report)

Section 1 - Institutional Information

NCATE ID:	11471
AACTE SID:	1603
Institution:	Indiana University Southeast
Unit:	School of Education
Next Accreditation Visit:	F12
Last Accreditation Visit	F05
Deadline to Submit Final Version of Part C:	11/06/2006

Section 2 - Individual Contact Information

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Corrected Institution Unit Phone:

Corrected 1st NCATE Coordinator:

Corrected 1st Coordinator Title

Corrected 1st Coordinator Email:

Corrected 1st Coordinator Phone:

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Section A. Conceptual Framework(s)

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

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

Section A. Conceptual Framework

We will undergo a review of the conceptual framework this year and made needed updates.

2005 NCATE review cited no areas of weakness in this section.

Section B. Candidate Performance

Standard 1. Candidate Knowledge, Skills, and Dispositions

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

The unit continues to work with schools and other professionals to collect information on how well our candidates demonstrate content, pedagogical, and professional knowledge, skills, and dispositions to help all students learn.

2005 NCATE review cited no areas of weakness in this Standard

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

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

Standard 2. Assessment System and Unit Evaluation

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

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

The unit has a Program Assessment Committee lead by an Assessment coordinator. The committee monitors our assessment plan and timeline for meeting this standard. The plan is being updated this year(2006) per our assessment plan. The unit has an assessment system that collects, analyzes and uses data to improve its program. Data is collected at each assessment point, reviewed with stakeholders for input, presented to the unit faculty and given to the IUS Office for Institutional Research for evaluation. We will continue to improve the system in the areas identified by the faculty and other stakeholders.

The 2005 NCATE review cited no areas of weakness for this standard.

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

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

Section C. Unit capacity

Standard 3. Field Experiences and Clinical Practice.

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

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

The unit has a faculty and staff committee that reviews this standard and establishes goals for improvement.

The 2005 NCATE review cited no areas of weakness for this standard

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

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

Standard 4. Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

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

The unit has a Diversity Committee that is revising our Diversity Plan. Revisions will be reviewed by the faculty and voted on spring 2007.

All areas cited in the 1999 NCATE review were addressed. The 2005 NCATE review cited no areas of weakness in this standard.

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

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

The unit has a Diversity Committee that is revising our Diversity Plan. Revisions will be reviewed by the faculty

and voted on spring 2007.

All areas cited in the 1999 NCATE review were addressed. The 2005 NCATE review cited no areas of weakness in this standard.

Standard 5. Faculty Qualifications, Performance, and Development.

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

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

All areas cited in the 1999 NCATE review were addressed.

The 2005 NCATE review cited no areas of weakness in this standard.

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

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

All areas cited in the 1999 NCATE review were addressed.

The 2005 NCATE review cited no areas of weakness in this standard.

Standard 6. Unit Governance and Resources.

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

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

1. **The addition or removal of programs**
2. **Changes in program delivery, particularly when traditionally delivered programs become distance learning programs. NCATE defines distance learning programs as programs in which more than 50 percent of the courses are not delivered face-to-face**
3. **Unit or institutional name changes**
4. **Addition or removal of a level of preparation**
5. **Significant change in physical facilities**
6. **Status of an institution, i.e., merged, separated, etc.**
7. **Significant changes resulting from unforeseen conditions, e.g., natural disasters, health calamities, etc**
8. **Significant changes in budget**

No changes.

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

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

All areas cited in the 1999 NCATE review were addressed.

The 2005 NCATE review cited no areas of weakness in this standard.

If you have another comments, use the space below:

The total number of candidates who completed education programs within NCATE's scope (initial & advanced) during the 2005-2006 academic year?

Please enter numeric data only. (Include the number of candidates who have completed programs that prepared them to work in preschool through grade 12 settings in the 2005-2006 academic year. They should include all candidates who completed a program that made them eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. The programs are not tied to a state license.)

Name of the Person Filling Out the Report: Gloria J. Murray

<input type="radio"/> <i>Draft</i>	<input type="radio"/> <i>Deferred</i>
<input checked="" type="radio"/> <i>Final</i>	

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<input type="checkbox"/> Exempt
