

2009 Part C of the AACTE / NCATE Annual Report

Section 1 - Institutional Information

NCATE ID:	11471	AACTE SID:	1603
Institution:	Indiana University Southeast		
Unit:	School of Education	Deadline to Submit Final Version of Part C:	01/31/2010
Next Accreditation Visit:	F13	Last Accreditation Visit:	F05

Section 2 - Individual Contact Information

Unit Head Name:	Dr. Gloria J. Murray	Unit Head Title:	Dean
Unit Head Email:	glomurra@ius.edu	Unit Head Phone:	(812) 941-2448
Unit Head Fax:	(812) 941-2667	Institution Unit Phone:	(812) 941-2385/2168
2nd Unit Head Name:		2nd Unit Head Title:	
2nd Unit Head Email:		2nd Unit Head Phone:	
2nd Unit Head Fax:			
1st NCATE Coordinator:	Dr. Robin Fankhauser		
1st Coordinator Title:	Coordinator of Educational Leadership	1st Coordinator Email:	rfankhau@ius.edu
1st Coordinator Phone:	(812) 941-2385/2168	1st Coordinator Fax:	(812) 941-2667
2nd NCATE Coordinator:			
2nd Coordinator Title:		2nd Coordinator Email:	
2nd Coordinator Phone:		2nd Coordinator Fax:	
3rd NCATE Coordinator:			
3rd Coordinator Title:		3rd Coordinator Email:	
3rd Coordinator Phone:		3rd Coordinator Fax:	
CEO Name:	Dr. Sandra R. Patterson-Randles		
CEO Title:	Chancellor	CEO Email:	srpr@ius.edu
CEO Phone:	(812) 941-2200	CEO Fax:	(812) 941-2475

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 2008-2009 academic year?

278

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 2008-2009 academic year. They should include all candidates who completed a program that made them eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. The programs are not tied to a state license.)

Section 4. Substantive Changes

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

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

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

Section 5. Conceptual Framework(s)

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

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

The unit has a timeline for reviewing the conceptual framework. A review took place in January 2009. Each theme of the conceptual framework was aligned to course syllabi, assignment, emphasis or standard. Fall 2009 each program was asked to update the knowledge bases used in the conceptual framework. This information is now being finalized and a draft of the revised and updated conceptual framework will be presented to the faculty in February 2010 for discussion and fine tuning. A vote will be taken in March or April on the final updated and revised conceptual framework. Several areas will be expanded upon in the framework. The unit has adopted a set of Diversity Proficiencies (1/23/09) which will be included in the revised conceptual framework. Since the last NCATE review, we revised our mission statement (8/24/2006) that includes a slight change in the wording of the mission statement and themes. These changes will be reflected in the revised Conceptual Framework. The final changes will be reported in the 2010 Part C of AACTE/NCATE Annual Report.

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.

The unit adopted a new Strategic Plan and aligned the NCATE standards and components to the SOE Candidate Outcomes, and the IUS Strategic plan as part of the 2007-2012 Strategic Plan.

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.



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.

Program teams received training spring 2009 to help them evaluate their program assessment systems. The teams engaged in the process of reviewing their systems for fairness, accuracy and consistency of procedures during the fall 2009, final review and

reports are due spring 2010.

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.

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.

Standard 4. Diversity

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

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

The unit adopted a set of Diversity Proficiencies (1/23/09) following the approval of a set of Diversity Knowledge Bases 1/28/2008. The faculty are in the process finishing up mapping their curriculum to the Diversity Proficiencies which will be shared with the unit in the spring 2010.

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

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

Standard 5. Faculty Qualifications, Performance, and Development

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

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

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.

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.

If you have another comments, use the space below: