



A » 2012 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 in 2013, -1 (Note: Do not double count).

Totals	0
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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 » 2012 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	44	43
American Indian or Alaska Native	6	9
Asian	19	23
Black or African American	88	81
Native Hawaiian or Other Pacific Islander	0	0
White	1437	1411
Two or more races	36	0
Nonresident alien	9	7
Unknown	22	66
Totals:	1661	1640

W » Female Enrollment

Race / Ethnicity	Undergrad	
	Full-Time	
	Current year	Prior year
Hispanic/Latino of any race	57	48
American Indian or Alaska Native	5	7
Asian	32	32

Black or African American 	137	147
Native Hawaiian or Other Pacific Islander 	2	0
White 	2132	2147
Two or more races 	37	0
Nonresident alien 	8	15
Unknown 	29	90
Totals:	2439	2486

Comments (optional):

B-1B » 2012 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	1	0
Asian	0	0
Black or African American	1	0
Native Hawaiian or Other Pacific Islander	0	0
White	11	14
Two or more races	0	0
Nonresident alien	0	0
Unknown	0	1
Totals:	13	15

W » Female Enrollment

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

Black or African American 	1	0
Native Hawaiian or Other Pacific Islander 	0	0
White 	9	20
Two or more races 	0	0
Nonresident alien 	2	3
Unknown 	1	1
Totals:	14	25

Comments (optional):

B-2A » 2012 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	0	1
American Indian or Alaska Native	1	0
Asian	0	1
Black or African American	0	1
Native Hawaiian or Other Pacific Islander	0	0
White	78	73
Two or more races	1	0
Nonresident alien	0	0
Unknown	0	6
Totals:	80	82

W » Female Enrollment

Race / Ethnicity	Undergraduate	
	Full-Time	
	Current year	Prior year
Hispanic/Latino of any race	1	0

American Indian or Alaska Native 	1	0
Asian 	2	2
Black or African American 	2	4
Native Hawaiian or Other Pacific Islander 	0	0
White 	216	220
Two or more races 	0	0
Nonresident alien 	0	0
Unknown 	2	10
Totals:	224	236

Comments (optional):

B-2B » 2012 PEDS » Undergraduate Enrollment - Non-Degrees Education Prog

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 » 2012 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 ⓘ	3	1
American Indian or Alaska Native ⓘ	0	0
Asian ⓘ	0	0
Black or African American ⓘ	5	3
Native Hawaiian or Other Pacific Islander ⓘ	0	0
White ⓘ	17	12
Two or more races ⓘ	1	0
Nonresident alien ⓘ	0	0
Unknown ⓘ	0	0
Totals:	26	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 ⓘ	0	1
Black or African American ⓘ	20	13
Native Hawaiian or Other Pacific Islander ⓘ	0	0
White ⓘ	117	89
Two or more races ⓘ	2	0
Nonresident alien ⓘ	0	0
Unknown ⓘ	1	13
Totals:	140	116

Comments (optional):

B-2D » 2012 PEDS » Graduate Enrollment - Non-Degrees Education Program

Graduate program enrollment of students that have been formally admitted and enrolled in professional education programs 2011. 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	4	6
Two or more races	0	0
Nonresident alien	0	0
Unknown	0	0
Totals:	4	6

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 	1	0
Asian 	0	1
Black or African American 	1	0
Native Hawaiian or Other Pacific Islander 	0	0
White 	7	17
Two or more races 	0	0
Nonresident alien 	1	0
Unknown 	0	2
Totals:	10	20

Comments (optional):

B-3A » 2012 PEDS » Bachelor's-Level Initial Teacher Preparation, Number of D and August 31, 2011

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2010 an



[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
13.1001	Special Education, General.	0	0	0	0	0	1
13.1202	Elementary Teacher Education.	0	0	0	1	0	6
13.1305	English Teacher Education.	0	0	0	0	0	4
13.1311	Mathematics Teacher Education.	0	0	0	0	0	3
13.1318	Social Studies Teacher Education.	0	0	0	1	0	3
13.1322	Biology Teacher Education.	0	0	0	0	0	2
13.XXXX	All other education program(s)	0	0	0	0	0	2
Totals:		0	0	0	2	0	21
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
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13.1001	Special Education, General.	0	0	0	0	0	13
13.1202	Elementary Teacher Education.	0	0	0	3	0	49
13.1305	English Teacher Education.	0	0	0	0	0	3
13.1311	Mathematics Teacher Education.	0	0	0	2	0	2
13.1318	Social Studies Teacher Education.	0	0	0	1	0	4
13.1322	Biology Teacher Education.	0	0	0	0	0	2
13.XXXX	All other education program(s)	0	0	0	0	0	0
Totals:		0	0	0	6	0	73
Last year totals:		0	0	0	0	0	64

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
13.1001	Special Education, General.	0	0
13.1202	Elementary Teacher Education.	0	0
13.1305	English Teacher Education.	0	0
13.1311	Mathematics Teacher Education.	0	0
13.1318	Social Studies Teacher Education.	0	0
13.1322	Biology Teacher Education.	0	0
13.XXXX	All other education program(s)	0	0

Comments (optional):

B-3B » 2012 PEDS » Post-Bachelor's or Master's-Level Initial Teacher Preparat September 1, 2010 and August 31, 2011

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2010 an



[Help flowchart](#)

Not applicable

B-3C » 2012 PEDS » Post-Bachelor's or Master's-Level Advanced Preparation, September 1, 2010 and August 31, 2011

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2010 and August 31, 2011



[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
13.1101	Counseling Education/Student Counseling and Guidance Service.	0	0	0	0	0	1
13.1202	Elementary Teacher Education.	0	0	0	0	0	6
13.XXXX	All other education program(s)	1	0	0	2	0	11
Totals:		1	0	0	2	0	18
Last year totals:		0	0	0	2	0	28

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
13.1101	Counseling Education/Student Counseling and Guidance Service.	0	0	0	2	0	10
13.1202	Elementary Teacher Education.	0	1	1	2	0	69
13.XXXX	All other education program(s)	0	0	0	1	0	26

Totals:	0	1	1	5	0	105
Last year totals:	0	0	1	12	0	111

Comments (optional):

B-3D » 2012 PEDS » CAS/Specialist Level Advanced Preparation, Number of D and August 31, 2011

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2010 an



[Help flowchart](#)

Not applicable

B-3E » 2012 PEDS » Doctorate Level Advanced Preparation, Number of Degrees August 31, 2011

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2010 and



[Help flowchart](#)

Not applicable

B-4A » 2012 PEDS » Bachelor's-Level Initial Teacher Preparation Program Con Between September 1, 2010 and August 31, 2011, 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 » 2012 PEDS » Post-Bachelor's or Master's-Level Initial Teacher Preparation Professional Education Between September 1, 2010 and August 31, 2011, Non

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
	Elementary Teacher Education.	0	0	0	0	0	5
	Totals:	0	0	0	0	0	5
	Last year totals:	0	0	0	0	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
	Elementary Teacher Education.	0	0	1	0	0	16
	Totals:	0	0	1	0	0	16
	Last year totals:	0	0	0	0	0	14

Comments (optional):

B-4C » 2012 PEDS » Post-Bachelor's or Master's-Level Advanced Preparation Professional Education Between September 1, 2010 and August 31, 2011, Non

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
	Education Administration and Supervision, General.	0	0	0	0	0	0
	Special Education, General.	0	0	0	0	0	0
	Elementary Teacher Education.	0	0	0	0	0	0
	Reading Teacher Education.	0	0	0	0	0	0
	Computer Teacher Education.	0	0	0	0	0	0
	Teacher Education and Professional Development, Specific Subject Areas, Other	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
	Education Administration and Supervision, General.	0	0	0	0	0	0

	Special Education, General.	0	0	0	0	0	0
	Elementary Teacher Education.	0	0	0	0	0	0
	Reading Teacher Education.	0	0	0	0	0	0
	Computer Teacher Education.	0	0	0	0	0	0
	Teacher Education and Professional Development, Specific Subject Areas, Other	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 » 2012 PEDS » CAS/Specialist Level Advanced Preparation Program Con Between September 1, 2010 and August 31, 2011, 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 » 2012 PEDS » Doctorate Level Advanced Preparation Program Completed Between September 1, 2010 and August 31, 2011, 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 » 2012 PEDS » Professional Education Faculty






Number of professional education faculty members in each category, fall, 2011.

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	5	0
Two or more races 	0	0	0
Nonresident alien 	0	0	0
Unknown 	0	0	0
Totals:	5	5	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 	17	18	0
Two or more races 	0	0	0
Nonresident alien 	0	0	0
Unknown 	1	1	0
Totals:	23	24	0

Comments (optional):

B-5B » 2012 PEDS » Faculty Counts and Teaching Loads

Faculty counts and teaching loads for faculty members appointed full-time in professional education fall, 2011.

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	4
Total number of credit hours taught	103	101	45
Total number of courses taught(count each section)	43	51	14

Comments (optional):

B-5C » 2012 PEDS » Tenure and Non-Tenure Full-time Professional Education

Tenure of full-time professional education faculty in schools, colleges, or departments of education fall, 2011.

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	6	4
Associate professors	8	10	0
Assistant professors	0	0	6
Instructors	0	0	0
Lecturers	0	0	0
No academic rank	0	0	0
Totals:	14	14	6

Comments (optional):

B-6 » 2012 PEDS » Revenues and Expenditures

Selected fiscal revenues and expenditures, 2010-2011

B6_1 » Total amount

Total operating budget for the entire university, -2--1?	68423203
Total amount allocated to the professional education unit?	3051412

B6_2 » Revenue From

Indiana University Southeast	Institutional Total		Sc
	Current year	Prior year	
Private gifts, private grants and private contract ⓘ	912473	\$950,000.00	
Endowment Income ⓘ	586354	\$747,210.00	
Federal funding ⓘ		\$0.00	
Totals:	\$1,498,827.00	\$1,697,210.00	

B6_3 » Expenditures

Indiana University Southeast	Institutional Total		S
	Current year	Prior year	
Instruction ⓘ	25601361	\$25,508,512.00	
Research ⓘ	72633	\$72,306.00	
Public Service ⓘ	0	\$0.00	

Academic support 	6966897	\$6,578,081.00	
Student Services 	3755496	\$3,690,896.00	
Totals:	\$36,396,387.00	\$35,849,795.00	

Comments (optional):

B-7 » 2012 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 checked="" type="radio"/>	Yes - if so, please complete table below
<input 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 students?

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 » 2012 PEDS » Program Selectivity

Admission and graduation requirements for educator preparation programs at the initial certification level, 2010-2011. Please note that admission questions refer to the year 2011, while graduation questions refer to the whole academic year of 2010-2011

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 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 checked="" 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 checked="" type="checkbox"/>	0	<input checked="" type="checkbox"/>
SAT total score	<input checked="" type="checkbox"/>	0	<input checked="" 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 type="checkbox"/>
Previous Education related courses	<input checked="" 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 type="checkbox"/>
Statement/assessment of professional dispositions	<input type="checkbox"/>	1	<input 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	2.50
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	3	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 checked="" type="checkbox"/>	0	<input checked="" type="checkbox"/>
A minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience)	<input checked="" type="checkbox"/>	0	<input checked="" type="checkbox"/>
Praxis I	<input type="checkbox"/>	1	<input 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	3.53	0	3.85
Minimum credit hours completed	126	130	24
Minimum number of clock hours spent on early field experiences for program with lowest number of required hours	110	0	180
Minimum number of clock hours spent on early field experiences for program with highest number of required hours	462	0	260
Minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for program with lowest number of required hours	400	0	480
Minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for program with highest number of required of hours	640	0	640
Number of programs that have implemented edTPA?	0	0	0

Comments (optional):

B-9 » 2012 PEDS » Clinical Experience Section

Supervised clinical experience as a component of your initial certification level teacher preparation programs, 2010-2011

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	116	83

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	Elementary Education (2) <input type="checkbox"/>	Elementary Education	Transition to Teaching (18) <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)	264	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	14	10	14
Hours per week	560	8	560

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 type="checkbox"/>	1	<input type="checkbox"/>
High performing schools*	<input type="checkbox"/>	1	<input type="checkbox"/>
Title I schools	<input type="checkbox"/>	1	<input 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 checked="" type="checkbox"/>	0	<input checked="" 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 type="checkbox"/>	1	<input type="checkbox"/>
High performing schools*	<input type="checkbox"/>	1	<input type="checkbox"/>
Title I schools	<input type="checkbox"/>	1	<input 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 checked="" type="checkbox"/>	0	<input checked="" 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 type="checkbox"/>	1	<input type="checkbox"/>
High performing schools*	<input type="checkbox"/>	1	<input type="checkbox"/>
Title I schools	<input type="checkbox"/>	1	<input 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 checked="" type="checkbox"/>	0	<input checked="" type="checkbox"/>

Comments (optional):

All programs use a variety of placement schools in a variety of settings.No program typically uses an exclusive type of placen high performing and Title I schools. There are no professional development, full-time residencies or lab schools available.

B-10 » 2012 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 checked="" type="radio"/>	Attempted to track them, but had limited success obtaining information
<input 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

80	% 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	Percent (%) of graduates employed in public s after graduation	
	Current year	1
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 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 pla

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 checked="" type="checkbox"/>	Graduation rates
<input checked="" type="checkbox"/>	Placement rates
<input type="checkbox"/>	Teacher persistence rates
<input checked="" type="checkbox"/>	Teachers' satisfaction with preparation program
<input checked="" 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?
94	number of teacher education initial certification undergraduate students who graduated within the expected time frame

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

Comments (optional):

Post bachelors numbers given. There are no post-doc/Masters candidates for inital teacher licensure.