

Indiana State University

2004 - 2005 Academic Annual Report

Department of Elementary and Early Childhood Education

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 5-10 top accomplishments for the 2004-2005 year that will help contribute to this effort?

The Department of Elementary, Early, and Special Education identified the following accomplishments for 2004-2005: 1. This year the EESE department welcomed three new faculty members into the unit. These new faculty members have been an excellent addition to the department. Dr. Bauserman, Dr. Burden, and Dr. Cutter have been actively engaged in teaching, research and service. 2. This year the EESE department secured \$367,346 in grant funding. 3. Faculty in the EESE department are active participant in the laptop initiative. Ten faculty members received laptops with docking stations. Faculty value the use of this technology for enhancing their teaching and other work. 4. The AmeriCorp Reading Project is meeting the growing demand for literacy tutoring in Vigo County. The project serves elementary students at both the Vigo County Library and the Vigo County School Corporation. 5. The Professional Development School partnership continues to be a successful initiative for the faculty in the department. Departmental faculty serve as liaisons to the various PDS sites, and also utilize these sites for practicum and student teaching experiences. 6. The EESE department has active student organizations. The Student Council for Exceptional children provides a link to the special needs population in Vigo County. This organizations sponsors events that benefit the special needs population and provides informational programs for interested faculty and pre-service teachers. The Indiana Student Education Association sponsors programs and speakers, and is also active at the state level. Kappa Delta Pi provides leadership and information for pre-service teachers, and sponsors programs and speakers. 7. Eleven faculty members and one support staff member participated in the Diversity Summit organized by the COE. 8. Faculty have been actively engaged in the recruitment of students. Faculty and support staff participated in Dial-a-Student, Tele Student, and events at Ivy Tech and Vincennes. In addition, faculty meet with prospective students on a continuing basis. The department sends all students that express an interest in our programs personal letters as a follow up.

Research and Scholarship

What is your assessment of accomplishments in the area of research and 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?

The Elementary, Early, and Special Education faculty have been very productive in the area of research and scholarship. Faculty have published twenty-three articles, edited one book, and engaged in forty-nine conference presentations. Given that faculty are heavily engaged in Professional Development School work and also engaged in Project PRE, along with teaching and service, their accomplishments in this area are to be commended.

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?

In the area of grants the Department of Elementary, Early and Special Education obtained \$367,346 in funding from internal and external sources. A total of thirteen (13) grants were submitted and eleven (11) grants were funded. Of this funding, \$339,631 was from external sources such as Indiana Reading Corp, US Department of Education, and Indiana Council for Higher Education. Internal funding, totaling \$27,715, was obtained through international travel grants, experiential and liberal learning grants, and PT3 grants. This is an area where the department has been doing well.

Best Practices

Describe the progress your unit has made thus far. Were you able to take these steps? What steps or goals have been particularly difficult to achieve and why? What practices, actions, initiatives are you doing that could be considered eminent?

Technology: Faculty have been leaders in the laptop initiative. Over half of the faculty have received laptops and are using them to enhance their teaching. One student teacher has provided workshops for classroom teachers in the building where she is student teaching. In addition, one faculty member has taught a technology class for undergraduates at a PDS site. The undergraduates enrolled in the class then take what they have learned into the classrooms and help the teachers implement technology. All faculty are using Livetext to assess and record student mastery of standards. Collaboration: The department has worked to align the math methods class and the math content from Arts and Sciences. This has been a successful collaboration which has resulted in the plans for a Math Center. At this point one technology course is taught at a PDS site. The math methods class is partially taught on site.

Student Credit Hours

What did you learn? What steps will you take during 2004-05 to meet your department's student credit hour target by fall 2005?

I have learned the importance of student credit hour generation. In terms of the Department of Elementary, Early and Special Education, we have been meeting the departments student credit hour targets for undergraduate and graduate courses. Each semester we look at the number of students enrolled in courses in the blocks and plan subsequent sections accordingly to ensure that we do not have low enrolled classes. However, a balance must be achieved in the block classes to ensure that the enrollment numbers are not so large that students cannot be adequately supervised while engaged in practicums. These practicums are a strength of our programs and ensure that graduates of our teacher preparation programs have had multiple classroom experiences before their culminating student teaching semester.

Budget

Identify and describe any collaborative efforts that have been undertaken by your department with other academic or administrative units to maximize resources to meet departmental goals. Please also consider collaborative opportunities with external partners.

The departments of CIMT, ELAF, and EPSY have all cooperated with the EESE department to provide the distance courses necessary for the DART cohort of graduate students based in Spencer, Indiana. In addition, EESE faculty have taught several courses for the CIMT department.

Outreach

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

The Department of Elementary, Early and Special Education currently offers ten distance and/or web-based courses for undergraduate and graduate students in the early childhood and special education programs. In addition, during the 2004-05 academic year the DART program leading to a masters degree in literacy, has been delivered off-campus to a cohort of fifteen graduate students in Spencer, Indiana. During the 2005-06 academic year, the department will make efforts to recruit another cohort of students for the DART program.

Assessment

For each program in the department, provide one or two examples of how the program is using assessment and evaluation (student outcomes, program review, and/or accreditation) to enhance student learning and program strength this year.

Elementary Education, Early Childhood Education, and Special Education 1.October 4, 2004: Determined that the program evaluation questionnaire distributed to graduates was not specific enough, since elementary was not listed as an area. Voted to “clean up” questionnaire to more accurately reflect the programs in the department. This in turn will answer the question of where we need to better prepare students. 2.October 18, 2004: Decided that faculty would record dispositions for each student each semester on a “short” form. In the event of an unsatisfactory area, a long form would be completed on the unsatisfactory area only. This data will be recorded in the departmental unit assessment data base each semester. 3.December 3, 2004: Departmental retreat for each program to share assessment plans. Mapped major assessments for each course, and ensured that all sections are using a similar rubric. 4.February 27, 2005: Voted to include a diversity statement in each syllabus beginning summer 2005. Teacher candidates will be required to sign a Commitment to Dispositions form upon entrance into the program.

Strategic Initiatives

Development Activities

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

The Department of Elementary, Early and Special Education continues to seek scholarships to support undergraduate and graduate students. Scholarship winners are celebrated with an Honors Day program. The department will continue to work collaboratively with the COE development officer for the enhancement of programs.

Experiential Learning

Please provide examples of experiential learning in which your department was engaged in 2004-2005.

The Department of Elementary, Early, and Special Education is committed to providing experiential learning for the students in its programs. Teacher candidates engage in early field experiences beginning with 100 level classes and continue to have field experiences through the student teaching experience. Students visit and teach in area Professional Development School sites and apply what they have learned in the classroom.

Future Goals

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The University is highlighting experiential learning, community engagement, and eminent programs as aspects of our campus that will attract students and resources. How is your department planning to contribute to these strategic initiatives in ways that will help ISU be recognized as a Pre-eminent University?

The Department of Elementary, Early and Special Education will continue to support the initiatives of experiential learning, community engagement, and eminent programs. The department will continue to work collaboratively with other units on campus and the community to promote these initiatives.