



College of Education

Title II Institutional Report

**Submitted to the State of Indiana
April 7, 2009**

APPENDIX C
Institutional Survey
For Use in Preparing the Institutional Report

Office of Postsecondary Education
U.S. Department of Education

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2007-2008

Institution name: Purdue University
Respondent name and title: Teresa J. Espino Oakes, Assistant Dean
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Section 207 of Title II of the Higher Education Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. The first Secretarial report is due April 7, 2002. Annual state reports to the Secretary are first due on October 7, 2001. Data from institutions with teacher preparation programs are due to states annually, beginning April 7, 2001, for use by states in preparing annual report cards to the Secretary.

Paperwork Burden Statement


This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date: 6/30/2009). The time required for institutions to complete this information collection is estimated to average 69 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 7115, Washington, DC 20006.

Note: The procedures for developing the information required for these tables are explained in the *Higher Education Act, Title II: Reporting Reference and User Manual*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the manual.

Section I. Pass rates.


Please provide the information in the attached Institutional Report Tables C1, C2, C1a and C2a on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state. This information will be provided to your institution by the state or the testing company.

Table C1: Single-Assessment Institution Level Pass-Rate Data: Regular Teacher Preparation Program, 2007-2008

		HEA - Title II 2007-2008 Academic Year					
Institution Name	PURDUE UNIV WEST LAFAYETTE						
Institution Code	1631						
State	Indiana						
Number of Program Completers Submitted	394						
Number of Program Completers found, matched, and used in passing rate Calculations¹	390						
<i>March 13, 2009</i>							
					Statewide		
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Basic Skills							
PPST READING	710	46	45	98%	667	660	99%
PPST WRITING	720	43	43	100%	689	688	100%
PPST MATHEMATICS	730	42	42	100%	672	666	99%
COMPUTERIZED PPST READING	5710	326	326	100%	2756	2751	100%
COMPUTERIZED PPST WRITING	5720	322	322	100%	2713	2705	100%
COMPUTERIZED PPST MATHEMATICS	5730	327	326	100%	2744	2739	100%
Professional Knowledge							
PRE-KINDERGARTEN EDUCATION	530	12	12	100%	23	23	100%
Academic Content Areas							
ELEM ED CURR INSTRUC ASSESSMENT	011	153	151	99%	1758	1722	98%
EARLY CHILDHOOD EDUCATION	020				39	39	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	26	26	100%	266	265	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				12	11	92%
MATHEMATICS: CONTENT KNOWLEDGE	061	31	31	100%	175	167	95%
MIDDLE SCHOOL MATHEMATICS	069				24	23	96%


¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled “Number Taking Assessment” since a completer can take more than one assessment.

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<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Type of Assessment</i>	<i>Assessment Code Number</i>
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	37	37	100%	298	296	99%
MIDDLE SCHOOL SOCIAL STUDIES	089				23	22	96%
PHYSICAL ED: CONTENT KNOWLEDGE	091	23	23	100%	150	148	99%
BUSINESS EDUCATION	100				28	28	100%
MUSIC CONTENT KNOWLEDGE	113				127	127	100%
ART CONTENT KNOWLEDGE	133	18	18	100%	110	109	99%
FRENCH CONTENT KNOWLEDGE	173	2			10	10	100%
GERMAN CONTENT KNOWLEDGE	181				4		
SPANISH CONTENT KNOWLEDGE	191	8			69	67	97%
BIOLOGY CONTENT KNOWLEDGE	235	6			57	57	100%
CHEMISTRY CONTENT KNOWLEDGE	245	5			30	30	100%
PHYSICS CONTENT KNOWLEDGE	265	3			14	13	93%
READING SPECIALIST	300	153	153	100%	1919	1919	100%
MIDDLE SCHOOL SCIENCE	439				13	13	100%
EARTH SCIENCE CONTENT KNOWLEDGE	571	3			19	19	100%


¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled “Number Taking Assessment” since a completer can take more than one assessment.

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<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Type of Assessment</i>	<i>Assessment Code Number</i>
Other Content Areas							
TECHNOLOGY EDUCATION	050	15	15	100%	31	31	100%
FAMILY AND CONSUMER SCIENCES	120	10	10	100%	15	15	100%
LIBRARY MEDIA SPECIALIST	310				7		
HEALTH EDUCATION	550	18	18	100%	59	59	100%
Teaching Special Populations							
INTRO TO THE TEACHING OF READING	200				2		
EDUC. EXCEPTIONAL STUDENTS: CK	353	24	24	100%	220	220	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542	24	24	100%	223	223	100%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

Table C2: Aggregate and Summary Institution-Level Pass-Rate Data: Regular Teacher Preparation Program 2007-2008

		HEA - Title II 2007-2008 Academic Year				
Institution Name	PURDUE UNIV WEST LAFAYETTE					
Institution Code	1631					
State	Indiana					
Number of Program Completers Submitted	394					
Number of Program Completers found, matched, and used in passing rate Calculations¹	390					
				<i>March 13, 2009</i>		
				Statewide		
Type of Assessment²	Number Taking Assessment³	Number Passing Assessment⁴	Institutional Pass Rate	Number Taking Assessment³	Number Passing Assessment⁴	Statewide Pass Rate
Aggregate - Basic Skills	374	372	99%	3451	3428	99%
Aggregate - Professional Knowledge	12	12	100%	23	23	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	468	466	100%	4455	4399	99%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	43	43	100%	112	112	100%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	24	24	100%	226	226	100%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	390	388	99%	3611	3562	99%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.


² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.


⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total passrate.

Table C1a: Single-Assessment Institution Level Pass-Rate Data: Regular Teacher Preparation Program, 2004-2005

		HEA - Title II 2004-2005 Academic Year					
Institution Name	PURDUE UNIV WEST LAFAYETTE						
Institution Code	1631						
State	Indiana						
Number of Program Completers Submitted	461						
Number of Program Completers found, matched, and used in passing rate Calculations¹	449						
					<i>November 11, 2008</i>		
<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	Statewide		
					<i>Number Taking Assessment</i>	<i>Type of Assessment</i>	<i>Assessment Code Number</i>
Basic Skills							
PPST READING	710	123	120	98%	1306	1289	99%
CBT READING	711	14	14	100%	350	343	98%
PPST WRITING	720	127	124	98%	1351	1341	99%
CBT WRITING	721	14	14	100%	355	350	99%
PPST MATHEMATICS	730	131	129	98%	1328	1318	99%
CBT MATHEMATICS	731	12	12	100%	343	333	97%
COMPUTERIZED PPST READING	5710	307	306	100%	2458	2444	99%
COMPUTERIZED PPST WRITING	5720	300	299	100%	2394	2388	100%
COMPUTERIZED PPST MATHEMATICS	5730	299	297	99%	2432	2422	100%
Professional Knowledge							
PRE-KINDERGARTEN EDUCATION	530	11	11	100%	17	17	100%
Academic Content Areas							
EDUCATION IN THE ELEMENTARY SCHOOL	010				1		
ELEM ED CURR INSTRUC ASSESSMENT	011	195	192	98%	2324	2283	98%
EARLY CHILDHOOD EDUCATION	020				58	58	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	41	41	100%	328	328	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				10	10	100%
MATHEMATICS: CONTENT KNOWLEDGE	061	25	25	100%	166	165	99%
MIDDLE SCHOOL MATHEMATICS	069				21	21	100%


¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

Table C1a: Single-Assessment Institution Level Pass-Rate Data: Regular Teacher Preparation Program, 2004-2005

		HEA - Title II 2004-2005 Academic Year					
Institution Name	PURDUE UNIV WEST LAFAYETTE						
Institution Code	1631						
State	Indiana						
Number of Program Completers Submitted	461						
Number of Program Completers found, matched, and used in passing rate Calculations¹	449						
					<i>November 11, 2008</i>		
<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	Statewide		
					<i>Number Taking Assessment</i>	<i>Type of Assessment</i>	<i>Assessment Code Number</i>
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	32	32	100%	408	406	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				16	14	88%
PHYSICAL EDUCATION	090				1		
PHYSICAL ED: CONTENT KNOWLEDGE	091	28	26	93%	198	192	97%
BUSINESS EDUCATION	100				31	31	100%
MUSIC EDUCATION	110				1		
MUSIC CONTENT KNOWLEDGE	113				93	93	100%
ART CONTENT KNOWLEDGE	133	20	20	100%	94	94	100%
FRENCH CONTENT KNOWLEDGE	173	2			10	10	100%
GERMAN	180				1		
GERMAN CONTENT KNOWLEDGE	181				3		
SPANISH CONTENT KNOWLEDGE	191	7			59	57	97%
SPANISH PRODUCTIVE LANGUAGE SKILLS	192	2			18	10	56%
BIOLOGY CONTENT KNOWLEDGE	235	4			87	83	95%
CHEMISTRY CONTENT KNOWLEDGE	245	3			35	34	97%
PHYSICS CONTENT KNOWLEDGE	265	1			8		
READING SPECIALIST	300	192	192	100%	2365	2364	100%
GENERAL SCIENCE	430				5		
MIDDLE SCHOOL SCIENCE	439				8		
EARTH SCIENCE CONTENT KNOWLEDGE	571	4			18	18	100%


¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

Table C1a: Single-Assessment Institution Level Pass-Rate Data: Regular Teacher Preparation Program, 2004-2005

		HEA - Title II 2004-2005 Academic Year					
Institution Name	PURDUE UNIV WEST LAFAYETTE						
Institution Code	1631						
State	Indiana						
Number of Program Completers Submitted	461						
Number of Program Completers found, matched, and used in passing rate Calculations¹	449						
					<i>November 11, 2008</i>		
					Statewide		
<i>Type of Assessment</i>	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Type of Assessment	Assessment Code Number
Other Content Areas							
TECHNOLOGY EDUCATION	050	26	25	96%	42	41	98%
FAMILY AND CONSUMER SCIENCES	120	16	16	100%	32	32	100%
SPEECH COMMUNICATION	220				13	13	100%
LIBRARY MEDIA SPECIALIST	310				8		
HEALTH EDUCATION	550	15	15	100%	45	45	100%
Teaching Special Populations							
SE STUDENTS W/MENTAL RETARDATION	321	2			17	16	94%
SE KNOWLEDGE-BASED CORE PRINCIPLES	351	6			84	84	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353	3			126	126	100%
SE BEHAVIORAL/EMOTIONAL	371	1			9		
SE LEARNING DISABILITIES	381	6			100	100	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542	1			49	49	100%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

Table C2: Aggregate and Summary Institution-Level Pass-Rate Data: Regular Teacher Preparation Program 2004-2005

		HEA - Title II 2004-2005 Academic Year				
Institution Name	PURDUE UNIV WEST LAFAYETTE					
Institution Code	1631					
State	Indiana					
Number of Program Completers Submitted	461					
Number of Program Completers found, matched, and used in passing rate Calculations¹	449					
				<i>November 11, 2008</i>		
				Statewide		
Type of Assessment²	Number Taking Assessment³	Number Passing Assessment⁴	Institutional Pass Rate	Number Taking Assessment³	Number Passing Assessment⁴	Statewide Pass Rate
Aggregate - Basic Skills	444	435	98%	4147	4085	99%
Aggregate - Professional Knowledge	11	11	100%	17	17	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	362	356	98%	4075	4008	98%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	57	56	98%	140	139	99%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	11	11	100%	235	234	100%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	449	437	97%	4331	4224	98%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total passrate.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2009, the relevant information is for those completing program requirements in academic year 2007-2008. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See manual pages 5 and 6.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Section II. Program information.

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2007-2008, including all areas of specialization.

1. Total number of students enrolled during 2007-2008: 1,715

(B) Information about supervised student teaching:

Note: Discrepancy in the program completer data and student teaching placements for 2007-08 may be due to one or more of the following reasons: 1) some candidates completed student teaching prior to coursework completion and thus were placed in student teaching, but did not complete the program within the specified date range of this report; 2) some candidates began student teaching, but received an incomplete and were subsequently placed again the following semester; and/or 3) some candidates were required to complete two student teaching placements to fulfill more than one program area requirement.

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2007-2008? 448

3. Please provide the numbers of supervising faculty who were:

7 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

9 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

71 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2007-2008:
87

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.):
6:1
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 35 hours. The total number of weeks of supervised student teaching required is 8-16. The total number of hours required is 280-560 hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?
X Yes No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? Yes X No

NOTE: See appendix A of the manual for the legislative language referring to "low-performing" programs.

Section III. Contextual information (optional).

Program Information Mission. Purdue University is a public, land grant university established in 1869. Throughout its history, Purdue has been dedicated to the mission and spirit of land grant universities through the conduct of significant outreach to the citizens of Indiana and beyond. In addition, Purdue is committed to the discovery and dissemination of knowledge, a mission reflected not only in its land grant status but also its status as a research extensive institution. With over 39,000 students on the West Lafayette campus alone, the university's mission also is heavily oriented toward teaching and learning. Established in 1908, the Department of Education was part of the School of Humanities, Social Sciences, and Education from 1963 to 1989. In 1989 Purdue's Board of Trustees created the School of Education (SOE) and the School of Liberal Arts. Effective January 2005, the SOE became the College of Education (COE).

The College of Education provides leadership through exemplary teaching, research that develops and refines theory and improves practice, and engagement with schools and communities. The College is

dedicated to the development of educational professionals who are intellectual leaders; who are prepared to participate in professional, social, and technological change; who are committed to lifelong learning and continuing professional development through inquiry and reflection on practice; who bring a multicultural perspective to their professional practice; and who exercise the responsibilities of citizenship in a global society that is interconnected and interdependent.

Demographic Characteristics. Purdue University is one of the 25 largest universities in the nation, with approximately 70,000 students on four campuses and at 10 Statewide Technology locations. Purdue has been coeducational since one year after its founding. On the West Lafayette campus, total headcount enrollment for Fall 2007 was 39,102 with a profile consisting of 58.1% men and 41.9% women. Purdue has one of the largest international student populations among public institutions, with students enrolled from 124 countries.

In the Fall 2007, there were 2,125 students enrolled in teacher education programs at Purdue. The COE has three majors: elementary education, social studies education, and special education (mainly full-time students of traditional college age). An important responsibility of the COE is to provide the professional core courses for secondary majors across campus, as well as some service courses for those majoring in early childhood education in the College of Consumer and Family Sciences. Secondary students major in the disciplines they will teach and receive bachelor's degrees from the academic colleges that house their disciplinary majors (i.e., College of Agriculture, College of Consumer and Family Sciences, College of Liberal Arts, College of Science, and College of Technology). This model, characterized by strong collaborative preparation both in content and in pedagogy, is valued highly throughout Purdue and by employers in the teaching field.

Of all undergraduate students in professional education, 69.2% were female and 30.8% were male. Of this group, 94.1% were white and 5.9% were minority. For graduates in professional education programs on the West Lafayette campus, 67.1% were female and 32.9% were male. Of those graduate students, approximately 68.2% were white, 14.7% were minority and 17.1% international.

Type of Institution. Purdue University is a Gatekeeper Institution whereby all state-mandated tests are required prior to admission to the teacher education program (Praxis I) and prior to student teaching (Praxis II). Criteria for program completion consist of the following admission and retention requirements:

- Complete the state-approved program with required courses and credit hours;
- Maintain an overall grade point average (GPA) ranging from 2.5-3.0/4.0 for a specific program;
- Maintain a professional education GPA 3.0/4.0 with no grade lower than a "C" and no Incomplete ("I") for any professional education course;
- Maintain a GPA in the teaching major/content areas ranging from 2.5-2.8/4.0 for a specific program;
- Pass, prior to formal admission to the program, Praxis I: Pre-Professional Skills Test (PPST) or Computerized PPST with the following scores required by the State of Indiana: Reading 176 or above, Writing 172 or above, and Mathematics 175 or above;
- Pass Praxis II: Subject Assessments/Specialty Area Tests with scores required by the State of Indiana. Praxis II must be successfully passed prior to student teaching;
- Complete student teaching with a grade of "C" or above; and
- Complete the requirements for a degree or already hold a degree, i.e., post-baccalaureate candidates.

Program Characteristics. The configuration of teacher education across Purdue includes **undergraduate programs** in 18 departments, 29 program areas, and six academic colleges (including the COE) at West Lafayette, which allows for exceptional content mastery and strong collaboration among Arts and Sciences faculty. **Graduate programs** include master's, education specialist, and Ph.D. programs in the COE at West Lafayette and the master's program in elementary education at Purdue North Central (PNC) campus. The bachelor's program preparing teachers at PNC is accredited separately by the National Council for Accreditation of Teacher Education (NCATE) and the State of Indiana. This unusual accreditation pattern arises from the fact that PNC is currently autonomous at the undergraduate level, but not at the graduate level.

There are approximately 32 majors for licensure offered by Purdue University. For a detailed listing for the various programs offered, contact the Office of Professional Preparation and Licensure, 100 North University Street, Room 3229, West Lafayette, Indiana 47907-2098 or visit www.education.purdue.edu/licensure/.

A unique feature of Purdue University teacher preparation programs is the **First-Year Teacher Performance Pledge** that provides a guarantee of support and assistance to graduates performing below standard during the first year of teaching. Since its inception in the late 1980's, approximately seven graduates have utilized the program.

Purdue's Performance Pledge provides faculty and staff the opportunity to collaborate with school or agency personnel by: reviewing the first year teacher's evaluation reports, working with the teacher and supervisor in planning a program of assistance, and offering consultation and professional services to both the teacher and supervisor. In addition, it offers first-year teachers the option of participating in additional course work or noncredit professional development opportunities at no cost during the graduates' first year of teaching or the subsequent summer.

Also noteworthy at both the secondary and elementary levels is the establishment of groups of candidates completing coursework in blocks of courses that include Theory-into-Practice components with appropriate field experiences early in the teacher preparation program. Along with Theory into Practice, strands of diversity, technology, and portfolio development are ensured in each candidate's preparation. Study Abroad programs also provide an opportunity for international experiences.

Accreditation Information. Significant Purdue affiliations include membership in the Association of American Universities (AAU), the Association of Public and Land-grant Universities (A ·P ·L ·U), the Holmes Partnership, and the Committee on Institutional Cooperation (CIC), an academic consortium of institutions in the Big Ten Athletic Conference, plus the University of Chicago.

Purdue University is accredited by the North Central Association of Colleges and Schools. Teacher education is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the State of Indiana. In addition, the Counseling program in the College of Education is recognized by Council for Accreditation of Counseling and Related Educational Programs (CACREP); and the Speech, Language and Hearing Sciences program in the College of Liberal Arts is accredited by the American Speech Language and Hearing Association (ASHA).

Section IV. Certification.

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Act, Title II: Reporting Reference and User Manual*.

(Signature)

Kevin Kelly
Name of responsible institutional representative
for teacher preparation program

Interim Dean, College of Education
Title

Certification of review of submission:

(Signature)

France A. Córdova
Name of President/Chief Executive (or designee)

President
Title