BOARD OF EXAMINERS REPORT

NCATE

National Council for Accreditation of Teacher Education

CONTINUING ACCREDITATION VISIT TO:

INDIANA UNIVERSITY SOUTHEAST
New Albany, IN

October 2-6, 1999

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PART I: INTRODUCTION

THE UNIVERSITY

Indiana University Southeast (IUS) is one of the eight campuses of Indiana University. It was founded in 1941 when the Falls Cities Area Center opened as an extension center of Indiana University. Later it was renamed the Southeast Center of Indiana University; then in 1963, the Southeastern Campus of Indiana University, when it began to offer bachelor-degree programs. In 1968 it was renamed Indiana University Southeast, and it moved to its present campus in 1973. IUS has as its mission the provision of academic and profession programs and to serve the region of the state in which it is located. It is a comprehensive university that provides over 48 undergraduate programs. Student enrollments exceed 6,000. In addition to the Division of Education, IUS is comprised of the Divisions of Social Sciences, Business and Economics, Humanities, Continuing Education, Natural Sciences, and Nursing plus Purdue University Programs. It also offers graduate programs in Education, Business, and Liberal Studies. IUS serves a nine-county area and is located New Albany in the southeastern part of Indiana in the Louisville, Kentucky Metropolitan Area. The area of Indiana in which it is located is largely rural, and the latest census data indicates a minority population of under six percent. However, when the Louisville area is included in the tabulation, the minority population rises to 18 %. A recent agreement between Indiana and Kentucky provides for in- state tuition rates in either state for students residing in the nearby nine counties of Indiana and three counties of Kentucky, including the city of Louisville.

The BOE Team examined both basic and advanced programs: Bachelor of Science in Elementary and Secondary Education, Master of Science in Education, and Master of Science in Education in Counseling as well as the non-degree Standard Certification in Administration and Supervision. Indiana is an NCA TE Partnership State. Consequently, the on-site review was conducted by a joint team comprised of three NCA TE Board of Examiners members, two state team members, an NEA Representative, and a state consultant. Under the partnership agreement, the State Team members, the State Consultant, and the NEA Representative assisted with the gathering of information and participate in discussions but did not vote on this final NCATE Report.

THE UNIT

The Division of Education is the second largest of the divisions of the University at both the undergraduate and graduate levels as well as in programs and courses offered for continuing education for professionals. Growth in enrollments in the programs in the division have taken place recently at a more rapid pace than in the University as a whole; and the projections are that such growth will continue, in part because of the new reciprocity agreement between Indiana and Kentucky governing enrollment of students in the region in the institutions of higher education in either state at in-state tuition rates.

Unit Mission

The "Mission Statement" of the Division of Education is as follows:

The mission of the division is to develop high-quality educational professionals who stimulate the continued renewal of schools within a multicultural society. These individuals will have the knowledge, skills, and dispositions that enable them to respond proactively, with care and intelligence, toward individuals and communities.

To accomplish this mission, the Division offers the following degrees, programs, and emphases:

Bachelor of Science in Education

Elementary Education

Secondary Education

K-12 Special Education

Master of Science in Education

Elementary Education

Secondary Education

Counseling

Standard Certification in School Services-Counselor

Standard Certification in Administration and Supervision

Elementary Administration and Supervision

Secondary Administration and Supervision

K-12 School Leadership for Principals

The Division offers these programs on-site; and one program, School Administration and Supervision, employs distance education to a limited extent. For example, a graduate class in School Law that was observed by a team member had students on campus and at two off campus sites where students frequently participated in the discussion at any point and they frequently did during my visit. IUS is a part of Indiana University and does not have a branch campus.

Major Changes Since the Last Visit

Since the last NCA TE BOE Team visit, the Division of Education has undergone significant changes both in enrollments and in structure. The Conceptual Framework has been restructured, and a concerted effort is underway to infuse performance assessment throughout the programs. The framework in place at the time of last NCATE visit, "Educators Engaged in Growth," was restructured in 1998 under the title, "Educators Engaged in Growth: Professional Practices" and incorporates Charlotte Danielson's four "domains" for quality teaching covered in her 1996 book, *Enhancing Professional Practice--A Framework for Teaching*. The Division has also used the INT ASC standards as a major factor in the framework for program revision.

For advanced programs, the Division has adopted the NBPTS standards as the basis for program restructuring and development.

The organizational structure of the Division has undergone a major reorganization since the last NCATE visit. The restructured organization was put in place in 1997. It established four faculty teams tied directly to the four NCATE standards categories and retained grade-level faculty teams as well. The four teams are headed by a chair and made up of faculty members from across the programs of the unit. The activities of the college are given oversight by a

Quality Team Core Group, an advisory group to the dean. The program faculty teams that were retained oversee the teacher preparation programs. Team members are given responsibility for the advising and field placement programs for the students in that team's program. Faculty teams have responsibility for advanced level programs. The Dean is the administrator of the unit and is advised by the Quality Team Core Group and the Division Council on such matters as budget, recruitment, and curriculum. Each program is headed by a program coordinator who works with a faculty team to manage and develop the program. The program coordinators are important members of the administrative process.

PART II

FINDINGS FOR EACH STANDARDS CATEGORY

Category I: Design of Professional Education

A. Observations:

A particular strength of this unit is its dedicated full-time faculty. In interview after interview, stakeholders praised the extra miles that professors in this fairly isolated, regional university would go to be accessible after classes, at home, and when making their rounds to the field placement schools. This behavior, combined with the State of Indiana's imminent performance-based assessment system and the unit's own enrollment growth challenges, showed that unit faculty and students are indeed "engaged in growth" of various kinds. The model "Educators Engaged in Growth," adopted in the early 1990s, was revised in 1998 as "Educators Engaged in Growth: Professional Practices." Part of the model revision involved the inclusion of Charlotte Danielson's four "domains" for quality teaching covered in her 1996 book, *Enhancing Professional Practice--A Framework for Teaching* (ASCD, Alexandria, VA).

The model is knowledge-based and well articulated by faculty and current undergraduate students. Because the revision was adopted in May 1999, recent graduates and cooperating teachers were familiar only with the earlier model and the INT ASC principles integrated into the earlier version. Candidates' instructional units and assessment portfolios are now being evaluated according to the Danielson domains instead of INT ASC, although some students are opting still (this year only) to design these projects around INT ASC instead of Danielson. Graduate faculty, including adjuncts, incorporate both INT ASC and NBPTS standards in their graduate course syllabus revisions.

All undergraduate students enter the institution enrolled in the "University Division," a pre~ major category where 40% of all students are classified. During their enrollment, they all must take at least one writing course and one technology course or demonstrate proficiency. The general education and content coursework required for elementary and secondary education candidates is thorough. The general studies required for special education candidates is adequate. However, some humanities courses are replaced with additional communications courses such as "Writing in the Arts and Sciences," a research-intensive course, but not literature or philosophy courses. Students have a strong knowledge base in the content areas according to their test and exit examination scores as well statements by cooperating teachers.

Indiana has an agreement with NCA TE that education units do not submit folios since they are submitting annual progress reports on institutional assessment systems. Instructional technology is amply covered in a technology methods course and integrated into other education courses as well. Since the local schools have very little technology, candidates and graduates report being more than adequately prepared for the technology opportunities in their local field experiences and jobs. Cooperating teachers indicated that

students were very skilled in recent technology-computers, VCR's, digital cameras, overheads, etc., but less skilled in the use of such older technology as the opaque projector. The course syllabi in method courses indicated required use of technology in developing teaching units. Faculty members also indicated that students preview software and evaluate it in some classes. The IUS web site (www.ius.edu/education) contained syllabi requiring e-mail communication, word processing, and suggestions for using web sites for research information.

Graduates and current students, both at the initial and advanced level, indicated an overwhelming appreciation for the practical value of their pedagogical training in the programs. The elementary education undergraduates were especially grateful for the early and frequent field experiences that put them in a variety of school settings. However, some secondary education candidates reported that they did not begin extensive field observations until the methods sequence during the semester just prior to student teaching. The unit now tracks all undergraduate students' field experiences. The unit also requires that all education candidates experience at least one diversity setting. Both the elementary and secondary departments have a coordinator of field experiences whose task is this tracking. In keeping with the university's notable student-centeredness, candidates can choose their first two field experience sites; but all methods and student teaching placements are made by the unit to ensure a diversity experience and maximize the educational value of the final experiences. There is now a systematic procedure for selecting sites and ensuring variety, quality, and good sequencing for student field experiences.

Cooperating teachers report that all candidates are able to work with different types of students and are well equipped to develop and deliver effective lessons for a variety of learners. Candidate portfolios corroborate this competence. Elementary candidates are required to take Introduction to Exceptional Children, and secondary candidates must spend at least five hours of their field experience in a general methods class working with exceptional populations and a half day while student teaching. An emerging Hispanic community in the region and the opening of a significant urban area to the unit through the recent interstate reciprocity agreement will challenge the unit and its candidates to new levels of commitment to diversity as well as special needs.

Graduates and cooperating teachers indicated that instruction is of high quality, with faculty modeling a variety of best practices. Principals and cooperating teachers, 60% of whom are graduates of the unit, appreciate the faculty's involvement in their schools. Past and current students repeatedly reported that full, time faculty are in the schools often and are well aware of the "real world" in education. Cooperating teachers, principals, and content area faculty collaborate with the unit faculty in implementation of the state-mandated changes toward a performance-based unit assessment system.

Undergraduate field experience students are often clustered in schools so faculty can check in frequently while they evaluate other candidates, present in-service programs, and counsel recent graduates. The practicum for school administrators is a minimum of 100 clock hours under the direction of a mentor and completed during employment. It

requires nine areas of knowledge and experience, with 25 hours in any one area. The intern is supervised by a full-time school administration faculty. The intern must submit a portfolio demonstrating the skills developed. The portfolio is also to include the individual's educational philosophy and a reflective journal. Students in the elementary and secondary mater's program usually use their own classrooms for any clinical experiences.

As reciprocity continues to bring larger numbers of out-of-state residents to the unit, class sizes are rising dramatically, especially in the graduate programs, but the candidates in those programs consistently praised the practical value of the instruction they received. Many undergraduate candidates volunteered that they chose this unit over several larger universities because of the practical approach, extensive field experiences, and involved professors.

B. Weaknesses Corrected Since the Previous Visit

Standard I.H (previous Il.A) *The unit lacks a systematic procedure for selecting sites for clinical and field experiences.*

A system for placement has been developed and implemented, and responsibility for placement has been assigned to a faculty member in each team.

C. Weaknesses Continued from the Previous Visit

None.

D. New Weaknesses

None.

Category II: Candidates in Professional Education

A. Observations

Requirements for admission to the Teacher Education Program include a 2.5 GPA; a grade of C or higher with positive recommendations in EDU H340 and the educational psychology block; completion of one speech and two English classes with an over, all average of 2.5 for the three classes; scores on the Pre-professional Skills Tests as follows: Mathematics 168 or 313 CB, Reading 169 or 315 CB, Writing 170 or 314 CB. For admission to the Special Education program students must meet the same requirements plus earn at least a B- and receive a positive recommendation after completing an introductory course.

Minimum requirements for admission to graduate studies includes holding a bachelor's degree and being eligible for a teaching certificate, a 2.5 course average on undergraduate

work, and a 3.0 average on all courses taken as a graduate student plus three letters of recommendation. Admission to the School Counseling graduate program requires passage of an in-house test and three letters of recommendation plus an undergraduate GPA of at least 2.75 and 12 credit hours in a pre-counseling core. The Administration Certificate Program requires 45 credit hours of graduate work including all prerequisite courses for admission.

The unit works with the Admissions Office to identify new candidates who meet unit requirements as they are admitted. Letters are written to these students from department faculty inviting them to consider education as a career. Members of the unit assist admissions office personnel in half, day programs in local high schools designed for secondary, school students interested in entering the field of education.

Based on 1990 Census Data, the Floyd and Clark County area in which the university is located has a minority population of 5.45%. In the fall of 1998 the states of Indiana and Kentucky forged a reciprocity agreement which allowed people residing in the nine counties in Indiana and three in the Louisville, Kentucky area to pay in-state tuition at all schools within that service area.

When the Jefferson County (Louisville, Kentucky) area is added to the service area of IUS, the potential to recruit minority candidates increases because that area has a minority population of 18%. In the fall of 1999, enrollment at the university rose by 5% to 6118, while the unit had an increase in 12% to 826. Data were unavailable indicating that the racial diversity of candidates had increased nor that the student body is racially diverse as related to the service area. The unit did not provide data for the current term regarding diversity of students within the unit. The data supplied applied to former terms. The following inforn1ation was submitted as a part of the 1999 AACTE/NCATE Institutional Data Report submitted October 1, 1999, concerning Fall 1998 enrollment:

Institutional Enrollment -- Undergraduate full-time 2738 and part-time 2500; graduate full-time 15 and part-time 556;

Professional Education Programs Enrollment (Figures for unit) - Undergraduate (12+ hr.) Full-time 359 and part-time 138; Graduate (8+hr.) full-time 15 and part-time 387

Characteristics of Full-time Students in Unit
Gender

Female Undergraduate	260	Graduate	12
Male Undergraduate	99	Graduate	3
Total	359		15

Racial/Ethnic Origin Reported

Black, Not Hispanic	Undergraduate	3	Graduate	0
Hispanic	Undergraduate	2	Graduate	0
White, Not Hispanic	Undergraduate	354	Graduate	15

Total   Undergraduate   359   Graduate   15

The university offers the Minority Teacher and Special Education Services Scholarship program, which is available through the State of Indiana, and other financial aid to attract minority students. The unit offers no additional scholarships to encourage minority candidates to enter the education program.

A Minority Recruitment plan was developed by the unit and approved in 1996. However, the Minority Committee, which monitored the plan, has not met since February 1998. No evidence was provided that indicated that the plan has been implemented, monitored, or revised since that time.

Students are assigned an advisor upon entering the undergraduate program. Benchmarks have been established and indicators identified where the progress of students is evaluated including OP A, portfolio, observations, and commitment to academic and professional work. Students who do not meet the criteria are advised to seek other programs, to repeat coursework, or do additional coursework. Work in undergraduate programs is assessed using the domains as described by Charlotte Danielson *(Enhancing Professional Practice:* A *Framework for Teaching.*

Association for Supervision and Curriculum Development, Alexandria, Virginia, 1996). At the graduate level advising differs based on programs. For example, students in Special Education, Counseling, and School Administration are assigned to a designated advisor in the program, and benchmarks are set to determine student progress. All other graduate students are assigned to faculty members in the program. Graduate programs are aligned with NBPTS and INT ASC standards.

Through classes and written information, students are made aware *of* requirements for exiting the education program. These requirements are completion *of* a portfolio, exit interview, successful completion *of* required coursework, and a satisfactory experience in student teaching.

B. Weaknesses Corrected Since the Previous Visit

None

C. Weaknesses Continued from the Previous Visit

Standard IIB (previous III.A) *The student body does not reflect racial diversity.*

The unit did not provide data for 1999 to demonstrate that the racially diversity of the student body has increased.

Standard IIB (previous III.A) *The unit does not have a comprehensive plan to recruit culturally and racially diverse candidates.*

Revised weakness. *The unit has a plan to recruit and admit racially diverse candidates; however, the plan has not been implemented, evaluated, or revised since February 1998.*

Although a Diversity Plan was written in 1996 the Diversity Committee has not met since February 1998. The unit did not provide minutes or other evidence *of* the work *of* the committee since early 1998, nor did the unit budget show items devoted to the work *of* the committee.

D. New Weaknesses

None.

Category III: Professional Education Faculty

A. Observations

The professional education faculty within the Division of Education is committed to the

delivery of programs to prepare students for their roles and responsibilities as educators within the southeastern area of Indiana as well as the north-central area of Kentucky.Demonstration of this commitment is visible in their teaching responsibilities, student advising and
professional service to the education community within the 12 county service area covering both southern Indiana and the Louisville, Kentucky, metropolitan area.

The professional education unit includes 63 faculty members, 20 full-time and 43 part-time (adjunct). Of the 20 full-time members, 18 have tenure-line positions within the ranks of full professor (11), associate professor (2) and assistant professor (5); and the two non-tenured
faculty members hold the ranks of visiting assistant professor and lecturer. Of the 63 faculty members, 95% (N=19) of the full-time faculty have doctoral degrees; and 14% (N=7) of the

43 part-time members have doctoral degrees. Remaining members of the unit (N= 36) have masters degrees or masters degrees plus 30 hours. The stability of the full-time faculty is evident in that two-thirds hold a tenured status and, once tenured, they usually do not leave the Division of Education until retirement.

The full-time faculty teaches about 66% of the graduate and undergraduate courses. The remainder are taught by adjunct faculty. Many adjunct faculty are mentored by full-time

faculty, and together they plan course objectives and activities. Many of such faculty who teach at the undergraduate and/or the graduate level have only a masters degree, and that degree was often obtained from Indiana University Southeast. In the area of supervision of field experiences, full-time faculty supervise about two-thirds of the student teachers within their respective discipline. Adjunct faculty members who serve in the capacity of university supervisors have teaching experiences at the various K-12 grade levels and subject matter areas.

There was limited evidence related to the unit's commitment to providing professional development for cooperating teachers. Other than orientation and social gatherings, noprofessional development activities were documented.

Tenure-track faculty members generate over 95 % of the scholarly activities. These faculty members participate in their professional organizations. Vitae of such faculty and other reports indicated that the faculty members (1) advise master students; (2) serve in leadership positions of national, state and local professional organizations within their discipline including committee chairs, members of committees, officers within organizations, etc.; and (3) serve in other school and community-related activities. In addition, vitae of tenure-track faculty and the examination of their published works revealed that a considerable number of faculty members have publication records of refereed and non-refereed publications, books, book chapters, monographs, and other reports. Additionally, external funding has been received to conduct research, disseminate knowledge, and respond to the teaching and education needs of the community (e.g., early childhood math, technology, brain research, Lillian Emery summer project). Approximately 18 adjuncts teach only at the undergraduate level; approximately the same number, only at the advanced level; and six, at both levels. Part-time faculty members teaching at the basic level demonstrated development activities and participation in the field that support their maintaining awareness of trends, issues, and problems in education. However, vitae of the part-time faculty who teach in advanced programs reveal very limited activity in the generation and dissemination of new knowledge that has been reviewed positively by peers in terms of publication, presentations at conferences and other meetings of professional and scholarly organizations, and other participation in professional organizations such as leadership of the scholarly work of such organizations.

There was little evidence (syllabi, examination of products, and interviews) among program areas to support the depth of the unit faculty knowledge base in the area of diversity (teaching and learning and cultural differences) and exceptionalities except in the special education and social foundation programs. Most faculty provided evidence of technology usage personally or within their respective class instruction.

The unit has a diversity plan that was developed in 1996 by the Division's Diversity Committee to recruit faculty of color. However, there was little evidence to support a conclusion that the goals and objectives of the plan have been annually evaluated. In fact, within the last year, there were no minutes of meetings, activities, etc. However, an examination of faculty searches indicated that faculty of color were included in the pool

of applicants but not hired. There was little evidence to demonstrate active, continual recruitment or hiring efforts on behalf of the unit. The Office of Equity and Diversity monitors the affirmative action guidelines as related to faculty searches, and evidence indicated that the pool of candidates was monitored through that office.

The make-up of the faculty does not reveal cultural diversity. The full-time faculty (N = 20) is 100 % European American, and part-time faculty is 95.3% (N=4l) European American.

African Americans (N=2) are 4.7% of the part-time adjunct faculty. The faculty (N=63) consists of 43 % males (N=27) and 57% females (N=36). There is one male and one female African American part-time faculty member. Among the faculty there is no representation of Asian, Native or Hispanic American groups.

The teaching loads for the unit full-time and part-time faculty meet the national standards. However, full-time faculty spend a considerable amount of time advising, supervising student teaching and practicum experiences, and carrying out other required professional service or research responsibilities while teaching day and evening classes within the commuter campus. There is extensive evidence that tenure-line faculty are available for graduate students. For example, many faculty members teach large sections (30-45 graduate students) to meet the needs of their students.

There is a professional development leave policy for faculty. Examination of vitae revealed that several full-time faculty members have participated in the professional development leave process. University committees are involved in the competitive selection process for faculty development leave. Although the professional travel for faculty is limited to one conference presentation per faculty, funds are provided to assist faculty with additional conference presentations. Funds are provided for faculty research. In addition, adjunct faculty can apply for internal funding for professional development activities.

All tenure-line faculty must participate in annual reviews, and such reviews are used for merit raises. Student evaluations are required components for tenure- and non-tenure-line faculty. The continuation of service by adjunct professors service is based overwhelmingly on student evaluations. Peer review is required for all tenure-track faculty seeking promotion and tenure.

B. Weaknesses Corrected Since the Previous Visit

None

C. Weaknesses Continued from the Previous Visit

Standard III.A (previous standard IV .C) *The unit does not provide cooperating teachers with*
systematic professional development in supervision beyond orientation

Other than orientation and social gatherings, no other professional development activities for cooperating teachers were documented.

Standard III. B (previous IV .A) *Full time faculty are not culturally diverse.*

Percentages regarding faculty make-up indicate a lack of representatives from diverse groups.

Standard III. B (previous IV .A) The *unit does not have a comprehensive plan* to *recruit, hire and retain a diverse faculty.*

The unit has a plan to recruit faculty members from diverse groups; however, there is no evidence of implementation or ongoing evaluation of the plan.

D. New Weaknesses

Standard III.A (Advanced) *Scholarly activities among part-time faculty with assignments* in *advanced programs are limited* in *areas of generation and dissemination of new knowledge and participation in professional organizations.*

Curriculum vitae of part-time faculty teaching in the advanced program demonstrated limited evidence of scholarly products and activities and leadership in professional organizations.

Category IV: The Unit for Professional Education

A. Observations

An extensive restructuring of the unit's governance structure implemented in 1997 created four faculty teams that relate directly to the four categories of the NCA TE Standards and retained the existing grade-level-related faculty teams. Each of the four teams is comprised of faculty members from the programs of the unit, and each is headed by a chair. The chairs form a coordination committee, the Quality Team Core Group, that also includes the dean of the division and oversees the activities of the division. This revision has produced an effective structure that enhances faculty involvement and responsibility for the on, going governance of the unit. The elementary and secondary faculty clusters, retained in the restructuring, are responsible for the academic programs for the preparation of teachers at those grade levels. A member of each team is designated as responsible for administration of the advising and field placement programs for the students in the program. This decentralization has facilitated more direct involvement of faculty and more direct access by students to the advising and field placement process. At the advanced level, including degree programs in Counselor Education and Educational Administration, faculty clusters are responsible for curriculum and related matters.

The dean of the division is the assigned half-time as the administrator of the unit and carries out his responsibilities through the Quality Team Core Group and the Division Council, both of which are comprised of faculty members with full, time teaching responsibilities and faculty members with reassigned time for duties such as field placement and advising. The administrative team advises the dean in regard to budget development and allocation, recruitment of faculty, faculty development and review, and curriculum development.

The unit has been allocated four additional faculty positions since 1995. In addition, the budget of the Division of Education has increased moderately each year since 1995. During the 1998, 99 academic year and summer school, however, over a third of the classes offered had as their instructors part, time faculty. In addition, courses offered as a part of master's degree programs, in many cases, are taught by part, time faculty who themselves have only master's degrees and whose resumes do not, in many cases, display scholarly productivity.

Beginning in 1994, the unit has maintained and frequently revised a long-range plan. The current plan has as its ending date 1999 and is currently under revision. As a part of the recent efforts to implement the existing plan, the unit has begun to reactivate advisory committees involving professionals from the field and students. Records of the meetings and activities of such committees were not available to the team.

The University and the unit make available to members of the faculty an extensive array of development opportunities; and the record of participation by faculty in the unit indicates that they have access to and take advantage of such opportunities. As a part of the intensive effort by the University and the unit to integrate state-of-the-art instructional technology into its programs and administration, development activities have emphasized increasing faculty expertise in the use of such technology for instruction as well as for developing student skills in its use. The unit has also placed considerable emphasis on the acquisition of and maintenance of state-of-the-art computer technology.

The University library collection is adequate for support of the unit's programs although the size of the staff is less than adequate to provide full support for faculty and students. The Curriculum Lab is housed on a top floor of the library and maintained by a staff member with other responsibilities. Its collection has been increased during the last three years by its designation by the State as a regional textbook repository. The Lab, therefore, receives each year copies of all the textbooks and related support materials proposed for that year's textbook adoption. These texts are held in a location available to the general public for that year and then integrated into the Lab. Despite this enhancement, elimination of some older materials, and purchase of new materials, the overall collection remains limited largely to these texts, a moderate collection of children's and young adult books that is also the Juvenile Collection for the full University Library, and a number of old kits. Its location also results in restricted availability of space for users.

The unit has received support from the University to enhance its computer use, both by

individual faculty members and in the form of the Educational Technology Lab housed in the building that also houses the Education faculty offices and classrooms. Program support by the unit is adequate for current staffing and enrollments; but, should the current increase in students continue, additional resources, including faculty positions and expanded facilities, should be necessary to maintain program quality.

B. Weaknesses Corrected Since the Previous Visit
None.

C. Weaknesses Continued from the Previous Visit

Standard IV.A *Use of part-time faculty* is *excessive*.

Revised weakness. *Excessive use of part-time faculty results* in *assignment of master's-level instructors with limited records of scholarship* to *the teaching of graduate courses*.

The number of classes taught in 1998~99 having as their instructors part-time faculty represented over a third of the classes offered, and courses offered as a part of graduate programs were frequently taught by part-time faculty members with master's degrees and lacking scholarly productivity.

 Standard IV.B Materials in the Curriculum Lab, especially trade books, are dated and in poor condition.

Revised weakness. *Materials in the Curriculum Lab are limited in number and breadth and, in some cases, dated. Space for users is also limited.*

The Curriculum Lab has been designated by the State as a regional textbook repository and, therefore, houses copies of texts and related materials under consideration for adoption. The collection has been weeded of some older materials. Nevertheless, the collection consists of a limited number of children's and young adult books and a number of dated kits and similar items housed in restricted space.

D. New Weaknesses

None.

PART III: INDIVIDUALS INTERVIEWED AND SOURCES OF EVIDENCE

DOCUMENTS REVIEWED

Conceptual Frameworks (Initial and Advanced)
Packet re: Conceptual Framework
Advisory Groups' Feedback to Danielson
Important Documents related to I.A.1
S. Ellen Jones Service Learning Program
Conceptual Framework Consideration Process
IUS Program Makes Math Fun
Indiana Sex Offenders Registry (plus another matter), Emerging Policy 1/96
First Meeting of the Green Team
Sample of Activities Relating to Category I
Danielson Knowledge Base
Syllabus Formats and Statements
NBC Standards With Corresponding INT ASC Principals
Implications of IPSB Decisions re: Exit tests for Education Graduates
Permission to Use Danielson's Model
Response to PPST Score Changes
Division of Education Assessment 1996~97
Report on Assessment Progress December, 1997
System Components: Special Education
Mission Statement IUS and IPSB
Materials Relating to Sharing Model
Clarification of Division Structure
Local Directors Look at State Standards
Documents Relating to Vetting the Model
Correlation of INTASC, NCATE, Danielson Framework
Supporting Documents related to I.A.1
Important Documents related to I.A.2
Decision and Assessment Points in the Counseling Program
Course Syllabi Requirements August 16, 1999
Portfolio Policy/Elementary Team, 12/98
Reminder of Implementation Data, INT ASC, December 1, 1998
Ideas for Design of Our Assessment
IEP Activity for Elementary Students Teachers
Field Experience Data Sheet
Helping an Adjunct Align Course Syllabus
Examining HPER Program
Course Goals Relationship to INT ASC Principals and IPSB Standards
Newsletter Notice of Stakeholders' Meeting

Educators Engaged in Growth Conceptual Framework (Old Framework)
Elementary Education Advisory Group, Fall, 1998
Danielson Survey Results (SEAG)

Graduate Studies Advisory Committee Adoption of NBPTS
Important Documents related to I.A.3
New Changes in Secondary Education February 23,1994
Clarification of Division Structure November 26, 1997
Preparing to Seek Stakeholder Input, 10/98
Assessment Plan 1996~97
Plan for the Development of a New Curriculum and Assessment System 1999~2000
Two Advisory Groups' Responses to Professional Practice of Educators Engaged in
Growth Model November, 1998
Standardized Test Data
Academic Performance Audit: Student Teachers, Spring 1999
Report on Portfolio Reviews and Follow-Up
Example of Feedback from Students 12198
Stakeholders Survey 4/29/94
Survey for IUS Students at Hanover 1995~96
Student's Suggestion
Program Survey for Employers and Community
Program Evaluation Survey
Survey of Graduate Students
Summer Availability of Courses Survey (1997)
Feedback to Instructor

Supporting Documents related to I.A.3

General Studies for Initial Teacher Preparation (Initial)

Important Documents related to I.B.1

Required General Studies Courses by Program

Citing CD~ ROM sources

Important Documents related to I.B.2

Arts and Sciences Survey Results (I.B)

Content Studies for Initial Teacher Preparation (Initial)

Examples of IU CARE

Important Documents related to I.C.1
Program of Study: Special Education
Program of Study: Elementary
Program of Study: Secondary
PPST: Elementary and Special Education Student Teachers, Spring, 1999
E105 for A3O4

Graduate Reporting Good Preparation at IUS
How Division of Education Students Meet the Campus Computer Literacy Requirement
Learning Content They Will Teach
Important Documents related to I.C.2

Course Syllabi Requirements
Technology Standards

Use of Guidelines and Standards

Specialty Organizations
Specialty Organization trends in Teaching Strategies
A Five Year Technology Plan
Important Documents related to 1.D.1
Professional Studies: Initial Programs
Meeting Responsibilities of the Profession
Supporting Documents related to 1.D.1
Important Documents related to 1.D.2
IEP Activity
Sequence of Pedagogical Studies
Syllabus M425
Galena Elementary School "Prof for a Day"
Secondary M310 Students Learn About Special Needs
Example of Connecting With Parents
Supporting Documents related to 1.D.2
Portfolio Guidelines
Important Documents related to I.E.1
Education Symposium Series

Important Documents related to I.E.2

Service Learning Fair
Secondary M310 Students Learn About Special Needs
Special Needs Activity for Student Teaching in Elementary Education
Practicum Log and Reflective Journal Education Platform Statement

Important Documents related to I.F.1

Correlation of INTASC, NCATE. NBPTS, Danielson Framework

Program Improvement Plan
Advanced Student Practice Grant Writing Skills

Checking Compatibility if NBPTS and Core Courses

Model Adoption
NBC Standards with Corresponding INTASC Principals
Indiana's 1995 Teacher of the Year
Core Course Competence for Teaching
Master's Degree Checksheet

Important Documents related to I.F.2

Use of Guidelines
Broadcasting Expectations for Using Standards

How Standards Are Incorporated in Administration Program

Master's in Counseling

Specialty Organization Trends in Teaching Strategies

Specialty Organizations

Important Documents related to I.F.3
Regional Honors
Floyd Teacher Vies for State Award
How to Facilitate the Teaching of Research
Core Course Competence for Teaching
Masters in Counseling
Best Friends: A Unit on Age Diversity
Supporting Documents related to I.F.3
Match Policy Cited for I.G and I.H

Important Documents related to I.G.1
Survey of Faculty's *Use* of Selected teaching Techniques and Tools
Suggestions for Your Consideration as We Implement the Division's Five-Year
Technology Plan
Authentic Assessment In Higher Education
Correspondence on Instructional Strategies
Important Documents related to I.G.2
Encouraging Problem Solving
What/So What Assignment
Master's in Counseling

Teaching Critical Thinking Skills

Problem Solving

Important Documents related to I.G.3
Syllabus H520
Syllabus M425
M310/M311/M301
E339 Methods of Teaching Language Arts, E340 Methods of Teaching Reading I
Info From Student Teachers in Elementary Classrooms
I Need Some Help!
Master's in Counseling

Supporting Documents related to I.G.3

Important Documents related to I.G.4

Professional Development

Brainstorming on Masters Applications

Using Student Focus Groups to Improve Instruction
Faculty Annual Review

Assessing Effectiveness

Basic Dossier

Multiple Option System of Course and Instructor Evaluation

Professors For A Day

Service Learning Project Completed during Elementary Social Studies Methods

Memo re: Service Learning

IEP Activity for Student Teachers

Match: Selecting Sites

Match Policy cited in I.G and I.H

Important Documents related to I.H.1

Orientation for Supervisor
Data on Diversity of Field Experiences
Field Sites Added Fall 1998

Spring 1999 Field Placement Schools

List of Cooperating Schools
Diversity of New Albany Schools
Guidelines I Used With Jefferson County to Select Sites for H340, P250/P255, and
Student Teaching
Secondary Placements
Note From Student
Model Kindergarten Field Placement Sites
Practicum Log A695

List of Cooperating Schools

Master's in Counseling

Counseling Program Field Placements

Supporting Documents related to I.H.1

Important Documents related to I.H.2
Post' Lesson Evaluation by the Student Teacher
Feedback Chart

Classroom Observation Record
Feedback to Student During Field Experience

Post-Lesson Evaluation Form Pre service Teachers

Feedback Advanced

Feedback Initial
Example of University Supervisor's Feedback
Supporting Documents related to I.H.2
Important Documents related to I.H.3
Incomplete
Policies and Procedures Undergraduate Kindergarten Endorsement
Graduate Kindergarten Endorsement Policies and Procedures
Judging Sufficiency of Field Experience
Important Documents related to I.I.1

H363 Personal Health and H160 First Aid

Collaboration Across Campus

Working Across Campus

IPBS: Campus and Community Roles

Important Documents related to I.I.2
An Agreement Between Indiana University and School Corporations
Student teacher Agreement

Memo re: Student Teacher Agreement

Important Documents related to I.I.3

File Folder of Off Campus Workshops

Teacher Researchers as Producers of Knowledge
Guidelines for Externally Proposed Graduate Courses
Advisory Groups 1999~2000

IUS Receives Teacher In-Service Grant

Master's in Counseling

IUS to Use Local Students for Study

Collaboration and Service to Indiana Public Schools

Community Service Activities

Service Learning Celebration

Using Research to Improve Schools

Distance Learning Schedules
Working With Stakeholders-Jefferson County Public Schools
1996 IUS Distance Education Showcase
Collaboration and Service to Indiana Public Education
Feedback From Stakeholders
Community Service Activities
Graduate Courses by Semester

Packet re: Course Credit Proposal

Supporting Documents related to I.I.3

Important Documents related to II.A.1
Application for Admission
Praxis Testing Information
Supporting Documents related to II.A.1
New Student Orientation Packet
Articulation for Courses Between IUS and JCC
Important Documents related to II.A.2
Education Division Faculty Involvement in Recruitment
Memo re: Participation in Fall Visitation Program
Letter to Marla Gunsallus
Academic Scholarship Awards
Paul Douglas Teacher Scholarship Brochure
Letter to Sharon Teipen
Faculty Advisors for Orientation 1999
Education Faculty Advisors
Memorandums re: WHAS Crusade Grants
Supporting Documents related to II.A.2
Important Documents related to II.A.3
Reply to Letter of Appeal
General Population Information
A Report to the President's Council on Minority Enhancement
Diversity Committee Binder

Important Documents related to II.B.1
Minorities in Teaching Brochure

Courier~Journal Article on Reciprocity

Interdepartmental Communication re: Lilly Grant Report

Minority Teacher and Special Education Services Scholarship

        Program Brochure and Flyer
Message re: Student Panel on Diversity

Letter to Kimberly Lewis

Affirmative Action Statistical Information

General Population Worksheet

Supporting Documents related to II.B.1
Assessment and Modification of Diversity Committee
Supporting Documents related to II.B.2
Undergraduate Matriculants
Enrollment by Ethnic Origin and Gender
Minority Enrollments

Official Enrollment Report

Southeast Persistence to the Second Year
Mentoring and Improving Campus Climate Detailed Yearly Budget
Important Documents related to II.B. 3
Mentoring Program Brochure
Mentors From Education Department in Mentoring Program
Multicultural Enhancement Mentoring Program Goals and Objectives
Memo re: Minority Mentoring Program Creation
Memo re: Minority Mentoring Program Participation
Message From Chancellor re: Student Mentoring Program
Reciprocity Audit Report 02/03/98

Supporting Documents related to II.B.3

Important Documents related to II.B.4

Narrative
IUS Minority Enrollment Percentages
Recruitment Activities
Multicultural Enhancement Office Programs
Supporting Documents related to II.B.4
IUCARE Packet
Professional Portfolio Guidelines Elementary Education Program
H340 Packet

Letter to Student re: Admissions Deficiencies

Important Documents related to II.C.1

Letter re: Transfer of Division of Education
A Plan to Develop and Review Unit Assessment System
Supporting Documents related to II.C.1

Supporting Documents related to II.C.2

Important Documents related to II.C.3

Appeal Process for Education Undergraduates
Example of Secondary Student teacher Evaluation
Monitoring Student Progress/Placement
Supporting Documents related to II.C.3
Important Documents related to II.C.4
Practicum Teacher Packet
Counseling Program Evaluation Packet
Portfolio Rubric
Example of Secondary Student Teaching Assignment
Interstate School Leaders Licensure Consortium
Counseling Program Field Placements
Packet of Program Brochures
Admissions Packets
Packet of Advising Sheets
Advising Manual
Kentucky Agreement Updates

Important Documents related to II.C.6

Letter to Tentative Graduate
Advising Structure for Elementary Education
Packet re: Exceptions to Coursework
Advising Note

Memorandum re: Attendance Reminder

Supporting Documents related to II.C.6

Important Documents related to II.D.l
Indiana Code Numbers and Minimum Scores for IUS PPST and NTE Tests
Report on Portfolio Reviews and Follow-Up
Video Critique Form

Draft of Rubric for the First Domain

Packet re: PPST and NTE Scores
Important Documents related to II.D.2

Tribune article: IUS has Proven Value in Business, Education

Career Placement Packet
PPST and NTE Data, 1993~98
Memo re: Portfolios
Testing Information

Supporting Documents related to II.D.2

Faculty Milestones

Faculty Syllabi Containing Technology

Sample Webpages for Division of Education

Sample Distance Education Class

Faculty Syllabi Containing Technology and Diversity

Faculty Workshops and Presentations Dealing With Cultural Differences and
Exceptionalities Advising Structure for Field Placements

Guidelines for Field Experience/Supervision Loads

15 hour Practicum

Field Experience Guidelines

Field Experience Request (Elementary)

Secondary Field Experience
Elementary Cooperating Teachers
Secondary Cooperating Teachers
Model Kindergarten Field Placement Sites
Counseling Field Placements
Practicum Mentor's Manual
Important Documents related to III.A.l
Who We Are--Where We Are Going
Sample Technology Workshops for Faculty
Syllabus Guideline

Orientation Sessions for Field Supervisors
Diversity Data for Field Placements

Sample Evaluations for Field Placements, Student Teaching, and Employers
Supporting Documents related to III.A.l

Publication at the Local, State, and National Level

Awards Information
Important Documents related to III.A.2
Supporting Documents related to III.A.2
Documented P-12 Involvement 1996-1999

Faculty Involvement in Local, State and National Organizations

Important Documents related to III.A.2

Samples of P-12 Involvement

Supporting Documents related to III.A.3

Faculty Travel

Searches Conducted

Strategies to Attract Diverse Candidates

Minority Candidates
Education Ads 1993-1999

Minority and Women Doctoral Directory

Ads Directed Toward Minority Candidates

Strategy for Wide Applicant Pool

Important Documents related to III.B.l

Sample Position Request Process

Office of Equity and Diversity

Supporting Documents related to III.B.l

Diversity Plan

Important Documents related to III.B.2

Sample Minutes form Division Diversity Committee

Mentors From Education Department in Mentoring Program

Packet re: Dr. P. Rudy Mattai

Diversity of Adjunct Faculty
Division of Education Reassigned Time/Research Time
Memo re: Reassigned Time
Packet re: Reassigned Time
Memo re: Reassigned Time

Sample of Division Review Committee
Important Documents related to III.C.1
Chart re: SEU
Sample Division review Committee Report
Supporting Documents related to III.C.1
Teaching/Program Coordination Loads File Folder
Important Papers related to III.C.2
Faculty Work Assignments and Activities
Fall 1998, Spring 1999 University Supervisors (Elementary)
Supporting Documents related to III.C.2
Travel/Mileage Policy
Important Documents related to III.D.1
Memo re: In and Out of State Travel
Out of State Travel Reimbursement Request
Supporting Documents related to III.D.1
Professional Development Retreats
Sample of Professional Development Offered by Faculty for Stakeholders
Sample Brown Bag Seminars
Toby Daniels Visit 1997
Valene Moye
Phil Metcalf
Professionalization of Teaching Force Through Reform of Teacher Licensing (Changing
State   Standards)
IL TE Campus Advisory Committee
IL TE Year End Report
Sample of Annual Reviews
Important Documents related to III.D.2

Memo re: Phi Delta Kappa
Diversity Within Promotion and Tenure
Supporting Documents related to III.D.2
Policy Guide

Sample Annual Reviews Process

Important Documents related to III.D.3

Sample
Supporting Documents related to III.D.3

Multi-Op Evaluation of Adjunct Faculty

Developments Important to Adjunct Faculty

 E-mail Address for Adjunct Faculty

Office Space for Adjuncts

Adjunct Orientation
Information Packet for Adjunct Faculty
Handbook for Adjunct Faculty

Important Documents related to 111.D.4

Sample Multi-op Evaluation Form

Sample Feedback Request from A608

Division Minutes Sent to Adjunct Faculty
Integrating Adjunct Faculty into the Academic Community
Memo re: Informal Sessions with Adjuncts
Supporting Documents related to 111.D.4

LRP/NCA TE Committees Organizational Structure
Education Division Organizational Structure for Policies (re: role of division council)
Important Documents related to IV.A.1
Plan to Develop and Review Unit Assessment Systems
Supporting Documents related to IV. A.
New Position Information

Important Documents related to IV.A.2
Indiana University Southeast Division of Education Criteria for Tenure and Promotion
Division of Education Review Committee Minutes 10/6/98

Guidelines for Submitting Documentation for Release Time Review

Contingency Plan For Enrollment Increases Elementary Team

Proposal for New Faculty Positions. 1999-2000

New Position in Educational technology

Ballot for Ranking of Proposed Positions

Assistant Professor of Education Faculty Opening

Indiana University Southeast Request for a New Academic Position

D.R.C. Timeline for Review of Release Time

Net Worth Report 12/24/98
Division of Education Statement of Account Balance 9/3/98 Through 4/1/99
Faculty989 Account List
Supporting Documents related to IV .A.2
Memorandum re: Replacement of Adjuncts
Adjunct Data

New Position Information
1997-98 Vacancy Report re: Assistant Professor of Education
Position: Assistant Professor of Literacy (job description)
Important Documents related to IV.A.3
Example of Faculty Loads

Examples of Committee Assignments

Division of Education Goals Progress Report

Supporting Documents related to IV.A.3

Important Documents related to IV.A.4

Education Division Organization Structure

Elementary Team Goals 1998-1999

January 1999 Revisions to Long Range Plan

Long Range Plan (March 1995)

Long Range Plan 1993-1998

Long Range Plan 1991-1996

Important Documents related to IV.A.5
Plan to Develop and Review Unit Assessment Systems
Memorandum re: Teacher Education Accountability
Supporting Documents related to IV.A.5
Education Division Organization Structure for Policy Decisions
Configuration of Advisory Groups
Advisory Groups' Information
Feedback/Structure of Groups
Correspondence
School Administration Advisory Committee
Graduate Studies Advisory Committee
Secondary Education Advisory Committee
Important Papers related to IV.A.6
Packet re: Policies and Governance (examples of input)
Supporting Papers related to IV.A.6
Important Papers related to IV.A.7
Appeal Process of Graduate Students in Education
Appeal Process of Undergraduates in Education
Recruitment and Selection of Academic Appointees-Full Time
Reaffirmation of Equal Employment Policy

Americans with Disabilities Act Employment Issues

Recruitment Form A

Affirmative Action Recruitment Considerations

Suggested Recruitment Sources
Indiana University Southeast Applicant Monitoring Form
Process for Routing Academic Bankruptcy Requests

Memo re: Family Educational Rights and Privacy Act

Supporting Documents related to IV.A.7

Overseas Travel Grant/Fund
Proposal for Professional Development

WHAS Crusade for Children Full Grant

Buddy System Project

IL TE Office Folder

Final Narrative Report: Methods Course for Vocational Education
Survey Results and Implementation of Brown Bag Seminars
Packet re: Special Project by Dr. Ryan
Packet re: Special Project by Dr. Adams
Important Documents related to IV.B.1

Division Professional Development File Folder
Internal Human Resources, Academic Affairs, Technology File Folder
Indiana Professional Standards Board File Folder
Miscellaneous File Folder

Grants (Internal) File Folder
Supporting Documents related to IV.B.1
New Computers for Education

Important Documents related to IV.B.2

Campus Technology Update-Fall 1999

Division of Education Faculty/Staff Offices Fall, 1999

Integrated Technology Committee Software Request Form

Request for Improvements to the lower level of Hillside Hall

Space Needs

Computer Upgrade article form the *Courier-Journal*

Supporting Documents related to IV.B.2

Important Documents related to IV.B.3

Five Year Technology Plan (Revised 1996)

Five Year Technology Plan 1995

CuLab/Library Purchases Beginning 1996

Supporting Documents related to IV.B.3

Acquisitions of Cu/Lab

Important Documents related to IV.B.4

Library Policy

Curriculum laboratory Collection description

Supporting Documents related to IV.B.4

Important Documents related to IV.B.5

Software Request Procedures

Minutes from Technology Meeting 10/2/96

Supporting Documents related to IV.B.5

Route Sheet for Extramural Support

Proposal for Professional Development

Important Documents related to IV.B.6

Library Information 1999

Letter re: IUS as a Public Textbook Review Site

Integrated Technology Report to the Campus

IUS Computer Services

Memorandum re: Internship in Multicultural Education

Instructional Equipment Replacement

Feedback to Computer Services
Memorandum re: Year 2000 Compliance
Tech Lab Resources
Lab Assistant Documentation
Contingency Plan (April, 1998)

Work Study Students Documentation

Important Papers related to IV.C.1
Memorandum re: 1999-2000 Budget Request
1999-2000 Budget Worksheet
Indiana University Departmental Workpapers (1994-1999)
Memorandum re: Budgetary Affairs Committee
Memorandum re: Monthly S &E Accounting
Draft of Campus Plan Revision
Packet of Thank You Letters
Memorandum re: Budgetary Affairs Committee Report/Feedback
Memorandum re: Request for Information: Professional Development Suggestions
Report form the APC
1998-99 S&E Allocations
Memorandum re: Quality Committee
Mission Statement
Statement of Accounts July 1, 1999-September 7, 1999
Supporting Documents related to IV.C.1
Important Documents related to IV .C.2

Departmental Workpapers (1994-1999)

Memorandum re: New Positions for Fall, 1999

Supporting Documents related to IV .C.2

Important Documents related to IV .C.3

Memorandum re: 1998-99 S&E Allocations

Memorandum re: New Read/Write CD and Student Work

Statement of Account Balance January 11, 1999

DeGraaf's Order for Computer Lab File Folder

Supporting Documents related to IV .C.3

PERSONS INTERVIEWED

University Administrators
F. C. Richardson, Chancellor
Gil Atnip, Vice Chancellor for Academic Affairs

College Administrators
 Steven Gilbert

Other College Administrators
Joseph Renwick, Dean, Natural Sciences
Samuel Sloss, Representative from Social Sciences
Dennis Kreps, Library
Joanna Goldstein, Dean of Humanities

Other
June Huggins, Office of Minority Enhancement
Jackie Love, Equity and Diversity Office

Academic Council
Sandra French
Marcia Segal, Associate Vice Chancellor for Academic Affairs and Dean for Research
Joe Renwick, Dean of Natural Sciences
Frances Livingston, Director of Library Services
Tom Prebys, Registrar

Quality Team

Susan Ridout

Guy Wall

Cathy Shea

Patti McNames

Education Faculty
Lee Morganett
Bill Jamski
Carolyn Babione

Susan Ridout
Cathy Shea

Frances Squires

John Moody

Kevin Bailey

Guy Wall

Patti McNames

Julie Saam

Program Coordinators
Kevin Sue Bailey (Secondary)

Jeanette Nunnelley (Elementary)

Patricia McNames (School Administration)

Cathy Shea (Special Education)
Carolyn Babione (Graduate Studies)
Teesue Fields (Counseling)

Graduate Studies Team
Carolyn Babione
Cathy Shea
Teesue Fields

Elementary/Special Education Team
Barbara Thompson
Susan Ridout
Walter Ryan
Cathy Shea
Jeanette Nunnelley
Jane Riehl
Carl deGraaf

Secondary Education Team
Bill Jamski
Lee Morganett

Kevin Sue Bailey
Julie Saam
Jean Hatfield
John Moody

School Administration Team
Patti McNames
Stanley Whitaker

Counselor Education Team
Rosemarie Smead
Teesue Fields

Adjunct Faculty
Douglas Chinn
John Marsh
Mark Sauer
Jeff Jones
Carolyn Diener
Myra W. Powell
Ann T. Stiller
Nan Hazel

Hilda Kendrick

Student Teachers
Denise Holdaway
Erin George
Adina Vogt
Stephanie Loughrey
Jean Ramsey
Stephanie Walton

Undergraduates
Rosanna Wills
Barbara Boehmler
Deanna Pendley
Karie A. Baird
Jennifer R. Wade
Cynthia A. Coomer
Shanna Wright
Shannon Gutterman
Jessica Edwards
Kerry Dages
Kem Stites
Dawn R. Compton

Aren Wheatley
Leslie Sincclair
Kelly Hunter
Roxanne Kemple

Student Organization Leaders
Gary Pope, Gamma Delta Chapter, Pi Lambda Theta
Carol G. Hudelson, Kappa Delta Pi
Deborah Keller, Kappa Delta Pi

Graduate Education Students
Maureen Biggs
Teresa Cross
Marcy Satkoski
Tara White
Pearl Murphy

Danelle Woodruff

Katie Myers

Recent Graduates
Kenna J. Randolph
Kerry N. Nelson

Patty Cunningham

Emily Wright Hatton

Walter Stephen Riggle

Vincent Ray

Heather Main
Kerri McLaughlin
Greg Cambron

Graduates
Joyce Zuckschwerdt
Derek Smith
Hilda Kendrick
Carol Woodling
Barbara Hobson
Toni Calhoun
Jo-Leigh Blakely

Shannon Martin-Doyle
Linda Boleware
Cathy Jackson
Karen Spencer
Jerry Timberlake
Ginger Shirley
Starla Brown
Marilyn LaMaster
Michael Raisor
Martin Quirk
Douglas William
Mike McCoy
Paul Gambert

Area School Administrators
Mark Black, South Central Jr/Sr High School, Elizabeth, IN
Tony Moore, Lillian Emery Elementary School, New Albany, IN
Mark Sellers, Buechel Metro High School, Louisville, KY
Sheryle Buck, Stuart Middle School, Louisville, KY
Michele Flanary, Floyds Knobs Elementary School, Floyds Knobs, IN
Janie Whaley, Floyd Central Jr. High School, Floyds Knobs, IN
Nanette DuPont, Cannelton Elementary School, Cannelton, IN
Mary Roberson, Perry Central Elementary School, Tell City, IN
Terry Weilbaker, Hazelwood Jr. High School, New Albany, IN

Cooperating Teachers
Michael Kaiser, Pine View Elementary School, New Albany, IN
Sam Gardner, Jeffersonville High School, Jeffersonville, IN

Carol Woodling, Greenacres Elementary School, Clarksville IN
Barbara Hobson, Thomas Jefferson Elementary School, Jeffersonville, IN
Hilda Kendrick, Wilson Elementary School, Jeffersonville, IN

Technology Meeting
Walter Ryan
Carl deGraaf
John Moody

School Site Visits

Hazelwood Junior High School

Janey Hall

Dale Richmer

Ron Hutchens

Kristen Boehnlein
W. Keith Hoffmeister
Glenn R. Linnert

PART IV: CORRECTIONS TO THE CONTINUING REPORT

None.