

**A » 2013 PEDS » Institutional Data**

inst id: 1603

Institutional Data

**1. - 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**

**2. - 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**

**3. - A\_3 » Name of Educator Preparation Provider**

Complete all that apply

EPP Unit Name: **School of Education**  
EPP Unit Name 2:  
EPP Unit Name 3:

**4. - A\_4 » Designated Head of Educator Preparation Provider**

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**

5. - **A\_14** » Contact Person

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

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**

6. - **A\_5** » Educator Preparation Provider Term

If the head of the Educator Preparation Provider (EPP) differs from the person on the last PEDS report, when did his or her term begin?

Term Began Month: **- Select -**

Term Began Year: **- Select -**

7. - **A\_6** » Degrees/Programs



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

- Bachelor's, initial teacher preparation
- Post-Bachelor's or Master's, Initial Teacher Preparation
- Post-Bachelor's or Master's, Advanced Teacher Preparation
- CAS or Specialist
- Doctoral
- Other »

### 8. - A\_7 » Total Student Licenses Headcount (degrees/program completers)



The total headcount of students who received licenses, endorsements or degrees (education only) from your institution between September 1, -2 and August 31, -1 **Automatically calculated based on the data you reported in B-3 and B-4 forms**

[View Results](#) - press this button only if you want to see the results (this may take a minute...).

### 9. - A\_8 » Control

- Public
- Private or Independent (Non for Profit)
- Private or Independent (for Profit)

### 10. - A\_9 » Institution Type

- A single-campus institution
- A branch campus of a parent institution (please give name of parent institution) 
- A main campus (parent institution with one or more branch campuses and/or other campuses)
- An administratively equal campus of an institutional system (please give the name of the system) 
- A consortium

### 11. - A\_10 » Units

Unit of credit awarded for completion of coursework

- Semester Hour
- Quarter Hour
- Other »

### 12. - A\_11 » Accreditation/Affiliation

Institutional Accreditation and Affiliations

- MIDDLE STATES Association of Colleges and Schools / Middle States Commission on Higher Education (MSCHE)

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- NORTH CENTRAL Association of Colleges and Schools / Higher Learning Commission (NCA-HLC)
- NORTHWEST Commission on Colleges and Universities (NWCCU)
- SOUTHERN Association of Colleges and Schools / (SACS) Commission on Colleges
- WESTERN Association of Schools and Colleges / (WASC) Senior College and University Commission

13. - **A\_12** » Organizations

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

- CADREI: Council of Academic Deans from Research Education Institutions
- AILACTE: Association of Independent Liberal Arts Colleges for Teacher Education
- NAFEO: National Association for Equal Opportunity in Higher Education
- NCATE: National Council for Accreditation of Teacher Education
- TECSCU: Teacher Education Council of State Colleges and Universities
- HACU: Hispanic Association of Colleges and Universities
- TEAC: Teacher Education Accreditation Council

14. - **A\_13** » Calendar System

What is the predominant calendar system at this institution?

- Semester
- Quarter
- Trimester
- Four-one-four (4-1-4)
- Continuous

15. - **A\_15** » Carnegie Classification

Please select your Institution Carnegie Classification

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



### 16. - **A\_16** » Main Campus Geographical Setting

Which of the following best describes the geographical setting in which your main campus is located?

- Urban
- Rural
- Suburban or Town

### 17. - **A\_17** » Graduates Geographical Setting this section was removed as of PEDS 2014





Which of the following best describes the geographical setting of the school districts where graduates from your teacher preparation program are most likely to be hired?

- Urban
- Rural
- Suburban or Town

### 18. - **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 of minority students, or that serve certain populations of minority students under various programs created by Congress.

- [Hispanic Serving Institution](#) 
- [Historically Black College or University/Predominantly Black College](#) 
- [Tribal College \(Tribal College or University, American Indian/Native American serving nontribal institution, or Alaska Native Serving Institution.\)](#) 
- [Other Minority Serving Institutions](#) 
- Not a Minority Serving Institution

Comments (optional):

**B-1A » 2013 PEDS » Institutional Undergraduate Enrollment**

inst id: 1603

Institutional total undergraduate enrollment by gender and race/ethnicity categories as of the institution's official fall reporting date or as of October 15, 2012.

**1. - M » Male Enrollment**

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Hispanic/Latino of any race	37	44	31	20
American Indian or Alaska Native	5	6	4	5
Asian	20	19	24	20
Black or African American	78	88	57	57
Native Hawaiian or Other Pacific Islander	2	0	1	1
White	1257	1437	894	842
Two or more races	37	36	13	17
Nonresident alien	6	9	1	3
Unknown	13	22	28	47
<b>Totals:</b>	<b>1455</b>	<b>1661</b>	<b>1053</b>	<b>1012</b>

**2. - W » Female Enrollment**

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Hispanic/Latino of any race	55	57	36	27
American Indian or Alaska Native	0	5	3	1
Asian	0	32	22	16
Black or African American	131	137	109	112
Native Hawaiian or Other Pacific Islander	2	2	0	1
White	1905	2132	1178	1097
Two or more races	48	37	26	24
Nonresident alien	9	8	3	2
Unknown	18	29	19	31
<b>Totals:</b>	<b>2168</b>	<b>2439</b>	<b>1396</b>	<b>1311</b>

Comments (optional):

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**B-1B » 2013 PEDS » Institutional Graduate Enrollment**

inst id: 1603

Institutional total graduate enrollment by gender and race/ethnicity categories as of the institutions official fall reporting date or as of October 15, 2012.

**1. - M » Male Enrollment**

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Hispanic/Latino of any race	0	0	4	4
American Indian or Alaska Native	1	1	1	1
Asian	0	0	5	9
Black or African American	0	1	14	12
Native Hawaiian or Other Pacific Islander	0	0	0	3
White	10	11	212	232
Two or more races	1	0	2	3
Nonresident alien	0	0	4	4
Unknown	0	0	3	10
<b>Totals:</b>	<b>12</b>	<b>13</b>	<b>245</b>	<b>278</b>

**2. - W » Female Enrollment**

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Hispanic/Latino of any race	0	1	5	2
American Indian or Alaska Native	0	0	1	2
Asian	0	0	4	3
Black or African American	2	1	41	44
Native Hawaiian or Other Pacific Islander	0	0	1	0
White	15	9	370	465
Two or more races	0	0	0	3
Nonresident alien	0	2	1	4
Unknown	0	1	4	5
<b>Totals:</b>	<b>17</b>	<b>14</b>	<b>427</b>	<b>528</b>

Comments (optional):


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**B-2A » 2013 PEDS » Undergraduate Enrollment in Educator Preparation – Degree Programs**

inst id: 1603

Undergraduate program enrollment (CIP 13.0000 ) by gender and race/ethnicity as of the institutions official fall reporting date or as of October 15, 2012. See Q&A and flowchart for definition

 [Help flowchart](#)

**1. - M » Male Enrollment**

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Hispanic/Latino of any race	0	0	0	1
American Indian or Alaska Native	0	1	0	1
Asian	0	0	1	1
Black or African American	2	0	0	1
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	28	78	11	28
Two or more races	0	1	0	0
Nonresident alien	0	0	0	0
Unknown	3	0	2	0
<b>Totals:</b>	<b>33</b>	<b>80</b>	<b>14</b>	<b>32</b>

**2. - W » Female Enrollment**

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Hispanic/Latino of any race	1	1	0	1
American Indian or Alaska Native	0	1	0	0
Asian	1	2	1	1
Black or African American	1	2	0	2
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	163	216	14	49
Two or more races	0	0	0	0
Nonresident alien	0	0	0	0
Unknown	17	2	1	2
<b>Totals:</b>	<b>183</b>	<b>224</b>	<b>16</b>	<b>55</b>

Comments (optional):

 [print](#)



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**B-2B » 2013 PEDS » Undergraduate Enrollment in Educator Preparation - Non-Degree Education Programs** Inst id: 1603

Undergraduate program enrollment of students who have been formally admitted in professional education programs by the department of education as of October 15, 2012. See Q&A and flowchart for definition



[Help flowchart](#)

**Not applicable**

**B-2C » 2013 PEDS » Graduate Enrollment in Educator Preparation – Degree Programs**

instid: 1603

Graduate program enrollment (CIP 13.0000 ) by gender and race/ethnicity as of the Institutions official fall reporting date or as of October 15, 2012. See Q&A and flowchart for definition



Help flowchart

**1. - M » Male Enrollment**

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Hispanic/Latino of any race	3	3	0	0
American Indian or Alaska Native	0	0	1	0
Asian	0	0	0	1
Black or African American	6	5	1	2
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	29	17	27	33
Two or more races	0	1	0	0
Nonresident alien	0	0	0	0
Unknown	0	0	0	0
<b>Totals:</b>	<b>38</b>	<b>26</b>	<b>29</b>	<b>36</b>

**2. - W » Female Enrollment**

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Hispanic/Latino of any race	0	0	3	0
American Indian or Alaska Native	0	0	1	1
Asian	1	0	0	1
Black or African American	22	20	7	12
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	102	117	102	127
Two or more races	0	2	0	0
Nonresident alien	0	0	0	0
Unknown	0	1	0	0
<b>Totals:</b>	<b>125</b>	<b>140</b>	<b>113</b>	<b>141</b>

Comments (optional):



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**B-2D » 2013 PEDS » Graduate Enrollment - Non-Degrees Education Program**

inst id: 1603

Graduate program enrollment of students that have been formally admitted and enrolled in professional education programs by the department of education as of October 15, 2012.  
See Q&A and flowchart for definition



Help flowchart

**Not applicable**

**B-3A » 2013 PEDS » Bachelor's-Level Initial Teacher Preparation, Number of Degrees Between September 1, 2011 and August 31, 2012**

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2011 and August 31, 2012, by gender and race/ethnicity.



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	Two or more races	Nonresident alien	Unknown	Total students
13.1001	Special Education, General.	0	0	0	0	0	0	0	0	0	0
13.1202	Elementary Teacher Education.	0	0	0	0	0	5	0	0	0	5
13.1305	English Teacher Education.	0	0	0	0	0	4	0	0	0	4
13.1311	Mathematics Teacher Education.	0	0	0	0	0	1	0	0	1	2
13.1318	Social Studies Teacher Education.	0	0	0	0	0	8	0	0	1	9
13.1322	Biology Teacher Education.	0	0	0	0	0	0	0	0	0	0
13.XXXX	All other education program(s)	0	0	0	0	0	0	0	0	0	0
	<b>Totals:</b>	0	0	0	0	0	18	0	0	2	20
	<b>Last year totals:</b>	0	0	0	2	0	21	0	0	1	24

**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	Two or more races	Nonresident alien	Unknown	Total students
13.1001	Special Education, General.	0	0	0	0	0	2	0	0	0	2
13.1202	Elementary Teacher Education.	1	0	0	0	0	58	0	0	0	59
13.1305	English Teacher Education.	0	0	0	0	0	12	0	0	0	12
13.1311	Mathematics Teacher Education.	0	0	0	0	0	7	0	0	0	7
13.1318	Social Studies Teacher Education.	0	0	0	0	0	2	0	0	0	2
13.1322	Biology Teacher Education.	0	0	0	0	0	0	0	0	0	0
13.XXXX	All other education program(s)	0	0	0	0	0	4	0	0	0	4
	<b>Totals:</b>	1	0	0	0	0	85	0	0	0	86
	<b>Last year totals:</b>	0	0	0	6	0	73	0	0	0	79



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For programs that award degrees in more than one area or that award additional endorsements, indicate in this table the number of degrees, certificates or endorsements awarded 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 in table above and count them in the social science 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):**

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**B-3B » 2013 PEDS » Post-Bachelor's or Master's-Level Initial Teacher Preparation, Number of Degrees Between September 1, 2011 and August 31, 2012**

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2011 and August 31, 2012, by gender and race/ethnicity.



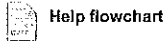
Help flowchart

**Not applicable**



**B-3C » 2013 PEDS » Post-Bachelor's or Master's-Level Advanced Preparation, Number of Degrees Between September 1, 2011 and August 31, 2012** Page id: 1603

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2011 and August 31, 2012, by gender and race/ethnicity.



**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	Two or more races	Nonresident alien	Unknown	Total students
13.1101	Counseling Education/Student Counseling and Guidance Service.	0	0	0	2	0	1	0	0	0	3
13.1202	Elementary Teacher Education.	0	0	0	0	0	5	0	0	2	7
13.XXXX	All other education program(s)	0	0	0	0	0	10	0	0	2	12
<b>Totals:</b>		0	0	0	2	0	16	0	0	4	22
<b>Last year totals:</b>		1	0	0	2	0	18	0	0	4	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	Two or more races	Nonresident alien	Unknown	Total students
13.1101	Counseling Education/Student Counseling and Guidance Service.	0	0	0	2	0	9	0	0	1	12
13.1202	Elementary Teacher Education.	0	0	0	4	0	76	0	0	11	91
13.XXXX	All other education program(s)	0	0	0	1	0	14	0	0	7	22
<b>Totals:</b>		0	0	0	7	0	99	0	0	19	125
<b>Last year totals:</b>		0	1	1	5	0	105	0	0	17	129

Comments (optional):

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**B-3D » 2013 PEDS » CAS/Specialist Level Advanced Preparation, Number of Degrees Between September 1, 2011 and August 31, 2012**

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Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2011 and August 31, 2012, by gender and race/ethnicity.



Help flowchart

**Not applicable**



**B-3E » 2013 PEDS » Doctorate Level Advanced Preparation, Number of Degrees Between September 1, 2011, and August 31, 2012**

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Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2011 and August 31, 2012, by Gender and Race/ethnicity.



Help flowchart

**Not applicable**

**B-4A » 2013 PEDS » Bachelor's-Level Initial Educator Preparation Program Completers in Professional Education  
September 1, 2011 and August 31, 2012, Non-Degree Programs**

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Students who completed a professional education program at the initial teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.



Help flowchart

**Not applicable**

**B-4B » 2013 PEDS » Post-Bachelor's or Master's-Level Initial Educator Preparation Program Completers in Professional Education Between September 1, 2011 and August 31, 2012, Non-Degree Programs** instid: 1603

Students who completed a professional education programs at the initial teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.



**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	Two or more races	Nonresident alien	Unknown	Total students
Elementary Teacher Education.	0	0	0	0	0	4	0	0	0	4
<b>Totals:</b>	0	0	0	0	0	4	0	0	0	4
<b>Last year totals:</b>	0	0	0	0	0	5	0	0	0	5

**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	Two or more races	Nonresident alien	Unknown	Total students
Elementary Teacher Education.	0	0	0	0	0	9	0	0	0	9
<b>Totals:</b>	0	0	0	0	0	9	0	0	0	9
<b>Last year totals:</b>	0	0	1	0	0	16	0	0	0	17

**Comments (optional):**



**B-4C » 2013 PEDS » Post-Bachelor's or Master's-Level Advanced Educator Preparation Program Completers in Professional Education Between September 1, 2011 and August 31, 2012, Non-Degree Programs**

Students who completed a professional education program at the advanced teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.

 [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	Two or more races	Nonresident alien	Unknown	Total students
Education Administration and Supervision, General.	0	0	0	0	0	0	0	0	0	0
Special Education, General.	0	0	0	0	0	4	0	0	0	4
Elementary Teacher Education.	0	0	0	0	0	0	0	0	0	0
Reading Teacher Education.	0	0	0	0	0	0	0	0	0	0
Computer Teacher Education.	1	0	0	1	0	3	0	0	0	5
Teacher Education and Professional Development, Specific Subject Areas, Other	0	0	0	0	0	0	0	0	0	0
<b>Totals:</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>
<b>Last year totals:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>21</b>	<b>21</b>

**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	Two or more races	Nonresident alien	Unknown	Total students
Education Administration and Supervision, General.	0	0	0	0	0	0	0	0	0	0
Special Education, General.	0	0	0	0	0	4	0	0	0	4
Elementary Teacher Education.	0	0	0	0	0	0	0	0	0	0
Reading Teacher Education.	0	0	0	1	0	10	0	0	0	11
Computer Teacher Education.	0	0	0	2	0	14	0	0	0	16
Teacher Education and Professional Development, Specific Subject Areas, Other	0	0	0	0	0	6	0	0	0	6
<b>Totals:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>34</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>37</b>
<b>Last year totals:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>23</b>	<b>23</b>

 [print](#)

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**B-4D » 2013 PEDS » CAS/Specialist Level Advanced Educator Preparation Program Completers in Professional Education Between September 1, 2011 and August 31, 2012, Non-Degree Programs**

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Students who completed a professional education program at the advanced teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.



Help flowchart

**Not applicable**



**B-4E » 2013 PEDS » Doctorate Level Advanced Educator Preparation Program Completers in Professional Education Between September 1, 2011 and August 31, 2012, Non-Degree Programs** Inst id: 1603

Students who completed a professional education program at the advanced teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.



[Help flowchart](#)

**Not applicable**

**B-5A » 2013 PEDS » Professional Education Faculty**

inst id: 1603

Number of professional education faculty members in each category, fall, 2012.

**1. - M » Male Faculty**

Race / Ethnicity	Full-Time		Part-Time		Adjunct	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Hispanic/Latino of any race	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	5	5	0	0	6	8
Two or more races	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0
Unknown	0	0	0	0	0	0
<b>Totals:</b>	<b>5</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>8</b>

**2. - W » Female Faculty**

Race / Ethnicity	Full-Time		Part-Time		Adjunct	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Hispanic/Latino of any race	1	1	0	0	2	1
American Indian or Alaska Native	0	0	0	0	0	0
Asian	2	2	0	0	0	0
Black or African American	3	2	0	0	0	1
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	16	17	0	0	19	20
Two or more races	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0
Unknown	1	1	0	0	0	0
<b>Totals:</b>	<b>23</b>	<b>23</b>	<b>0</b>	<b>0</b>	<b>21</b>	<b>22</b>

Comments (optional):



**B-5B » 2013 PEDS » Faculty Counts and Teaching Loads**

inst id: 1603

Faculty counts and teaching loads for faculty members appointed full-time in professional education fall, 2012.

**1. - B5B\_1 » Full-time faculty in professional education**

Indiana University Southeast	Full-time faculty in professional education who are:							
	Teaching only undergraduate courses		Teaching only graduate courses		Teaching both undergraduate and graduate courses		Not Teaching this fall semester	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Number of full-time faculty	<b>12</b>	12	<b>5</b>	4	<b>7</b>	8	<b>0</b>	0
Total number of credit hours taught	<b>120</b>	103	<b>42</b>	45	<b>55</b>	62	<b>0</b>	0
Total number of courses taught (count each section)	<b>56</b>	43	<b>13</b>	14	<b>26</b>	33	<b>0</b>	0

**Comments (optional):**



**B-5C » 2013 PEDS » Tenure and Non-Tenure Full-time Professional Education Faculty**

instid: 1603

Tenure of full-time professional education faculty in schools, colleges, or departments of education fall, 2012.

**1. - B5C\_1 » Does this professional education unit have a tenure track system?**

- Yes
- No

**2. - B5C\_2 » Faculty**

Indiana University Southeast	Number of faculty with tenure		On tenure track		Not on tenure track	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Professors	6	6	0	0	0	0
Associate professors	7	8	0	0	0	0
Assistant professors	0	0	8	6	0	0
Instructors	0	0	0	0	0	0
Lecturers	0	0	0	0	7	8
No academic rank	0	0	0	0	0	0
<b>Totals:</b>	<b>13</b>	<b>14</b>	<b>8</b>	<b>6</b>	<b>7</b>	<b>8</b>

Comments (optional):

|



**B-6 » 2013 PEDS » Revenues and Expenditures**

inst id: 1603

Selected fiscal revenues and expenditures, 2011-2012

**1. - B6\_1 » Total amount**

Total operating budget for the entire university, -2--1? **75443861**

Total amount allocated to the professional education unit? **3127176**

**2. - B6\_2 » Revenue From**

Indiana University Southeast	Institutional Total		School, College, or Department of Education portion	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Private gifts, private grants and private contract	<b>677633</b>	\$912,473.00	<b>255130</b>	\$358,163.00
Endowment Income	<b>719881</b>	\$586,354.00	<b>3345</b>	\$2,565.00
Federal funding	<b>0</b>	\$0.00	<b>0</b>	\$0.00
<b>Totals:</b>	<b>\$1,397,514.00</b>	<b>\$1,498,827.00</b>	<b>\$258,475.00</b>	<b>\$360,728.00</b>

**3. - B6\_3 » Expenditures**

Indiana University Southeast	Institutional Total		School, College, or Department of Education portion	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Instruction	<b>27191125</b>	\$25,601,361.00	<b>3127176</b>	\$3,051,412.00
Research	<b>74810</b>	\$72,633.00	<b>0</b>	\$0.00
Public Service	<b>0</b>	\$0.00	<b>0</b>	\$0.00
Academic support	<b>6937002</b>	\$6,966,897.00	<b>0</b>	\$0.00
Student Services	<b>4076979</b>	\$3,755,496.00	<b>0</b>	\$0.00
<b>Totals:</b>	<b>\$38,279,916.00</b>	<b>\$36,396,387.00</b>	<b>\$3,127,176.00</b>	<b>\$3,051,412.00</b>

Comments (optional):

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**B-7 » 2013 PEDS » Technology Education and Distance Learning**

instid: 1603

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

**1. - B7\_1 » Which of the following best describes the use of technology by teacher candidates in your program(s)?**

- In order to complete the teacher education program, teacher candidates must demonstrate that they can deliver instruction using various technologies.
- Teacher candidates use various technologies as course requirements.
- There are no specific technology requirements for students in the education program.
- Other »

**2. - B7\_3 » How closely does your school, college, or department of education (SCDE) partner with K-12 school districts in preparing teachers in technology use for instruction?**

- Our institution has a formal arrangement with one or more K-12 schools to provide technology-related professional development opportunities to teachers.
- Our institution provides occasional technology-related training to teachers in one or more K-12 schools, but it is not part of an ongoing professional development program.
- Our institution does not provide technology-related training to teachers in the K-12 schools.

**3. - B7\_4 » Did your SCDE offer any college-level, credit-granting courses by means of online education\* in the -2--1 academic year?**

\*Online education refers to courses delivered to off-campus locations via live or prerecorded video, or computer technologies. Online education excludes:

- 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.

- Yes - if so, please complete table below
- No

**4. - B7\_5 » Please report the following SCDE data for your undergraduate and graduate online education courses in the 12-month -2--1 academic year.**

Indiana University Southeast	Undergraduate		Graduate	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Number of online/distance learning courses <small>this field was removed as of PEDS 2014</small>	0	0	7	2
Total enrollments in online/distance learning courses <small>this field was removed as of PEDS 2014</small>	0	0	292	104
Number of distance learning programs offered <small>this field was removed as of PEDS 2014</small>	0	0	0	0
Percent of your teacher preparation programs that are offered completely as online/distance programs <small>this field was removed as of PEDS 2014</small>	0	0	0	0

**5. - B7\_6 » What types of technology and technology tools does your program(s) make available to teacher candidates?**



Choose all that apply

- Computer labs with Internet access
- Laptops and/ or tablets (ie., iPad, Kindle, Galaxy, etc)
- Interactive SMART Boards
- Access to video cameras, video recording equipment
- Access to online research databases
- Electronic learning management system (ie., Blackboard, Canvas, etc)
- Assessment management system (LiveText, Taskstream, etc)
- Virtual reality/computer games/simulation programs
- Other » **Webcams**

6. - **B7\_7** » Which of the following describe the use of technology by faculty in your program(s) this section was removed as of PEDS 2014

Choose all that apply

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

7. - **B7\_8** » What types of technology and technology tools does your program(s) make available to faculty?

Choose all that apply

- Computer labs with internet access
- Laptops and/ or tablets (ie., iPad, Kindle, Galaxy, etc)
- Interactive SMART Boards
- Access to video cameras, video recording equipment
- Access to online research databases
- Electronic learning management system (ie., Blackboard, Canvas, etc)
- Assessment management system (LiveText, Taskstream, etc)
- Virtual reality/computer games/simulation programs
- Other » **Webcams**

Comments (optional):



Indiana University has its own assessment management system call Academic Advising Report. (ARR)





**B-8 » 2013 PEDS » Program Selectivity**

instid: 1603

Admission and graduation requirements for educator preparation programs at the initial certification level, 2011-2012. Please note the admission questions refer to the fall of 2012, while graduation questions refer to the whole academic year of 2011-2012

**1. - B8\_1 » What are the admission requirements for full acceptance \* to your institution's educator preparation programs at the initial certification level?**

(Check all that apply)

\* Full or unconditional admission means that a student is admitted into the EPP with no additional conditions or stipulations other than what is required of all undergraduate or graduate students to maintain good academic standing. If conditional admission is granted, an additional stipulation (condition) is placed on the student by the EPP. Once this condition is met, the student becomes fully admitted.

Indiana University Southeast	Bachelors level		Post Bachelors level		Master level	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
High School GPA	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Undergraduate GPA	<input checked="" type="checkbox"/>	0	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0
Minimum of total credit hours completed as undergraduate	<input checked="" type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Minimum of credit hours in education-related courses completed as undergraduate	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Praxis I Reading	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0
Praxis I Writing	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0
Praxis I Math	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0
ACT composite score	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0
SAT total score	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0
GRE Verbal	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
GRE Quantitative	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
GRE Analytical Writing	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
MAT scaled score	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Praxis II	<input checked="" type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Previous Education related courses	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Education related bachelor's degree	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Any bachelor's degree	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0
Previous teaching experience/or experience working	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
State specific tests	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Goals statement	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Statement/assessment of professional dispositions	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Letters of recommendation	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Background checks	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0



admission requirements (if selected above)

Indiana University Southeast	Bachelors level		Post Bachelors level		Master level	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
	Average High School GPA of new candidates enrolled in Fall -1	0	0	0	0	0
Minimum Undergraduate GPA Required	2.50	2.50	2.50	2.50	0	0
Average Undergraduate GPA of new candidates enrolled in Fall -1	3.51	0	0	0	0	0
Minimum required total credit hours completed as undergraduate	12	0	0	0	0	0
Minimum required credit hours in education courses completed as undergraduate	3	3	0	0	0	0

3. - B8\_3 » What are the graduation/completion requirements for your institution's initial teacher certification programs?

(Check all that apply)

Indiana University Southeast	Bachelors level		Post Bachelors level		Master level	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
	Minimum Program GPA	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>
Minimum credit hours completed	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0
A minimum number of clock hours spent on early field experiences	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0
A minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience)	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0
Praxis I	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Praxis II	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0
State specific tests	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Paper-based Portfolio	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Electronic Portfolio	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
edTPA	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Other Performance Assessment	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0

4. - B8\_4 » Please enter the required criteria for the following graduation requirements (if selected above)

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

Indiana University Southeast	Bachelors level		Post Bachelors level		Master level	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
	Minimum Program GPA required	2.50	2.50	2.50	2.50	0
Average GPA of -2--1 degree completers	3.46	3.53	3.85	3.85	0	0



Minimum credit hours completed	<b>126</b>	126	<b>24</b>	24	<b>0</b>	0
Minimum number of clock hours spent on early field experiences for program with lowest number of required hours	<b>110</b>	110	<b>180</b>	180	<b>0</b>	0
Minimum number of clock hours spent on early field experiences for program with highest number of required hours	<b>462</b>	462	<b>260</b>	260	<b>0</b>	0
Minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for program with lowest number of required hours	<b>400</b>	400	<b>480</b>	480	<b>0</b>	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	<b>640</b>	640	<b>640</b>	640	<b>0</b>	0
Number of programs that have implemented edTPA?	<b>0</b>	0	<b>0</b>	0	<b>0</b>	0

Comments (optional):

**B-9 » 2013 PEDS » Clinical Experience Section**

instid: 1603

Supervised clinical experience as a component of your initial certification level teacher preparation programs, 2011-2012

1. - **B9\_1** » Indicate the number of candidates in supervised clinical experience/student teaching during the -2--1 academic year

Exclude those who were fulfilling early field experience requirements

Indiana University Southeast	Bachelors level		Post Bachelors level		Master level	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Number of students	<b>105</b>	116	<b>13</b>	24	<b>0</b>	0

2. - **B9\_2** » Select the name of the largest initial educator licensure program at your institution for the Baccalaureate, Post-Baccalaureate, and/or Masters Level

Indiana University Southeast	Bachelors level		Post Bachelors level		Master level	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Program name	Elementary Education (2)	2	Transition to Teaching (18)	18	- Select -	0

3. - **B9\_3** » What is the average duration of the early field experiences in the initial certification programs enumerated in question 9.2 above?

Indiana University Southeast	Bachelors level		Post Bachelors level		Master level	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Average number of total clock hours spent in early field experiences (before Student Teaching)	<b>264</b>	264	<b>220</b>	220	<b>0</b>	0

4. - **B9\_4** » What is the average length and intensity of the supervised clinical experience/student teaching in the initial certification programs enumerated in question 9.2 above?

Exclude early field experiences

Indiana University Southeast	Bachelors level		Post Bachelors level		Master level	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Number of semesters / quarters	<b>1</b>	1	<b>1</b>	1	<b>0</b>	0
Weeks per semester / quarter	<b>14</b>	14	<b>14</b>	14	<b>0</b>	0
Hours per week	<b>560</b>	560	<b>560</b>	560	<b>0</b>	0



/ 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 Bachelors level		Master level	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Professional development schools / Partner Schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Lab schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Low performing schools*	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
High performing schools*	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Title I schools	<input checked="" type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Full-time residencies	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Other	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Does not apply	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0

6. - **B9\_6** » Select all **SUBURBAN and/or TOWN** settings where your teacher candidates typically complete their supervised 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 Bachelors level		Master level	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Professional development schools / Partner Schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Lab schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Low performing schools*	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
High performing schools*	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Title I schools	<input checked="" type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Full-time residencies	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Other	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Does not apply	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0

7. - **B9\_7** » Select all **RURAL** settings where your teacher candidates typically complete their supervised clinical experience / 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 Bachelors level		Master level	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Professional development schools / Partner Schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0

print

Lab Schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Low Performing Schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
High performing schools*	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Title I schools	<input checked="" type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Full-time residencies	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Other	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Does not apply	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0

**Comments (optional):**

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**B-10 » 2013 PEDS » Program Impact Data**

inst id: 1603

Graduate placement and K-12 impact data

1. - **B10\_1** » Did your institution track its -3--2 new teacher graduates into their initial job placements during -2--1 academic year?

- Yes
- Attempted to track them, but had limited success obtaining information
- No, but planning to track them in the future
- No
- Other »

2. - **B10\_2** » If you answered **yes** or limited success above, for what percent of the -3--2 graduates were placement data obtained?

**0** % of the new graduates' placement information was obtained

3. - **B10\_3** » Placement data was obtained in -2--1 for students who graduated in the year(s) this section was removed as of PEDS 2014

Graduation Year	Percent (%) of graduates employed in public schools the year after graduation		Percent (%) retained after one year	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
2011-2012 academic year				
2010-2011 academic year	<b>62</b>			
2009-2010 academic year	<b>39</b>			
2008-2009 academic year	<b>56</b>			
2007-2008 academic year	<b>66</b>			
2006-2007 academic year	<b>81</b>			

4. - **B10\_4** » if graduate placement data were collected, the source was

Check all that apply

- Through self-reporting from the graduates
- From the schools/school districts
- From the state
- Other »

5. - **B10\_6** » To help the institution assess the effectiveness of your graduates in their placements? this section was removed as of PEDS 2014



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

- Yes
- No

**6. - B10\_5 » Did your institution receive P-12 student achievement data from the state?**

- Yes
- No

**7. - B10\_7 » To inform program improvement?** this section was removed as of PEDS 2014.

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

- Yes
- No

**8. - B10\_8 » For other purposes?** this section was removed as of PEDS 2014

Describe in comment box

- Yes
- No
- We have not used the data yet

**9. - B10\_9 » Types of data obtained on graduates tracked in -2--1**


- Graduation rates
- Placement rates
- Teacher persistence rates
- Teachers' satisfaction with preparation program
- Principals' satisfaction with teacher quality
- Student Value-Added measures
- Student growth measures
- Observational measures of teacher performance
- Other »

**10. - 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 and enrolled in the Educator Preparation program.





- 4** What is the nominal duration (number of semesters) in Bachelor Level programs for initial certification once candidates are admitted into the Education Preparation Provider (EPP)?
- 105** Number of teacher education initial certification undergraduate students who graduated within the expected time-frame  this field was removed as of PEDS 2014
- 118** Number of teacher education undergraduate degree recipients/program completers who were eligible for initial licensure

**Comments (optional):**