

# 2008 Part C of the AACTE / NCATE Annual Report

## Section 1 - Institutional Information

<b>NCATE ID:</b>	11471	<b>AACTE SID:</b>	1603
<b>Institution:</b>	Indiana University Southeast		
<b>Unit:</b>	School of Education	<b>Deadline to Submit Final Version of Part C:</b>	02/15/2009
<b>Next Accreditation Visit:</b>	F13	<b>Last Accreditation Visit:</b>	F05

## Section 2 - Individual Contact Information

<b>Unit Head Name:</b>	Dr. Gloria J. Murray	<b>Unit Head Title:</b>	Dean
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<b>1st NCATE Coordinator:</b>	Dr. Robin Fankhauser		
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<b>2nd Coordinator Phone:</b>		<b>2nd Coordinator Fax:</b>	
<b>3rd NCATE Coordinator:</b>			
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<b>CEO Name:</b>	Dr. Sandra R. Patterson-Randles		
<b>CEO Title:</b>	Chancellor	<b>CEO Email:</b>	srpr@ius.edu
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## Section 3 - Completer

The total number of candidates who completed education programs within NCATE's scope (initial teacher preparation and advanced preparation programs) during the 2007-2008 academic year?

324

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 2007-2008 academic year. They should include all candidates who completed a program that made them eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. The programs are not tied to a state license.)

## Section 4. Substantive Changes

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

1. change in Title II data that indicates the unit no longer meets the required state pass rates on licensure exams
2. change in the state-approved status (e.g., probation or low-performing) of the professional education unit as identified by the state licensing agency
3. change in institutional accreditation status
4. the addition or removal of programs.
5. 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.

6. addition or removal of a level of preparation (e.g., a master's degree)
7. change in status of institution (i.e., merged, separated, etc.)
8. increased offering for the preparation of education professionals in off-campus sites
9. increased offerings for the preparation of education professionals outside the United States
10. changes in institutional and unit leadership
11. significant change in budget, which is defined as a 25 percent decrease in the overall unit budget from the previous reporting year
12. significant change in the size of the full-time faculty, which is defined as a 25 percent decrease from the previous reporting year
13. delivery of a program in whole or in significant part by a non-profit or for-profit partner
14. change in institutional control or ownership
15. significant change as a result of unforeseen conditions such as a natural disaster

## Section 5. Conceptual Framework(s)

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

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

Conceptual framework is being revised to align with our Candidate Outcomes and to update references. The document will then be reviewed by the faculty spring 2009. Approval process of the revised Conceptual Framework will take place fall 2009.

## Section 6. Unit Standards

Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

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

**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 applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

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

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).

### Standard 3. Field Experiences and Clinical Practice

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

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

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

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

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).

### 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:

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).

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.

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).

If you have another comments, use the space below: