

Indiana State University

2006 - 2007 Academic Annual Report

College of Education

Vision Statement

[View/Modify Vision](#)

Below is your vision statement from previous years. Please take this opportunity to review it and if necessary update it.

Mission To prepare, promote, and advance educational and human service professionals for a diverse and ever-changing world. Vision Our College is a learning community where teaching and learning are enjoyable. Faculty and staff are constantly researching new methods and modeling the best pedagogical practices. A cooperative, supportive culture exists among the faculty within the College and across campus. Faculty members are chosen carefully and mentored well. We employ continuous improvement tools and philosophies on a daily basis, using data to make decisions and improve our instruction and processes in a timely manner. Students experience the genuine support they are getting from the faculty and staff, as it shows in their retention and achievement. We have excellent facilities for our work. The layout of our physical space is conducive to effective communication and enhances the work we do. We have appropriate technology to support the teaching, scholarship, and service enterprise. The sphere of influence of our learning community is growing. Our administrators, teachers, and human service professionals are recognized for their educational contributions, including outreach services to the children, individuals, and families as well as to schools and other agencies, meeting their needs and the needs of those whom they serve. Our faculty works collaboratively with schools and agencies to create rich, supportive, and healthy teaching and learning environments. Support for the mission is clear—the state wishes to increase its investment in what we do, alumni tell us how much they value their education, stakeholders and agencies seek our faculty for their expertise, granting agents seek us out, employers seek our graduates, increasing numbers of capable students desire an education with us, and we receive regional and national recognition for our achievements. With stable and consistent leadership, our objectives are clear and our work flexible and agile as we organize ways to be most effective, requesting and receiving the resources needed. We are dedicated to promoting social justice, embracing diversity, fostering a spirit of inquiry, and supporting a commitment to excellence for ourselves and our students. As one coherent organization, our collegial team recognizes and achieves the full potential of working together as we take pride in our work and feel fulfilled. Values Honesty We have integrity and are trustworthy, ethical, and fair. Collegiality We enjoy being a collaborative team in a positive environment that communicates well and works together for the greater good of all. Caring for Others We are compassionate and supportive of others. Responsibility We are dedicated, dependable, and hard working. Student Success We bring to bear scholarship, professionalism, respect, and high expectations for all students. Openness to Change We prize creativity and support continual improvement. Social Justice and Diversity We work to create environments that support and enable all members of our community to thrive.

Year in Review

[Accomplishments](#)

As you have heard, increasing public awareness of Indiana State University's accomplishments is crucial to building student enrollment, influencing policy makers, and developing a place of pre-eminence in the Midwest. What do you consider to be your department's accomplishments for the 2006-2007 year that will contribute to this effort?

[Please list in priority order and limit to no more than 8.]

1. Student contributions/recognitions: • A doctoral student was named President of the State of Indiana Nursing Board and published a 3 part series on the history of Nursing Education in Nursing Focus. • A doctoral graduate received best dissertation honors from the Midwest Nursing Research Society and will be published in the Western Journal of Nursing Research. • An undergraduate was recently awarded the Hines Memorial Medal. • Our graduates have recently been named the Indiana Counseling Association counselor of the year, Art Education Association of Indiana elementary art educator of the year, and Indiana Business Education Association outstanding classroom teacher. • Our principal preparation program had the most principals receiving administrator-of-the-year honors including Indiana's principal of the year. • More than 30 undergraduate and graduate students attended and presented at regional, national and international conferences. 2. Faculty contributions/recognitions: • Two national honors received • Home for the president elect of The Association for Childhood Education International • An invitation was extended to present at the prestigious ACE Women's Leadership Conference • An invitation was extended co-lead mentor training for new principal mentors in the state • Since July 07', 54 COE faculty have contributed 60 publications and 127 research contributions (Source: Digital Measures) 3. Pre-service elementary and secondary education teacher candidates contributed more than 135,000 hours of student teaching and early field experiences in support of the academic achievement of K-12 public school students. 4. Leadership for the Community Reads and Reading Corp programs include faculty, more than 50 ISU students, and several hundred K-12 students at the public library and 13 elementary schools resulting in 4800 hours of outreach and engagement. 5. Graduate students in clinical practice programs provided over 83,000 hours of supervised speech-language-pathology, school counseling, mental health counseling, counseling psychology, school psychology, counseling, and consultation services to local, regional, and national communities. Throughout Indiana, these services were provided in more than 25 school corporations (~100 different schools) and 65 agencies. 6. Pre-service principal and superintendent interns as well as higher education interns in 2- and 4-year institutions contributed 25,000 hours of direct outreach and engagement. 7. Initiated a Monthly Topical Series for the ISU and Terre Haute communities serving a total of 213 ISU faculty, staff, and students, local school personnel, and community members. 8. A 5-year Federal Teacher Quality Enhancement Grant that began in 2003. Now in the 4th year, several goals are well on the way to being accomplished: • Principal Leadership Institutes for PDS Principals • Aspiring Leaders training for VCSC partners • Extensive professional development summer workshops for PDS teachers, delivered by collaborative teams of faculty from COE, CAS, HHP, and K-12 partner schools. • Development of an online new teacher support system • Conversion of mentor teacher workshops to an online course for credit • Curriculum changes in elementary and secondary education pre-service programs • Enhanced use of extended clinical experiences for students • Development of goals, roles, activities, and structure for a Center of Pedagogy With the assistance of Project PRE program redesign has offered the following substantive revisions: • An enhanced clinical model offers increased opportunities for teacher candidates to actively engage in professional practice while receiving targeted and informed feedback and support. • Improved partnering with content faculty and public schools is providing critical insights into program revision and appraisal methods at both the university and public school sites. • Student teaching placements and supervision now reorganized through Education Student Services with opportunities for statewide student teaching placements.

Research and Scholarship

What is your assessment of accomplishments in the area of research and scholarship that is focused primarily on contributions to practice and discipline-based scholarship? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?

In the Department of Communication Disorders and Counseling, School, and Educational Psychology, 20 tenure-track department faculty members reported* a minimum of 23 scholarly publications (peer reviewed journal articles, book chapters, manuscripts, reports, etc.), 19 peer reviewed professional presentations in local, regional, national, and international venues, and 8 book, journal or web page reviews. It has been a productive year, especially when we consider our heavy undergraduate and graduate clinical practice supervisory responsibilities, our many large-section service course contributions, our professional service responsibilities within the college, and our faculty members' active participation in the retooling and team buildings efforts related to our realignment efforts. Our scholarly and research contributions, across the department, are reasonably balanced reflecting diversity in faculty members' expertise in various styles of scholarship and inquiry. Several faculty members, especially those most closely affiliated with our doctoral programs, have identified a desire/need to engage more consistently in disciplinary research but find that such endeavors do not fit well into the everyday life of the department given the heavy teaching and supervisory requirements of our applied practice programs and the very high service expectations (both internal and external to the university) associated with professional school programs. *Digital Measures is the data source. Note that faculty activity reports may not be complete for the first half of the 2007 calendar year given that the last required posting period was for calendar year 2006. Therefore, Digital Measures data is likely incomplete and under represents actual faculty activity for the 2006-2007 reporting period. In Department of Educational Leadership, Administration, and Foundations, the faculty had a number of research and scholarship related achievements this year, probably one of our strongest years in recent memory. A representative sample includes: Dr. Mary Howard-Hamilton and Dr. Kandace Hinton published a case book entitled, *Unleashing Supressed Voices on College Campuses*, that has great potential to be a wonderful teaching tool for graduate programs in higher education as well as for professional development purposes. Dr. Will Barratt has co-authored and field tested a new learning outcomes assessment tool called the University Learning Outcomes Assessment (UniLOA). This tool has already been adopted by a number of institutions for its use with a strong market envisioned for the future. Dr. Josh Powers published an article in the *Chronicle of Higher Education* in September that raised the consciousness level of collegiate administrators to the challenges associated with technology commercialization. Dr. Denise Collins published a thoughtful article on the professional lives of residence hall administrators in the *Journal of College and University Student Housing*. She also continues to serve on the editorial board of a major student affairs journal. Nearly all of the ELAF faculty have made numerous state, regional, and national paper presentations this year. Overall, we are quite satisfied with both the quantity and the quality of this output. However, we are concerned about the ability to find adequate time to do this work in light of growing service expectations (especially supervising dissertations) at the same time that our faculty size has grown smaller in recent years. Furthermore, there are moments when it feels like these achievements are not as highly valued as say, growing enrollments without additional resources to support that growth. In the Department of Curriculum, Instruction, and Media Technology, much of the scholarship activities within the department have been focused on our programs redesign. However, multiple publications crafted by departmental members have appeared in various print venues including: *Journal for Liberal Arts and Sciences*, *Ethnographic and Qualitative Research in Education*, *Proceedings of the Alliance for Excellence through Engagement and Experience*, and the *Handbook of Research on Instructional Systems and Technology*. Multiple presentations have been given at regional, national, and international conferences. Venues include: Association of Teacher Educators, American Association of Colleges of Teacher Education, NCA: Commission for Accreditation and School Improvement Advanced Ed (new NCA title), Indiana Computer Educator (ICE), Society for Information Technology and Teacher Education, Association for Educational Communications and Technology, Teaching and Learning with Technology (TLT), Educational Technology in China E-Learning Forum, and Educational Technology Conference of Jiangsu Higher

Education. Additionally, presentations have been given at Nanjing University, Shanghai Normal University, South China Normal University, and The Chinese University of Hong Kong. Multiple professional development presentations have been conducted in school districts in Indiana. Given our constraints with the heavy scholarship that must be applied to program redesign, we are satisfied with our contributions. Our satisfaction will increase as the redesigned programs are made fully operational and institutionalized so that research efforts can be focused into the efficacy of programs as well as into broader areas of investigation in teaching, learning, and the general concerns of the educational enterprise. In the Department of Elementary, Early, and Special Education, 19 faculty contributed 6 journal articles, 66 grant or sponsored research contributions (duplicate count), and 68 presentations. Seventeen other publications were also contributed. Data is provided by digital measures. We are satisfied with the increasing contributions from last academic year; however, the department needs to increase the "the scholarship of teaching" contributions since it closely aligns with our day-to-day professional practice.

Grants, Contracts & Off Campus Professional Service

What is your assessment of accomplishments in the area of grants, contracts, and off campus professional service? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?

Grants and Contracts: Official records show that from July 1, 2006 thru April 30, 2007, faculty and staff in the COE submitted 21 proposals for extramural funding for a total of \$7,013,670. For that same time period, the COE has received 15 awards for a total of \$3,439,625. These awards have generated \$141,364 in F&A for the university. Specific amounts, project directors, and specific departments are listed on OSP website. Awarded in May and so not included in the above total is a Teachers for a New Era Numeracy & Quantitative Literacy Project for \$9,970. This is a collaborative project with the CAS. For the current reporting period, the COE has received \$791,726 in annual and major gifts. This is a 30% increase in annual giving and 13% increase in major gifts compared to the last year's reporting period. Individual and corporate sponsorships supported 5 major continuing education activities and recognition events serving approximately 900 stakeholders (Example: We hosted in collaboration with Admissions, Financial Aid, and the Indiana Secondary Market, the second annual Counselor Day on Campus with keynote speaker, Kathy Stevens, co-author of *The Minds of Boys: Saving Our Sons from Falling Behind in School and Life*. Free continuing education credits were provided and graduate credit was available.) Faculty have been very active in securing internal funding for significant projects to enhance instruction, research, and service. Kathryn L. Bauserman was selected as a 2006-07 Promising Scholar and received funding for a significant project: "The Reading Resort: Studying the Impact of Targeted Instruction on the Literacy Skills of Struggling Readers." Four faculty have been selected as 2007-2008 Promising Scholars and received funding for their projects: Hema Ganapathy-Coleman, "At the Interface of Beliefs, Resources, and School Networks: Family Perspectives on Educational Outcomes." Vicki Hammen, "Voice Problems in Beginning Teachers: a Multi-Dimensional Approach." Christine MacDonald and Bridget Roberts-Pittman, "ISU Student Experiences of Bullying." Six faculty members, Feng-Qi Lai, Hema Ganapathy-Coleman, Debra Leggett, Christine MacDonald, Linda Sperry and Karen Liu, have received internal grants from the Instructional Technology Mini-Grant program or the Integrating Innovation in Instruction Grant program. Both programs are sponsored by CIRT. During this academic year, four faculty have been awarded international travel grants: Fen-Qi Lai, China; Karen Liu, Thailand; Joshua Powers, Europe and UK; Kathryn Bauserman, Australia. Counseling area programs have secured \$80,000 in external contract funding to support 8 doctoral students in community-based clinical practice assistantships. Professional Service Every academic department, center, and office within the COE has had multiple individuals engaged in off campus professional service. Examples of this include involvement at the state level on key committees and advisories such as the Civil Rights Commission (Hema Ganapathy-Coleman and

Brad Balch), Indiana School Boards Association (Robert Boyd), NCATE SPA report reader (Diana Quatroche), IDOE Division of Exceptional Learners (Jim Jacobs and Leah Nellis), IDOE Division of Professional Standards (Judy Sheese) Faculty in CIMT, EESE, and ELAF work with schools in professional development activities and collaborative inquiry projects, serve on school improvement teams, work as partners in grants with schools and school districts statewide, and provide hundreds of presentations and consultancies each year at the local, state, regional, national, and international levels. Faculty in CDCSEP provide leadership as officers and board or committee members for local, regional, and national professional organizations (e.g., Indiana Counseling Association, Indiana School Psychology Association, American Speech Language and Hearing Association [ASHA], Indiana Speech-Language Hearing Association, Association for Women in Psychology, American Psychological Association, Compas II, Indiana Civil Rights Commission, International Dyslexia Society), serve on editorial boards of professional journals, and provide consultation and program evaluation services. Faculty members are also involved in community settings as External Program Evaluators (one example this year includes L. Sperry's work with the Parke-Vermillion Even Start Program in Family Literacy). School Psychology faculty members have completed the necessary documentation for the Porter School Psychology Center to be part of the Vigo County Family Connections/Community Mapping Project. This project is designed to provide a comprehensive web-based listing of services and providers for children within Vigo County The COE has done particularly well in all areas, but there is always room for improvement. In particular, we have developed an incentive program to encourage more faculty to seek extramural funding to support teaching, research, and service interests. As faculty retire or leave the institution, we lose the experienced grantwriters and the connections they have developed over the years with major funders. We are at a place now where we must rebuild those connections over time and build the capacity of new faculty and staff to be productive in seeking outside funding.

Teaching

We would like to highlight innovative approaches to teaching. Has your department developed any pedagogies or practices you'd like to share with us? Please describe briefly.

In the Department of Communication Disorders and Counseling, School, and Educational Psychology service courses are provided in a variety of delivery modalities (traditional, online, hybrid, IPTV) to serve the needs of a growing body of students. Faculty members continue to integrate technology applications (e.g., BlackBoard, Breeze) into their on-campus, distance, and hybrid course delivery efforts. The possible application of digital video technology and real-time online video tracking as aids to clinical supervision are being explored. Hybrid master's programs in school psychology and speech-language pathology (SLP) have been offered, with the assistance of external grants, to meet the statewide need for professionals in these areas. Students taking advantage of these programs are typically employed full-time in various locations throughout the state. The SLP program will terminate this year – program faculty are insufficient in number to sustain the hybrid graduate program as well as the existing on-campus graduate and undergraduate programs. School Psychology program faculty plan to revise the hybrid program in their area, based on previous experience with the TAPS program, and hope to recruit students for admission into the revised program beginning in 2008. Faculty members in the School Counseling and Mental Health Counseling programs continue to assess the potential advantages and challenges associated with web-based technology and digital video technology as aids to providing live clinical supervision to counselors-in-training at sites distant from campus. The Department of Curriculum, Instruction, and Media Technology's pedagogical practice is steeped in experiential learning and efforts at program redesign are increasing this already significant emphasis. At the undergraduate level, we are moving to a more intensive, field-based clinical practice for teacher candidates prior to student teaching. To carve out the time for such in the curriculum, we are working closely with our content and public school colleagues to design targeted learning experiences that immerse the teacher candidate in

practice while simultaneously reflecting on theory-practice connections to guide and enhance refinements to practice. Action research conducted by the teacher candidates supplies the data upon which reflection and decisions for subsequent practice are considered. The triad of faculty involved in overseeing the clinical practice – departmental, content, and public school – team together to support, assess and provide feedback to enhance the professional growth of teacher candidates. At the graduate level, our faculty embraces experiential learning as a central feature of our programs. Whether the format is a face-to-face or online class, students learn by doing as they investigate topics, conduct research, and cooperatively construct knowledge through projects and critical dialogue. Moreover, students are encouraged to, and do, share the results of their investigations in professional conferences at the local, state and national level. The Department of Educational Leadership, Administration and Foundations' faculty are incorporating the following innovative approaches to their teaching: Dr.'s Howard-Hamilton and Barratt have perfected linking educational leaders and scholars in the field into their classes via interactive television, a cost-effective and pedagogically sound way of bringing particular course content alive (e.g., having the author of a book or a major educational leader speak to their work live). Dr. Collins has created a capstone experience to the SAHE program in which both distance and on-campus students present an original piece of work to their peers in a mock academic conference format. Rather than tell students about college environment theory, Dr. Charlie Potts (an adjunct) had his students experience college environments by having his class meet at a different campus location every week that was salient to the course content for the day. Dr. Powers had his doctoral students turn a class project into a piece of original scholarship that they presented as part of our annual informational broadcast to the state on the higher ed and SAHE programs which were followed-up by a symposium proposal to a national conference. Dr. Howard-Hamilton had her students play a board game called the Game of Oppression as a way of teaching on the issue of diversity and racism in her student development course. She also had her students attend the presidential inaugural at Rose-Hulman as a means of reflecting on the symbolic importance of leadership. Dr. Gruenert linked his research methods course to his human relations course the next semester to seamlessly allow the doctoral students to make good movement forward on their dissertation proposals. Using a problem-based approach to issue development, students have made good progress on their studies thanks to his innovation. The Department of Elementary, Early and Special Education faculty have been leaders in the laptop initiative. In addition, most faculty have now received new laptops through the second round of laptops. All faculty are using Livetext to assess and record undergraduate student mastery of content, developmental and INTASC standards. Many faculty receive internal technology grants in order to further enhance their teaching through technology. The departmental Reading Corp has supported pre-service teachers as they learn additional assessment and instructional methods related to reading instruction. The SMART program has enabled pre-service teachers to engage in additional experiences related to effective math methods.

Course Scheduling/Enrollment Management

How is the department making sure that students are able to get the classes they need to graduate in a timely manner?

For the College, this has never been an issue within the undergraduate teacher education program. The EESE programs are cohort-based. The secondary education and all-grade programs are examining a cohort-based system through Project PRE. In addition, CIMT clearly communicates with the content areas to ensure that the teaching methods and content methods courses are offered in ways that minimize conflicts for students, faculty, and our partners in the field. At the graduate levels, programs have a greater issue with course scheduling. Most of our graduate programs do operate on a cohort basis making the scheduling of required, departmental courses no problem and few electives exist in our graduate program. In the past year, we have asked departments that offer service courses for our graduate programs to plan out a three-year rotation of the courses identifying

when they will be offered and in what format (i.e. face-to-face, web, hybrid, IPTV, etc.) so that advisors and students can plan appropriately. Beginning Fall 2007, these rotation schedules will be placed on the web. Those graduate programs that are not cohort-based and operate with rolling admissions are also creating three-year plans for how and when their courses will be offered to provide for appropriate planning. In the past, students have not been delayed in completion by a course that is not offered; however, faculty have borne the brunt of the issue by delivering required courses as independent studies to students. The goal of the rotational schedules is to provide better information to advisors and students, but also eliminate the low-enrolled sections that exist but are not carried as part of faculty load. Additionally, as part of our Unit Assessment System (continual improvement model for accreditation), we have added several measures to ensure that our unit is operating effectively. One is at the graduate level to receive a report from programs on the attrition rate of graduate students from first semester of matriculation to second semester. Second, we require that all licensure programs submit the percentage of signed programs of study that have been completed on matriculating students by the end of the first semester. These are used as indicators of program advising and enrollment management.

Outreach

What are the outreach opportunities for your discipline? (non-traditional modes of delivery and timing, etc)

Pre-service elementary and secondary education teacher candidates contributed more than 135,000 hours of student teaching and early field experiences in support of the academic achievement of K-12 public school students. Leadership for the Community Reads and Reading Corp. programs include faculty, more than 50 ISU students, and several hundred K-12 students at the public library and 13 elementary schools resulting in 4800 hours of outreach and engagement coordinated and supported by EESE. Graduate students in clinical practice programs provided over 83,000 hours of supervised speech-language-pathology, school counseling, mental health counseling, counseling psychology, school psychology, counseling, and consultation services to local, regional, and national communities. Throughout Indiana, these services were provided in more than 25 school corporations (~100 different schools) and 65 agencies. The Center for Mathematics Education organized an advisory committee of 12 and recently received its first supporting gift. The Center initiated the Smart Program – a math tutoring program that includes 12 pre-service teachers who tutored 50 children at local PDS sites. Pre-service principal and superintendent interns as well as higher education interns in 2- and 4-year institutions contributed 25,000 hours of direct outreach and engagement. Indiana NCA provided 1,431 educators with 28 workshops and conferences in 2006-07. External Review Chairs conducted 391 on-site Peer Review Team and Documentation Visits in 2006-07. Indiana school corporations engaged in District Accreditation increased 69% in 2006-07 with 27 additional districts pursuing this accreditation. More than 1,000 Indiana schools are involved in NCA accreditation. 154 Indiana educators will train to become Quality Assurance Review team chairs this spring/summer and will serve as voluntary external peer reviewers. Through Project PRE, a Federally-funded Teacher Quality Enhancement grant, the COE has provided Principal Leadership Institutes for PDS principals, Aspiring Leaders training for our PDS partners, extensive professional development summer workshops for PDS teachers, and developed an online new teacher support system. Many faculty and staff in the COE have collaborated with other units on campus and our school partners to design and deliver these and other opportunities. The Blumberg Center continues to provide professional development and technical assistance to educators, service providers, stakeholders, and family members supporting individuals with disabilities across the state of Indiana. During the 2006-2007 year, Blumberg Center's outreach activities reached a total of 1,342 individuals. A group of local school district personnel, family members, community agency representations, and ISU faculty and students have joined together to form an advisory group to guide the Center's outreach efforts in the local community. The Advisory

Group will identify needs in the local community and provide direction for the Blumberg Center's future activities. The Blumberg Center continued the monthly topical series with presentations on current educational issues such as response to intervention, the Individuals with Disabilities Education Act of 2004, and reading instruction. A total of 213 ISU faculty, staff, and students, local school personnel, and community members have attended the events. The Blumberg Center received the Indiana Governor's Planning Council for People with Disabilities Community Spirit award for a series of disability awareness activities offered in collaboration with Cunningham Memorial Library and Delta Sigma Omicron during March Disability Awareness Month. Faculty members and staff are continuously engaged in outreach as a function of our membership in the Professional Development Schools Partnership. Given our clinical work, work with schools in professional development activities, as partners in grants, as external evaluators in multiple school-based grants, and in collaborative inquiry, outreach is a way of life. Our outreach is also enhanced by our distance courses and programs. For instance, the School Library Media courses associated with the non-degree, post-licensure program (currently being formalized in the curriculum approval process) serves students around the world. Our Transition to Teaching program, which is distance-based, reaches mid-career changers across the state. The approval of discipline area workshop courses (e.g., Course 500W) that can be associated with conference or other professional development activities provides an alternate route for practicing professionals to receive official university credit for conference/workshop attendance in conjunction with an identified course assignment. Several School Counselors took advantage of this opportunity during the 2007 Counselor On-Campus Day. During summer 2007, an online course on Resiliency in the Schools is being offered for School Counselors and other school personnel who need to earn university credit for license renewal. Such opportunities provide a service for school personnel. With the assistance of grants from the IDOE Division of Exceptional Learners, CDCSEP faculty have been involved in providing a master's and an educational specialist's program in a hybrid format to meet the needs of employed school personnel who wish to achieve licensure as speech-language pathologists or school psychologists. Department faculty members have decided to terminate the SLP program due to insufficient full-time faculty to adequately deliver the program while maintaining quality campus-based undergraduate and graduate SLP programs. School Psychology faculty members are currently developing a proposal to revitalize an improved hybrid Ed.S. program to assist with the shortage of licensed school psychologists in the state. Possibilities are also being explored with school psychology faculty at Valparaiso University to develop a collaborative relationship, possibly involving hybrid or distance programming, between their Ed.S. and our Ph.D. programs. Every department within the COE offers a number of courses and programs in non-traditional formats, including web-based, podcasts, IPTV, and other innovative formats. Courses are delivered off campus when requested to meet the needs of students, schools and agencies that we work with. As an example, the Educational Psychology area offers a number of courses in non-traditional format on a regular basis (e.g., EPSY 221, 302, 612, 620, 621). A number of course sections (EPSY 621 & 612) are offered in the summer in a 10-week format, both in class and online, to better meet students needs. When programs request that a course be offered in an alternative format, we work with the area to be responsive to student needs. For more detail regarding outreach, please see department reports.

Assessment

Please share your stated student learning outcomes.

While each program has adopted it's own set of student learning outcomes as tied to their learned societies or state and national standards, the College of Education (moreover, the educator preparation unit) has a conceptual framework under which all the programs learning outcomes fall. The Conceptual Framework guides the learning outcomes not only for students, but also frames unit operations and faculty work as well. Becoming a Complete Professional - Educator as an

Expert/Mediator of Learning - Educator as a Person - Educator as a Member of Community. The word complete in the title acknowledges that, to be truly successful, an educator must be effective in all three of these areas. Similarly, the word becoming is included in the title because a new graduate of one of the University's educator preparation programs is not yet a complete professional as a teacher, counselor, school psychologist, speech language pathologist, principal, or superintendent. Each has only developed a solid foundation for becoming such a professional in the chosen role. The component "Educator as Expert or Mediator of Learning" deals with an educator's professional skill as a mediator of students' learning and/or of the progress individuals make in achieving their potential. The component "Educator as Person" represents the traits and dispositions that make a successful educator justifiably respected and emulated by students. The component "Educator as Member of Communities" reflects the necessity of contributing to the various communities of which educators, as professionals, are members. To be proficient, an educator cannot simply be skillful as a mediator of learning or simply be respected and emulated by students or simply be a contributing member of relevant communities. Instead, a truly successful educator must at the same time be a competent expert or mediator of learning, a person committed to social justice and viewed as worthy of respect and even emulation by students, and a contributing member of the communities in which educators are expected to function.

Strategic Initiatives

Community Engagement I

Please summarize your faculty's efforts in community engagement this year.

Overall in the College of Education, graduate students in clinical practice programs provided over 83,000 hours of supervised speech-language-pathology, school counseling, mental health counseling, counseling psychology, school psychology, counseling, and consultation services to local, regional, and national communities. Throughout Indiana, these services were provided in more than 25 school corporations (~100 different schools) and 65 agencies. Pre-service elementary and secondary education teacher candidates contributed more than 135,000 hours of student teaching and early field experiences in support of the academic achievement of K-12 public school students. Pre-service principal and superintendent interns as well as higher education interns in 2- and 4-year institutions contributed 25,000 hours of direct outreach and engagement. The Blumberg Center initiated a Monthly Topical Series for the ISU and Terre Haute communities serving a total of 213 ISU faculty, staff, and students, local school personnel, and community members. Indiana NCA provided 1,431 educators with 28 workshops and conferences in 2006-07. External Review Chairs conducted 391 on-site Peer Review Team and Documentation Visits in 2006-07. Indiana school corporations engaged in District Accreditation increased 69% in 2006-07 with 27 additional districts pursuing this accreditation. More than 1,000 Indiana schools are involved in NCA accreditation. 154 Indiana educators will train to become Quality Assurance Review team chairs this spring/summer and will serve as voluntary external peer reviewers. The nature of the Department of Communication Disorders and Counseling, School, and Educational Psychology's clinically based undergraduate and graduate programs in speech-language pathology and our graduate programs in the human services areas of school psychology, counseling psychology, mental health counseling, school counseling, and counselor education requires that our faculty members develop and maintain close working relationships with community partners in school, agency, hospital, college, and correctional settings. All of our students participate in community-based clinical practice placements which provide not only community engagement but high-level supervised experiential learning that provides much needed services to members of the Wabash Valley, Indiana, and national communities. During the 2006-2007 academic year, undergraduate and graduate students in clinical practice programs provided over 83,000 hours of faculty supervised speech-language-pathology, school counseling, mental health counseling, counseling psychology, school psychology,

counseling, and consultation services to our local, regional, and national communities. Services were provided in our campus-based clinics (the Rowe Center for Communicative Disorders, the Porter School Psychology Clinic, and the Counseling Clinic) and, through cooperative training relationships, in a number of schools, clinics, hospitals, correctional, and community service agencies. In the immediate Wabash Valley area and across Indiana, these services were provided in more than 25 school corporations (~100 different schools) and 65 agencies. Those settings include but are not limited to Vigo and Clay county schools, Indianapolis Public Schools, local and regional hospitals, PDS Schools, Covered Bridge Special Education District Services, Gibault School, Hamilton Center, Hyte Center, 14th and Chestnut Center, RHIT, SMWC, Ivy Tech, and state correctional facilities. Faculty members are also engaged with doctoral students on a number of dissertation research projects that are conducted in a variety of community settings in collaboration with staff members in those settings. Many of the projects are located in schools and are designed to address questions specifically raised by practicing educators. Examples of those projects include topics such as the following: Response to Intervention approaches as predictors of children's success on No Child Left Behind assessments; effectiveness of different reading interventions for student with Autism Spectrum Disorder; effectiveness of discrete trial learning for nonverbal communication techniques for students with severe Autism Spectrum Disorder; effectiveness of teaching preschool teachers to manage behaviorally challenged students; effectiveness of teaching self-monitoring techniques to students with Attention Deficit Hyperactivity Disorder; program evaluation of a therapeutic play-based preschool program for students with emotional difficulties. Faculty members are also involved in community settings as External Program Evaluators (one example this year includes L. Sperry's work with the Parke-Vermillion Even Start Program in Family Literacy). School Psychology faculty members have completed the necessary documentation for the Porter School Psychology Center to be part of the Vigo County Family Connections/Community Mapping Project. This project is designed to provide a comprehensive web-based listing of services and providers for children within Vigo County. The School Psychology faculty plans to begin a Center for Autism Assessment and Treatment, as part of the Porter Center activities, during fall 2007 given the rapidly growing need for this service in our community. The Department of Curriculum, Instruction, and Media Technology is continuously engaged in the community as a function of our membership in the Professional Development Schools Partnership. Our engagement activities include clinical work, work with schools in professional development activities, as partners in grants, as external evaluators in multiple school-based grants, and in collaborative inquiry. There are a number of ways the Department of Educational Leadership, Administration and Foundations is engaged in community engagement. Here is a representative sample: Faculty have made 100's, possibly into the 1000's of presentations and consultancies this year at the local, state, regional, national, and international levels. These range from presentations to civic or association groups, to schools, school systems, school boards, and school associations, to consortia of groups seeking guidance and input on a variety of K-12 or higher education related matters. We have a developing partnership with the Kingdom of Morocco for the preparation of higher education leaders in their country; Dr. Kandace Hinton actively serves the greater Evansville community with her music program for African American youth. The Department of Elementary, Early and Special Education is involved in community engagement through extension of learning and presentations. Extension of learning takes place through the Reading Corps and the SMART program. The Reading Corps provides tutoring in reading to area children at the public library and the SMART program provides an after school math tutoring program to children at DeVaney school. Faculty provide expertise to local schools through their role as PDS liaisons. This can take many forms: instruction in using technology, assistance in grant writing, and professional development. Other examples of partnerships include: Bridging for Effective School Transition—Vigo, Clay and Parke school corporations Writing through the Arts—IPS, VCSC, Art Department, and EESE collaboration Thinking Through the Text—IPS, VCSC, and EESE collaboration.

Experiential Learning

What is your vision for experiential learning in your department?

In the Department of Communication Disorders and Counseling, School, and Educational Psychology supervised experiential learning will remain a stable aspect of our human services preparation programs. These opportunities allow students in our programs and classes to “experience their future” “more from day one” in hands-on real-life service provision settings. Supervised clinical practice with actual clients is a cornerstone requirement in all of our human service professional practice programs - the culmination of which is eligibility for state or national licensure. In the Department of Curriculum, Instruction, and Media Technology experiential learning was, is and will continue to be central to our programs through clinical work and research in professional settings. The Department of Educational Leadership, Administration and Foundations' departmental vision is to be the premier program in the preparation of working professionals for administrative leadership in elementary, secondary, and post-secondary education. We achieve this vision, in part, via having our students actively engaged in field experiences and work as part of their studies. The Department of Elementary, Early and Special Education is committed to providing experiential learning for all students in its programs. Teacher candidates in all undergraduate programs engage in early field experiences beginning with 100 level classes and they continue to have intensive field experiences throughout the program culminating with student teaching. The Department of Elementary, Early and Special Education has been working to provide a professional semester prior to student teaching to provide more experiential learning for our candidates, and ensure their success as student teachers.

Fundraising Activities

What steps have you taken to support fundraising activities in your department? How can your efforts be supported?

Individual and corporate sponsorships supported 5 major continuing education activities and recognition events serving approximately 900 stakeholders (Example: We hosted in collaboration with Admissions, Financial Aid, and the Indiana Secondary Market, the second annual Counselor Day on Campus with keynote speaker, Kathy Stevens, co-author of *The Minds of Boys: Saving Our Sons from Falling Behind in School and Life*. Free continuing education credits were provided and graduate credit was available.) For the current reporting period, the COE has received \$791,726 in annual and major gifts. This is a 30% increase in annual giving and a 13% increase in major gifts compared to the last year's reporting period. Annual gifts to date total 532 compared to 369 this time last year (a 44% increase). Nearly \$2 million in cash gifts and commitments from donors for the comprehensive campaign have been given since January 2006. Total donors (i.e., 610) for this period have increased by 26% from last year's reporting period. All department chairpersons and several faculty members have been directly involved in at least one development project.

Quality

Quality

Please provide 1-2 suggestions to increase the ability of your department or the University to meet the criteria above.

In the Department of Communication Disorders and Counseling, School, and Educational Psychology retention of faculty is important to excellence in each of the programs in the department. Faculty turnover is damaging to the ongoing efforts of the unit. An investment that addresses the current realities of salary compression would be wise. •Support a tenure-track hire in the Educational Psychology area for a faculty member with expertise in multicultural education.

- Support a tenure-track hire in the Counseling Psychology area to maintain appropriate student:faculty ratios in that program. This would replace a late resignation during 2006-2007.
- Support hiring doctoral-level faculty with expertise in public school speech-language pathology to insure quality of the undergraduate and graduate academic and clinic programs in the Communication Disorders area.
- Graduate faculty resignations received from licensed clinical faculty members late in the academic year create significant challenges in covering classes and supervisory assignments. Prompt notification of PPT funds associated with these lost positions would be appreciated.
- Provide information on graduate assistantship/fee waiver funding to programs much earlier so that the resources can contribute to recruitment efforts. Receiving the information in March is very late in the recruitment cycle for our nationally competitive master's and doctoral programs and has contributed to the loss of top applicants.
- Additional funding for graduate student recruitment activities.
- Provide additional assistance, guidance, communication, and personnel support to address NCATE accreditation issues (e.g., documentation, unit assessment coordination).
- Examine service expectations (e.g., size and number of governance committees given overall decrease in the size of tenure-track faculty since the initial formation of those committees).
- Identify ways to consistently and equitably recognize significant on- and off-campus service as part of faculty members' load. The Department of Curriculum, Instruction, and Media Technology's teacher education programs' redesign, as described in various portions of this report, will continue to enhance the work that is recognized by our designation as a program of national distinction. In a like manner, the redesign work underway for our master's programs and the Ph.D. program will enhance our standing. Encouraging further development of community engagement initiatives within the Ph.D. program promises to not only widen the experiential component of that program, but will also enhance important cultural and intellectual interchanges between our international students and the community. As to suggestions to increase the ability of the department, our prime need is for additional faculty and support staff. While the Department of Educational Leadership, Administration, and Foundations in general is healthy, faculty morale is suffering from the lack of wage increases. This is becoming a singularly important problem and one that may lead to the loss of some faculty, particularly our faculty of color who are being strongly recruited elsewhere. Recognition of dissertation loads as part of teaching load would be extremely helpful to ELAF. It is so high in our department (some are carrying a dozen or more dissertations) that it really is a challenging load to carry well. We have been reluctant to reduce our admissions, though, since we feel that will hinder our reputation in the field (so many get their previous degrees with us). However, without some relief in this arena, we may be forced to do so despite the harm that does to the university from an enrollments perspective. The Department of Elementary, Early and Special Education stated that additional dollars to support travel and professional development would be helpful as well as equity in faculty salaries to retain quality faculty.

Feedback

This section is to allow you to share your ideas for enhancing enrollment, dealing with budget and other challenges facing the university community.

The Department of Communication Disorders and Counseling, School, and Educational Psychology stated there have been recent efforts to enhance entry-level faculty salaries, the salaries of faculty members hired in the COE prior to this year have been low and contribute to compression. Adjustments to those salaries for our dedicated and productive pre-tenure faculty would be appropriate and likely decrease the likelihood of losing these individuals to more lucrative positions elsewhere. Increasingly faculty members are asked to take on responsibilities in "middle management" positions within the university as center, project, or larger realigned department directors/chairs. When this happens, the faculty members' instructional or supervisory responsibilities within the department are often shifted to others in the department. A careful analysis of instructional and supervisory needs in an area is recommended to insure that programs

receive or maintain the resources they need to deliver their programs when one of their members is identified to provide leadership within the university. Assistantship support for graduate students permits our students to participate in and contribute to the important instructional, supervisory, and research work of faculty. These opportunities are critical to mentoring and developing future members of the professoriate. Our assistantships must be competitive with other universities, be sufficient in number to support many deserving students, and be announced in sufficient time to assist with recruitment. The efforts of the Admissions office in undergraduate recruitment have been more visible this year. The Department of Curriculum, Instruction, and Media Technology had a single instance offered as summary for a condition on this campus that needs immediate and serious consideration. A call was fielded on the Friday before graduation from a more-than-frustrated student looking for some guidance as to courses to take for renewing a license. The individual had been, on more than this instance, bounced around campus via phone forwards, trying to find an answer to what classes could be taken that would qualify her for renewing her license. Though she was pleased that our department had taken the time to talk her through various options, and given her information needed for registration, she still felt that the multiple times she had called without resolution contributed to her sense of this being "the worst experience" she had ever had with a university. In this day when colleges are aggressively catering to students to win their loyalty, we cannot afford for this mode of operation to continue. Granted, we are all trying to do "more with less" but, though we appear to be more efficient on paper, it is the lived experience of our students that will win loyalty and enhance enrollment. Clearly, efficiency did not translate from paper to a positive experience for this student. Therefore, it is strongly suggested that primary consideration be given to devoting resources to enhance the student-centeredness of this campus. Faculty and staff being stretched too thinly is a key issue; the stress level is palpable when one calls most any office on campus. Beyond that, there is need to educate faculty and staff campus-wide on services and contact protocol for the variety of services a student might require. The Department of Educational Leadership, Administration and Foundations would like to see more incentives created for faculty entrepreneurial activity. For example: Rather than fund the summer with a flat amount to a college, instead create incentives to add more classes knowing that if less than 8 enroll, it will get cancelled anyway. Consider paying faculty based on a percentage of enrollments (or at least some supplemental pay portion) as a way to stimulate their interest in trolling for students. Eliminate or raise the maximum outside income that a faculty member can earn as a percentage of their salary. Why should ISU faculty be prevented from doing extra teaching or consultancy work in comparison to colleagues at other institutions simply because our ISU salaries are lower? Greater incentives for faculty (especially graduate faculty) to get involved in UNDERGRADUATE recruitment. For example, each college could have faculty "marshals" that corral colleagues to participate in recruiting phone-athons, etc.