



A » 2011 PEDS » Institutional Data

Institutional Data

A_1 » Institutional Information

This information will be used in all official references to your institution

Institution Name:	Indiana University Southeast
Address 1:	4201 Grant Line Road
Address 2:	
City:	New Albany
State:	IN
Zip:	47150
Country:	USA
Institution Phone:	812 941-2000

A_2 » Chief Executive Officer of Institution

Include complete address and phone number.

CEO of Institution:	Sandra Patterson-Randles
Title:	Chancellor
Address 1:	4201 Grant Line Road
Address 2:	
City:	New Albany
State:	IN
Zip:	47150

Country:	USA
Phone:	812 941-2200
Fax:	812 941-2475

A_3 » Name of Professional Education Unit

Complete all that apply

PE Unit Name:	School of Education
PE Unit Name 2:	
PE Unit Name 3:	

A_4 » Designated Head of Professional Education Unit

Include complete address and phone number.

PE Designated Head Name:	Gloria J. Murray
Title:	Dean
Address 1:	4201 Grant Line Road
Address 2:	
City:	New Albany
State:	IN
Zip:	47150
Country:	USA
Phone:	812-941-2448
Fax:	812 941-2667
Email:	glomurra@ius.edu

A_5 » Professional Education Unit Term

If the head of the Professional Education Unit differs from the person on the last PEDS report, when did his or her term

Term Began Month:	- Select -	<input type="text"/>
Term Began Year:	- Select -	<input type="text"/>

A_6 » Degrees/Programs

Degrees or programs offered by institution/consortium P-12 education personnel (indicate all levels of degrees/program


<input checked="" type="checkbox"/>	Bachelor's, initial teacher preparation
<input checked="" type="checkbox"/>	Post-Bachelor's or Master's, Initial Teacher Preparation
<input type="checkbox"/>	Post-Bachelor's or Master's, Advanced Teacher Preparation
<input type="checkbox"/>	CAS or Specialist
<input type="checkbox"/>	Doctoral
<input type="checkbox"/>	Other »

A_7 » Total Student Licenses Headcount (degrees/program completers)

Indicate the total headcount of students who received licenses, endorsements or degrees (education only) from you 31, -1 (Note: Do not double count).

Totals	289
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A_8 » Control

<input checked="" type="radio"/>	Public
<input type="radio"/>	Private or Independent <---- (answer option used prior PEDS 2013) 
<input type="radio"/>	Private or Independent (Non for Profit)

<input type="radio"/>	Private or Independent (for Profit)
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A_9 » Institution Type

<input type="radio"/>	A single-campus institution
<input type="radio"/>	A branch campus of a parent institution (please give name of parent institution)
<input type="radio"/>	A main campus (parent institution with one or more branch campuses and/or other campuses)
<input checked="" type="radio"/>	An administratively equal campus of an institutional system (please give the name of the system)
<input type="radio"/>	A consortium

A_10 » Units

Unit of credit awarded for completion of coursework

<input checked="" type="radio"/>	Semester Hour
<input type="radio"/>	Quarter Hour
<input type="radio"/>	Other »

A_11 » Accreditation/Affiliation

Institutional Accreditation and Affiliations

<input type="radio"/>	AABC-American Association of Bible Colleges
<input type="radio"/>	MIDDLE STATES Association of Colleges and Schools
<input type="radio"/>	NEW ENGLAND Association of Schools and Colleges
<input checked="" type="radio"/>	NORTH CENTRAL Association of Colleges and Schools
<input type="radio"/>	NORTHWEST Commission on Colleges and Universities
<input type="radio"/>	SOUTHERN Association of Colleges and Schools

<input type="radio"/>	WESTERN Association of Schools and Colleges
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A_12 » Organizations

If the institution is a member of any of the following organizations, check the appropriate blank(s):

<input type="checkbox"/>	CADREI: Council of Academic Deans from Research Education Institutions
<input type="checkbox"/>	AILACTE: Association of Independent Liberal Arts Colleges for Teacher Education
<input type="checkbox"/>	NAFEO: National Association for Equal Opportunity in Higher Education
<input checked="" type="checkbox"/>	NCATE: National Council for Accreditation of Teacher Education
<input type="checkbox"/>	TECSCU: Teacher Education Council of State Colleges and Universities
<input type="checkbox"/>	HACU: Hispanic Association of Colleges and Universities
<input type="checkbox"/>	TEAC: Teacher Education Accreditation Council

A_13 » Calendar System

What is the predominant calendar system at this institution?

<input checked="" type="radio"/>	Semester
<input type="radio"/>	Quarter
<input type="radio"/>	Trimester
<input type="radio"/>	Four-one-four (4-1-4)
<input type="radio"/>	Continuous

A_14 » Contact Person

Contact person for the Professional Education Data System (i.e., the individual with responsibility for preparing this

Name:	Gloria J. Murray
Title:	Dean of Education
Institution:	Indiana University Southeast
Address 1:	4201 Grant Line Road
Address 2:	
City:	New Albany
State:	IN
Zip:	47150
Country:	USA
Phone:	812-941-2448
Fax:	812 941-2667
Email:	glomurra@ius.edu

A_15 » Carnegie Classification

Please select your Institution Carnegie Classification

<input type="radio"/>	RU/VH: Research University (very high research activity)
<input type="radio"/>	RU/H: Research University (high research activity)
<input type="radio"/>	DRU: Doctoral/Research University
<input type="radio"/>	Master's L: Masters Colleges and Universities (larger programs)
<input checked="" type="radio"/>	Master's M: Master's Colleges and Universities (medium programs)
<input type="radio"/>	Master's S: Master's Colleges and Universities (smaller programs)
<input type="radio"/>	Bac/A&S: Baccalaureate Colleges - Arts and Sciences
<input type="radio"/>	Bac/Diverse: Baccalaureate Colleges - Diverse fields
<input type="radio"/>	Bac/Assoc: Baccalaureate/Associate's Colleges
<input type="radio"/>	Associate's Colleges

<input type="radio"/>	Tribal Colleges
<input type="radio"/>	Other »

A_16 » Main Campus Geographical Setting

Based on location and main area of PK-12 influence, would you describe your institution/teacher preparation progra

<input type="radio"/>	Urban
<input type="radio"/>	Rural
<input checked="" type="radio"/>	Suburban or Town

A_17 » Graduates Geographical Setting

Based on location and main area of PK-12 influence, would you describe your institution/teacher preparation progra


<input type="radio"/>	Urban
<input type="radio"/>	Rural
<input checked="" type="radio"/>	Suburban or Town

A_18 » Minority Serving institution (MSI)

If your institution is a Minority Serving institution (MSI), which type?

Minority Serving Institutions: Institutions of higher education enrolling populations with significant percentages populations of minority students under various programs created by Congress.

<input type="radio"/>	Hispanic Serving Institution ⓘ
<input type="radio"/>	Historically Black College or University/Predominantly Black College ⓘ
<input type="radio"/>	Tribal College (Tribal College or University, American Indian/Native American serving nontribal institution, or Alaska

<input type="radio"/>	Other Minority Serving Institutions 
<input checked="" type="radio"/>	Not a Minority Serving Institution

Comments (optional):

B-1A » 2011 PEDS » Institutional Undergraduate Enrollment







Institutional total undergraduate enrollment (CIP 99.0000) by gender and race/ethnicity categories as of the institution's office

M » Male Enrollment

Race / Ethnicity	Undergrad	
	Full-Time	
	Current year	Prior year
Hispanic/Latino of any race	43	31
American Indian or Alaska Native	9	13
Asian	23	26
Black or African American	81	67
Native Hawaiian or Other Pacific Islander	0	0
White	1411	1333
Two or more races	0	0
Nonresident alien	7	9
Unknown	66	57
Totals:	1640	1536

W » Female Enrollment

Race / Ethnicity	Undergrad	
	Full-Time	
	Current year	Prior year
Hispanic/Latino of any race	48	42
American Indian or Alaska Native	7	11
Asian	32	32

Black or African American 	147	157
Native Hawaiian or Other Pacific Islander 	0	0
White 	2147	2043
Two or more races 	0	0
Nonresident alien 	15	11
Unknown 	90	67
Totals:	2486	2363

Comments (optional):



B-1B » 2011 PEDS » Institutional Graduate Enrollment







Institutional total graduate enrollment (CIP 99.0000) by gender and race/ethnicity categories as of the institutions official fall

M » Male Enrollment

Race / Ethnicity	Gradua	
	Full-Time	
	Current year	Prior year
Hispanic/Latino of any race 	0	0
American Indian or Alaska Native 	0	0
Asian 	0	0
Black or African American 	0	0
Native Hawaiian or Other Pacific Islander 	0	0
White 	14	8
Two or more races 	0	0
Nonresident alien 	0	2
Unknown 	1	3
Totals:	15	13

W » Female Enrollment

Race / Ethnicity	Gradua	
	Full-Time	
	Current year	Prior year
Hispanic/Latino of any race 	0	0
American Indian or Alaska Native 	0	0
Asian 	1	0

Black or African American 	0	2
Native Hawaiian or Other Pacific Islander 	0	0
White 	20	21
Two or more races 	0	0
Nonresident alien 	3	3
Unknown 	1	0
Totals:	25	26

Comments (optional):

B-2A » 2011 PEDS » Undergraduate Program Enrollment - Education Degrees

Undergraduate program enrollment (CIP 13.0000) by gender and race/ethnicity as of the institutions official fall reporting date for definition











[Help flowchart](#)

M » Male Enrollment

Race / Ethnicity	Undergraduate	
	Full-Time	
	Current year	Prior year
Hispanic/Latino of any race	1	0
American Indian or Alaska Native	0	0
Asian	1	1
Black or African American	1	3
Native Hawaiian or Other Pacific Islander	0	0
White	73	75
Two or more races	0	0
Nonresident alien	0	0
Unknown	6	2
Totals:	82	81

W » Female Enrollment

Race / Ethnicity	Undergraduate	
	Full-Time	
	Current year	Prior year
Hispanic/Latino of any race	0	0

American Indian or Alaska Native 	0	7
Asian 	2	1
Black or African American 	4	0
Native Hawaiian or Other Pacific Islander 	0	0
White 	220	200
Two or more races 	0	0
Nonresident alien 	0	0
Unknown 	10	3
Totals:	236	211

Comments (optional):

B-2B » 2011 PEDS » Undergraduate Program Enrollment - Non-Education Deg

Undergraduate program enrollment of students who have been formally admitted in professional education programs by the Q&A and flowchart for definition



[Help flowchart](#)

Not applicable

B-2C » 2011 PEDS » Graduate Program Enrollment - Education Degrees

Graduate program enrollment (CIP 13.0000) by gender and race/ethnicity as of the institutions official fall reporting date or definition



[Help flowchart](#)

M » Male Enrollment

Race / Ethnicity	Gradua	
	<u>Full-Time</u>	
	Current year	Prior year
Hispanic/Latino of any race	1	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	3	0
Native Hawaiian or Other Pacific Islander	0	0
White	12	15
Two or more races	0	0
Nonresident alien	0	1
Unknown	0	0
Totals:	16	16

W » Female Enrollment

Race / Ethnicity	Gradua	
	<u>Full-Time</u>	
	Current year	Prior year
Hispanic/Latino of any race	0	0

American Indian or Alaska Native ⓘ	0	0
Asian ⓘ	1	0
Black or African American ⓘ	13	15
Native Hawaiian or Other Pacific Islander ⓘ	0	0
White ⓘ	89	109
Two or more races ⓘ	0	0
Nonresident alien ⓘ	0	0
Unknown ⓘ	13	4
Totals:	116	128

Comments (optional):

B-2D » 2011 PEDS » Graduate Program Enrollment - Non-Education Degrees

Graduate program enrollment of students that have been formally admitted and enrolled in professional education programs 2010. See Q&A and flowchart for definition











[Help flowchart](#)

M » Male Enrollment

Race / Ethnicity	Gradua	
	<u>Full-Time</u>	
	Current year	Prior year
Hispanic/Latino of any race ⓘ	0	0
American Indian or Alaska Native ⓘ	0	0
Asian ⓘ	0	0
Black or African American ⓘ	0	0
Native Hawaiian or Other Pacific Islander ⓘ	0	0
White ⓘ	6	0
Two or more races ⓘ	0	0
Nonresident alien ⓘ	0	0
Unknown ⓘ	0	0
Totals:	6	0

W » Female Enrollment

Race / Ethnicity	Gradua	
	<u>Full-Time</u>	
	Current year	Prior year
Hispanic/Latino of any race ⓘ	0	0

American Indian or Alaska Native 	0	0
Asian 	1	0
Black or African American 	0	0
Native Hawaiian or Other Pacific Islander 	0	0
White 	17	0
Two or more races 	0	0
Nonresident alien 	0	0
Unknown 	2	0
Totals:	20	0

Comments (optional):

B-3A » 2011 PEDS » Bachelor's-Level Initial Teacher Preparation, Number of D

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between July 1, 2009 and June



[Help flowchart](#)

Section 1

Male Degree Recipients

IPEDS CIP code	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White
13.XXXX	All other education program(s)	0	0	0	0	0	13
Totals:		0	0	0	0	0	13
Last year totals:		0	0	0	0	0	13

Female Degree Recipients

IPEDS CIP code	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White
13.XXXX	All other education program(s)	0	0	0	0	0	64
Totals:		0	0	0	0	0	64
Last year totals:		1	0	1	0	0	69

Section 2

For programs that award degrees in more than one area or that award additional endorsements, indicate in this table the number on the additional/secondary focus of the program for students already counted above.

Example:

For students obtaining a degree with dual focus on math education and social science education, report them as math education code in this table.

IPEDS CIP code	Program area	Total students	
		Male	Female
13.XXXX	All other education program(s)	0	0

Comments (optional):

Section 2 N/A

B-3B » 2011 PEDS » Post-Bachelor's or Master's-Level Initial Teacher Preparat

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between July 1, 2009 and June



[Help flowchart](#)

Not applicable

B-3C » 2011 PEDS » Post-Bachelor's or Master's-Level Advanced Preparation,

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between July 1, 2009 and June



[Help flowchart](#)

Male Degree Recipients

IPEDS CIP code	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White
13.XXXX	All other education program(s)	0	0	0	2	0	28
Totals:		0	0	0	2	0	28
Last year totals:		0	0	0	3	0	25

Female Degree Recipients

IPEDS CIP code	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White
13.XXXX	All other education program(s)	0	0	1	12	0	111
Totals:		0	0	1	12	0	111
Last year totals:		1	0	0	6	0	136

Comments (optional):

B-3D » 2011 PEDS » CAS/Specialist Level Advanced Preparation, Number of D

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between July 1, 2009 and June



[Help flowchart](#)

Not applicable

B-3E » 2011 PEDS » Doctorate Level Advanced Preparation, Number of Degrees

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between July 1, 2009 and June



[Help flowchart](#)

Not applicable

B-4A » 2011 PEDS » Bachelor's-Level Initial Teacher Preparation Program Con Between July 1, 2009 and June 30, 2010, Non-Education Degrees

Students who completed a professional education program at the initial teacher preparation level, but did not receive a degr



[Help flowchart](#)

Not applicable

B-4B » 2011 PEDS » Post-Bachelor's or Master's-Level Initial Teacher Preparation Professional Education Between July 1, 2009 and June 30, 2010, Non-Educatic

Students who completed a professional education programs at the initial teacher preparation level, but did not receive a deg



[Help flowchart](#)

Male Completers

	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White
	All other education program(s)	0	0	0	0	0	2
	Totals:	0	0	0	0	0	2
	Last year totals:	0	0	0	1	0	2

Female Completers

	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White
	All other education program(s)	0	0	0	0	0	14
	Totals:	0	0	0	0	0	14
	Last year totals:	0	0	0	1	0	18

Comments (optional):

B-4C » 2011 PEDS » Post-Bachelor's or Master's-Level Advanced Preparation Professional Education Between July 1, 2009 and June 30, 2010, Non-Educatic

Students who completed a professional education program at the advanced teacher preparation level, but did not receive a



[Help flowchart](#)

Male Completers

	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White
	All other education program(s)	0	0	0	0	0	0
	Totals:	0	0	0	0	0	0
	Last year totals:	0	0	0	0	0	0

Female Completers

	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White
	All other education program(s)	0	0	0	0	0	0
	Totals:	0	0	0	0	0	0
	Last year totals:	0	0	0	0	0	0

Comments (optional):

B-4D » 2011 PEDS » CAS/Specialist Level Advanced Preparation Program Con Between July 1, 2009 and June 30, 2010, Non-Education Degrees

Students who completed a professional education program at the advanced teacher preparation level, but did not receive a



[Help flowchart](#)

Not applicable

B-4E » 2011 PEDS » Doctorate Level Advanced Preparation Program Completed Between July 1, 2009 and June 30, 2010, Non-Education Degrees

Students who completed a professional education program at the advanced teacher preparation level, but did not receive a



[Help flowchart](#)

Not applicable




B-5A » 2011 PEDS » Professional Education Faculty







Number of professional education faculty members in each category fall, 2010.

M » Male Faculty

Race / Ethnicity	Full-Time		Part-Time
	Current year	Prior year	Current year
Hispanic/Latino of any race 	0	0	0
American Indian or Alaska Native 	0	0	0
Asian 	0	0	0
Black or African American 	0	0	0
Native Hawaiian or Other Pacific Islander 	0	0	0
White 	5	6	0
Two or more races 	0	0	0
Nonresident alien 	0	0	0
Unknown 	0	0	0
Totals:	5	6	0

W » Female Faculty

Race / Ethnicity	Full-Time		Part-Time
	Current year	Prior year	Current year
Hispanic/Latino of any race 	1	1	0
American Indian or Alaska Native 	0	0	0
Asian 	2	2	0

Black or African American 	2	2	0
Native Hawaiian or Other Pacific Islander 	0	0	0
White 	18	16	0
Two or more races 	0	0	0
Nonresident alien 	0	0	0
Unknown 	1	1	0
Totals:	24	22	0

Comments (optional):

B-5B » 2011 PEDS » Faculty Counts and Teaching Loads

Faculty counts and teaching loads for faculty members appointed full-time in professional education fall, 2010.

B5B_1 » Full-time faculty in professional education

Indiana University Southeast	Full-time faculty in professional education		
	Teaching only undergraduate courses		Teaching only professional courses
	Current year	Prior year	Current year
Number of full-time faculty	12	12	6
Total number of credit hours taught	101	96	48
Total number of courses taught(count each section)	51	52	22

Comments (optional):

B-5C » 2011 PEDS » Tenure and Non-Tenure Full-time Professional Education

Tenure of full-time professional education faculty in schools, colleges, or departments of education fall, 2010.

B5C_1 » Does this professional education unit have a tenure track system?

<input checked="" type="radio"/>	Yes
<input type="radio"/>	No

B5C_2 » Faculty

Indiana University Southeast	Number of faculty with tenure		On
	Current year	Prior year	Current year
	Professors	4	5
Associate professors	10	8	0
Assistant professors	0	0	7
Instructors	0	0	0
Lecturers	0	0	0
No academic rank	0	0	0
Totals:	14	13	7

Comments (optional):

B-6 » 2011 PEDS » Revenues and Expenditures

Selected fiscal revenues and expenditures, 2009-2010 (Please note: If you are not able to get 2009-2010 data, enter data a

B6_1 » Total amount

Total operating budget for the entire university, -2--1?	66844422
Total amount allocated to the professional education unit?	0

B6_2 » Revenue From

Indiana University Southeast	Institutional Total		Sc
	Current year	Prior year	
Private gifts, private grants and private contract ⓘ	950000	\$720,000.00	
Endowment Income ⓘ	747210	\$534,162.00	
Federal funding ⓘ		\$0.00	
Totals:	\$1,697,210.00	\$1,254,162.00	

B6_3 » Expenditures

Indiana University Southeast	Institutional Total		S
	Current year	Prior year	
Instruction ⓘ	25508512	\$23,945,517.00	
Research ⓘ	72306	\$72,370.00	
Public Service ⓘ	0	\$0.00	

Academic support 	6578081	\$6,537,898.00	
Student Services 	3690896	\$3,665,549.00	
Totals:	\$35,849,795.00	\$34,221,334.00	

Comments (optional):

B-7 » 2011 PEDS » Technology Education and Distance Learning

Number of distance learning courses, total enrollment in distance learning, and number of distance learning programs offered

B7_1 » Which of the following best describes the use of technology by teacher candidates

<input type="radio"/>	In order to complete the teacher education program, teacher candidates must demonstrate that they can deliver instruction using technology.
<input checked="" type="radio"/>	Teacher candidates use various technologies as course requirements.
<input type="radio"/>	There are no specific technology requirements for students in the education program.
<input type="radio"/>	Other »

B7_2 » Which of the following best describes the technology used by education faculty

Skip to B7_3 — This question was used prior PEDS 2013

<input type="radio"/>	All education faculty members at our institution are required to incorporate various technologies into their courses.
<input checked="" type="radio"/>	Most faculty members at our institution incorporate various technologies into their courses.
<input type="radio"/>	Some faculty members at our institution incorporate various technologies into their courses.
<input type="radio"/>	Other »

B7_3 » How closely does your school, college, or department of education (SCDE) prepare teachers in technology use for instruction?

<input type="radio"/>	Our institution has a formal arrangement with one or more K-12 schools to provide technology-related professional development to teachers.
<input checked="" type="radio"/>	Our institution provides occasional technology-related training to teachers in one or more K-12 schools, but it is not a formal program.
<input type="radio"/>	Our institution does not provide technology-related training to teachers in the K-12 schools.



B7_4 » Did your SCDE offer any college-level, credit-granting courses by means of c academic year?

*Distance education refers to courses delivered to off-campus locations via live or prerecorded video, or computer t

- Courses conducted exclusively on campus
- Courses conducted by written correspondence
- Courses for which the instructor travels to an off-campus site to deliver instruction in person.

<input type="radio"/>	Yes - if so, please complete table below
<input checked="" type="radio"/>	No

B7_5 » Please report the following SCDE data for your undergraduate and graduate the 12-month -2--1 academic year.

Indiana University Southeast	Undergraduate	
	Current year	Prior year
	Number of online/distance learning courses 	0
Total enrollments in online/distance learning courses 	0	0
Number of distance learning programs offered	0	0
Percent of your teacher preparation programs that are offered completely as online/distance programs	0	0

B7_6 » What types of technology and technology tools does your program(s) make a

Choose all that apply

<input type="checkbox"/>	Computer labs with internet access
<input type="checkbox"/>	Laptops and/ or tablets (ie., iPad, Kindle, Galaxy, etc)
<input type="checkbox"/>	Interactive SMART Boards
<input type="checkbox"/>	Access to video cameras, video recording equipment
<input type="checkbox"/>	Access to online research databases

<input type="checkbox"/>	Electronic learning management system (ie., Blackboard, Canvas, etc)
<input type="checkbox"/>	Assessment management system (LiveText, Taskstream, etc)
<input type="checkbox"/>	Virtual reality/computer games/simulation programs
<input type="checkbox"/>	Other »

B7_7 » Which of the following describe the use of technology by faculty in your program?

Choose all that apply

<input type="checkbox"/>	Instructional technology used to deliver course content
<input type="checkbox"/>	Technology used to facilitate online learning and/ or support virtual learning environments
<input type="checkbox"/>	Interactive web 2.0 tools used
<input type="checkbox"/>	Technology used to deliver and collect assessment data on candidate performance
<input type="checkbox"/>	Technology used to support accessibility to candidates
<input type="checkbox"/>	Faculty model how candidates may use instructional technology in PK-12 classrooms
<input type="checkbox"/>	Other »

B7_8 » What types of technology and technology tools does your program(s) make available to candidates?

Choose all that apply

<input type="checkbox"/>	Computer labs with internet access
<input type="checkbox"/>	Laptops and/ or tablets (ie., iPad, Kindle, Galaxy, etc)
<input type="checkbox"/>	Interactive SMART Boards
<input type="checkbox"/>	Access to video cameras, video recording equipment
<input type="checkbox"/>	Access to online research databases
<input type="checkbox"/>	Electronic learning management system (ie., Blackboard, Canvas, etc)

<input type="checkbox"/>	Assessment management system (LiveText, Taskstream, etc)
<input type="checkbox"/>	Virtual reality/computer games/simulation programs
<input type="checkbox"/>	Other »

Comments (optional):

B-8 » 2011 PEDS » Program Selectivity

Admission and graduation requirements for educator preparation programs at the initial certification level, 2009-2010.

B8_1 » What are the admission requirements for full acceptance * to your institution's initial certification level?

(Check all that apply)

Indiana University Southeast	Bachelors level		Post Ba
	Current year	Prior year	Current yea
	High School GPA	<input type="checkbox"/>	0
Undergraduate GPA	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>
Minimum of total credit hours completed as undergraduate	<input type="checkbox"/>	0	<input type="checkbox"/>
Minimum of credit hours in education-related courses completed as undergraduate	<input type="checkbox"/>	0	<input type="checkbox"/>
Praxis I Reading	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>
Praxis I Writing	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>
Praxis I Math	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>
ACT composite score	<input type="checkbox"/>	0	<input type="checkbox"/>
SAT total score	<input type="checkbox"/>	0	<input type="checkbox"/>
GRE Verbal	<input type="checkbox"/>	0	<input type="checkbox"/>
GRE Quantitative	<input type="checkbox"/>	0	<input type="checkbox"/>
GRE Analytical Writing	<input type="checkbox"/>	0	<input type="checkbox"/>
MAT scaled score	<input type="checkbox"/>	0	<input type="checkbox"/>
Praxis II	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>
Previous Education related courses	<input type="checkbox"/>	0	<input type="checkbox"/>
Education related bachelor's degree	<input type="checkbox"/>	0	<input type="checkbox"/>
Any bachelor's degree	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>

Previous teaching experience/or experience working	<input type="checkbox"/>	0	<input type="checkbox"/>
State specific tests	<input type="checkbox"/>	0	<input type="checkbox"/>
Goals statement	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>
Statement/assessment of professional dispositions	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>
Letters of recommendation	<input type="checkbox"/>	0	<input type="checkbox"/>
Background checks	<input type="checkbox"/>	0	<input type="checkbox"/>

B8_2 » Please enter the minimum required criteria for the following admission requirements

Indiana University Southeast	Bachelors level		Post Ba
	Current year	Prior year	Current year
	Average High School GPA of students admitted in Fall -1	0	0
Minimum Undergraduate GPA Required	2.50	2.50	0
Average Undergraduate GPA of students admitted in Fall -1	0	0	0
Minimum total credit hours completed as undergraduate	0	0	0
Minimum credit hours in education courses completed as undergraduate	0	0	0

B8_3 » What are the graduation/completion requirements for your institution's initial t

(Check all that apply)

Indiana University Southeast	Bachelors level		Post Ba
	Current year	Prior year	Current year
	Minimum Program GPA	<input checked="" type="checkbox"/>	1
Minimum credit hours completed	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>
A minimum number of clock hours spent on early field experiences	<input type="checkbox"/>	0	<input type="checkbox"/>

A minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience)	<input type="checkbox"/>	0	<input type="checkbox"/>
Praxis I	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>
Praxis II	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>
State specific tests	<input type="checkbox"/>	0	<input type="checkbox"/>
Paper-based Portfolio	<input type="checkbox"/>	0	<input type="checkbox"/>
Electronic Portfolio	<input type="checkbox"/>	0	<input type="checkbox"/>
Performance Assessment (different than edTPA)	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>
edTPA	<input type="checkbox"/>	0	<input type="checkbox"/>

B8_4 » Please enter the required criteria for the following graduation requirements (if

If all programs have the same clock hour requirements enter the same number for the lowest and highest required

Indiana University Southeast	Bachelors level		Post Ba
	Current year	Prior year	Current yea
	Minimum Program GPA required	2.50	2.50
Average GPA of -2--1 degree completers	0	0	0
Minimum credit hours completed	130	130	18
Minimum number of clock hours spent on early field experiences for program with lowest number of required hours	0	0	0
Minimum number of clock hours spent on early field experiences for program with highest number of required hours	0	0	0
Minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for program with lowest number of required hours	0	0	0
Minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for program with highest number of required of hours	0	0	0
Number of programs that have implemented edTPA?	0	0	0

Comments (optional):

B-9 » 2011 PEDS » Clinical Experience Section

Supervised clinical experience as a component of your initial certification level teacher preparation programs, 2009-2010

B9_1 » Indicate the number of students in supervised clinical experience/student tea

Exclude those who were fulfilling early field experience requirements

Indiana University Southeast	Bachelors level		Post Ba
	Current year	Prior year	Current yea
	Number of students	83	81

B9_2 » Select the name of the largest initial teacher licensure program at your institu Baccalaureate, and/or Masters Level

Indiana University Southeast	Bachelors level		Post Bachelors level	
	Current year	Prior year	Current year	Prio
Program name	- Select - <input type="checkbox"/>	Elementary Education	- Select - <input type="checkbox"/>	Elerr Edu

B9_3 » What is the average duration of the early field experiences in the initial certifi question 9.2 above?

Indiana University Southeast	Bachelors level		Post Ba
	Current year	Prior year	Current yea
	Average number of total clock hours spent in early field experiences (before Student Teaching)	0	0

B9_4 » What is the average length and intensity of the supervised clinical experience certification programs enumerated in question 9.2 above?

Exclude early field experiences

Indiana University Southeast	Bachelors level		Post Ba
	Current year	Prior year	Current yea
	Number of semesters / quarters	1	1
Weeks per semester / quarter	10	10	10
Hours per week	8	8	8

B9_5 » Select all URBAN settings where your teacher candidates typically complete student teaching placements.

Select all that apply for **Urban** areas (Note: school performing standard is defined by your state education agency)

Indiana University Southeast	Bachelors level		Post Ba
	Current year	Prior year	Current yea
	Professional development schools	<input type="checkbox"/>	0
Lab schools	<input type="checkbox"/>	0	<input type="checkbox"/>
Low performing schools*	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>
High performing schools*	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>
Title I schools	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>
Full-time residencies	<input type="checkbox"/>	0	<input type="checkbox"/>
Other	<input type="checkbox"/>	0	<input type="checkbox"/>
<i>Does not apply</i>	<input type="checkbox"/>	0	<input type="checkbox"/>

B9_6 » Select all SUBURBAN and/or TOWN settings where your teacher candidate clinical experience / student teaching placements

Select all that apply for **Suburban and Town** areas (Note: school performing standard is defined by your state education agency)

Indiana University Southeast	Bachelors level		Post Ba
	Current year	Prior year	Current year
	Professional development schools	<input type="checkbox"/>	0
Lab schools	<input type="checkbox"/>	0	<input type="checkbox"/>
Low performing schools*	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>
High performing schools*	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>
Title I schools	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>
Full-time residencies	<input type="checkbox"/>	0	<input type="checkbox"/>
Other	<input type="checkbox"/>	0	<input type="checkbox"/>
<i>Does not apply</i>	<input type="checkbox"/>	0	<input type="checkbox"/>

B9_7 » Select all RURAL settings where your teacher candidates typically complete student teaching placements.

Select all that apply for **Rural** areas (Note: school performing standard is defined by your state education agency)

Indiana University Southeast	Bachelors level		Post Ba
	Current year	Prior year	Current year
	Professional development schools	<input type="checkbox"/>	0
Lab Schools	<input type="checkbox"/>	0	<input type="checkbox"/>
Low Performing Schools	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>
High performing schools*	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>
Title I schools	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>
Full-time residencies	<input type="checkbox"/>	0	<input type="checkbox"/>

Other	<input type="checkbox"/>	0	<input type="checkbox"/>
<i>Does not apply</i>	<input type="checkbox"/>	0	<input type="checkbox"/>

Comments (optional):

B-10 » 2011 PEDS » Program Impact Data

Graduate placement and K-12 impact data

B10_1 » Did your institution track its new teacher graduates into their initial job place

<input type="radio"/>	Yes
<input type="radio"/>	Attempted to track them, but had limited success obtaining information
<input checked="" type="radio"/>	No, but planning to track them in the future
<input type="radio"/>	No
<input type="radio"/>	Other »

B10_2 » If you answered **yes** or limited success above, for what percent of your grad

0.00	% of the new graduates' placement information was obtained
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B10_3 » Placement data was obtained in -2--1 for students who graduated in the year

Graduation Year	<u>Percent (%) of graduates employed in public s after graduation</u>	
	Current year	
2011-2012 academic year		
2010-2011 academic year		
2009-2010 academic year		
2008-2009 academic year		
2007-2008 academic year		
2006-2007 academic year		

B10_4 » if graduate placement data were collected, the source was

check all that apply

<input type="checkbox"/>	Through self-reporting from the graduates
<input checked="" type="checkbox"/>	From the schools/school districts
<input checked="" type="checkbox"/>	From the state
<input type="checkbox"/>	Other »

B10_5 » Did your institution receive P-12 student achievement data from the state?

<input type="radio"/>	Yes
<input checked="" type="radio"/>	No

B10_6 » To help the institution assess the effectiveness of your graduates in their pl

If **Yes** in [B-10.5], were the data used for this purpose?

<input type="radio"/>	Yes
<input type="radio"/>	No

B10_7 » To inform program improvement?

If **Yes** in [B-10.5], were the data used for this purpose?

<input type="radio"/>	Yes
<input type="radio"/>	No

B10_8 » For other purposes?

describe in comment box

<input type="radio"/>	Yes
<input type="radio"/>	No
<input type="radio"/>	We have not used the data yet

B10_9 » Types of data obtained on graduates tracked in -2--1

<input type="checkbox"/>	Graduation rates
<input type="checkbox"/>	Placement rates
<input type="checkbox"/>	Teacher persistence rates
<input type="checkbox"/>	Teachers' satisfaction with preparation program
<input type="checkbox"/>	Principals' satisfaction with teacher quality
<input type="checkbox"/>	Student Value-Added measures
<input type="checkbox"/>	Student growth measures
<input type="checkbox"/>	Observational measures of teacher performance
<input type="checkbox"/>	Other »

B10_10 » Graduation and Licensure rates in -2--1

Graduation time frame is based on the expected time frame for completion after a student has been formally accepted into the program.

Out of the total number of initial certification candidates who graduated or completed programs in -1 at your institution:

for Undergraduates: TOTAL = SUM of B3A and B4A
for Post Bachelor/Masters: TOTAL = SUM of B3B and B4B

	What is the average expected duration (number of semesters) in Bachelor Level programs for initial certification professional education unit?
	number of teacher education initial certification undergraduate students who graduated within the expected time frame

	number of teacher education undergraduate degree recipients who were eligible for initial licensure
	number of teacher education Post bachelor's/Master's degree recipients who were eligible for initial licensu

Comments (optional):