

TITLE II REPORT

Submitted to

THE INDIANA PROFESSIONAL
STANDARDS BOARD

INDIANA UNIVERSITY SOUTHEAST
4201 Grant Line Road
New Albany IN 47150

April 7, 2003

APPENDIX C
Institutional Questionnaire
For Use in Preparing the Institutional Report

Office of Postsecondary Education
U.S. Department of Education

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2001-2002

Institution name: Indiana University Southeast
Respondent name and title: Gloria J. Murray, Dean of Education
Respondent phone number: (812) 941-2169
Electronic mail address: glomurra@ius.edu
Address: 4201 Grant Line Road
City: New Albany State: IN Zip code: 47150

Section I. Pass rates.

Please provide the information in the attached Institutional Report Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state. This information will be provided to your institution by the state or the testing company.

Table C1: Single-Assessment Pass-Rate Data: Academic Year: 2001-2002
Testing Period: 9/01/01-8/31/02 Number of Program Completers: 105

Type of Assessment	Code #	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
Basic Skills					
Communication Skills	500				
General Knowledge	510				
Professional Knowledge	520				
PPST Reading	710	26	26	100%	98%
CBT Reading	711	55	54	98%	98%
PPST Writing	720	27	26	96%	99%
CBT Writing	721	54	54	100%	99%
PPST Mathematics	730	24	24	100%	98%
CBT Mathematics	731	60	59	98%	99%
Computerized PPST Reading	5710	1			79%
Computerized PPST Writing	5720	3			94%
Computerized PPST Mathematics	5730	4			81%
Professional Knowledge					
Pre-Kindergarten	530				
Academic Content Areas					
Elementary Education	010				
Elementary Education Curriculum Instruction Assessment	011	62	62	100%	100%
Early Childhood	020				
English Language	040				
English Lang Lit Comp Content Knowledge	041	7			100%
Mathematics	060	1			100%
Mathematics Content knowledge	061	4			92%
Social Studies	080				
Social Studies Content Knowledge	081	11	11	100%	95%
Physical Education	090				
Business Education	100				
Music Education	110				
Art Education	130				
French	170				
German	180				
Spanish	190				
Biology	230				
Chemistry	240				
Physics	260				
Reading Specialist	300	59	59	100%	100%
General Science	430				
Earth/Space Science	570				
Economics	910				
Geography	920				
Government	930				
Sociology	950				
Other Content Areas					
Technology Education	050				
Home Economics	120				
Speech Communication	220				
Library/Media Specialist	310				
Psychology	390				
Health Education	550				
Sociology	950				
Teaching Special Populations					
Reading	200				
Emotional Disabilities	370				
Severe Disabilities	380				
SE Knowledge-Based Core Principles	351	3			

EDUC Exceptional Student: CK	353	1			
Teaching Students W/Learning Disabilities	381	4			99%

**Table C2: Aggregate and Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program 2001-2002 Academic Year
Number of Program Completers Submitted: 105**

Type of Assessment	# taking assess	# passing assess	Institutional pass rate	Statewide pass rate
Aggregate – Basic Skills	91	85	93%	96%
Aggregate – Professional Knowledge				
Aggregate – Academic Content Areas (Math, English, biology, etc.)	87	86	99%	98%
Aggregate – Other Content Areas (Career/Technical Education, Health Educations, etc.)				100%
Aggregate – Teaching Special Populations (Special Education, ELS, etc.)	4			99%
Aggregate – Performance Assessments				
Summary Totals and Pass Rates	98	91	93%	94%

Section II. Program Information

1. Total number of students admitted into teacher preparation, all specializations, in academic year 2000-2001	135
2. Number of students in supervised student teaching in academic year 2001-2002	146
3. Number of faculty members who supervised student teachers:	26
a. Full-time faculty in professional education	13
b. Part-time faculty in professional education but full-time in the institution	0
c. Part-time faculty in professional education, not otherwise employed by the institution	13
Total faculty student teaching supervisors	26
4. Student teacher/faculty ratio	5.62:1
5.a. The average number of student teaching hours per week required	40
5.b. The total number of weeks of supervised student teaching required	13
5.c. Average total number of hours required	520

Section III. Contextual Information, Indiana University Southeast

Mission: Indiana University Southeast is a challenging, innovative and supportive learning community committed to the intellectual and social growth of its students, to the cultural and economic well-being of southern Indiana and the greater Louisville metropolitan area, and to the advancement of knowledge in the context of a global society. The mission of the School of Education is to develop high-quality educational professionals who stimulate the continued renewal of schools within a multicultural society. The faculty seeks to do this by educating practitioners with the knowledge, skills and dispositions to respond proactively, with care and intelligence, to the needs of individual and communities.

Student Demographic Characteristics: Indiana University Southeast is a regional campus of Indiana University offering baccalaureate and masters degree programs. It is a commuter campus with no residential housing and had an enrollment in Fall 2001-20002 of 6557 full- and part-time students. The student body is 86.5% undergraduate, approximately 62.8% female and 5.4% minority. Over 29% of undergraduate students are nontraditional age groups (over 24 years old). While IUS has traditionally served the relatively small towns and rural areas of southeastern Indiana, an increasing number of students are coming from metropolitan Louisville through a reciprocal tuition agreement with Kentucky. The School of Education enrolled 476 full- and part-time undergraduates and 583 full- and part-time graduate students in 2000-2001. Full-time students enrolled in the undergraduate program preparing candidates for licensure were 78.4% female and 2.0% minority.

Type of Institution: IU Southeast is a gatekeeper institution with regard to the PRAXIS I in reading, writing and mathematics, requiring all candidates to pass these tests for formal admission into their respective programs. No waivers are granted. On the other hand, IUS is a licensure institution with regard to state-mandated PRAXIS II specialty tests. Candidates are not required to pass such tests to graduate from their programs.

Program Completers: All candidates who graduate with a Bachelor of Science degree in Elementary Education, Secondary Education or Special education from IU Southeast are considered program completers.

Teacher Preparation Programs: The School of Education has programs leading to the initial certification of elementary generalist teachers, secondary teachers in mathematics, science, social studies and English, and K-12 special education teachers. Programs are offered only at the undergraduate level. Students who have college degrees and wish to become teachers must meet the requirements for a second undergraduate degree or participate in our transition to teaching program.

Accreditation: Indiana University Southeast is fully accredited by the North Central Association of Colleges and Schools, and the School of Education is accredited by the National Council for the Accreditation of Teacher Education. All programs in the School of Education are approved and recognized by the Indiana Professional Standards Board.

Notable Features and Accomplishments: Qualities that characterize our professional education program include:

- Maintains close, mutually beneficial ties with area school corporations and now admits students from the three counties of metropolitan Louisville, Kentucky through a reciprocal tuition agreement.
- Approximately two-thirds of the K-12 professional educators in the IUS service region in Indiana have an earned degree from IU Southeast.
- The 27 members of the full-time faculty in the School of Education are notable for their dedication to their teaching mission and several have received state and national awards for excellence in teaching. They also have a strong service orientation and often combine service projects with teaching, scholarship and research.
- All programs are notable for their early field experiences and the involvement of full-time faculty in supervision of practicums and student teaching.
- Evaluations of IUS graduates by area school administrators, teachers and counselors have generally been very positive.

- Students participate in service learning activities at local and regional elementary and middle schools through their education courses.
- Students are provided opportunities for overseas studies in professional education through a partnership with the school system of Ecuador.
- The Indiana 2002 Teacher of the year is a graduate of the IUS education program.
- One of our graduates was named a 2002 distinguished teacher by the National Catholic Education Association. Another was named the Outstanding Counselor Supervisor by the American School Counselor Association. We also had a graduate that was named the 2003 Middle School Counselor of the Year by the Indiana Counseling Association.

Section IV. Certification

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions in the *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

Signature

Gloria J. Murray

Name of responsible institutional representative for teacher preparation program

Dean of Education

Title

Certification of review of submission:

Signature

Gilbert Atnip

Name of President/Chief Executive (or designee)

Vice Chancellor for Academic Affairs

Title