



**College of Education**

**Title II Institutional Report 2006**

Submitted to the State of Indiana  
April 7, 2006

***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 38,000 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 education 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 68,000 students who are taught by nearly 4,000 faculty on four campuses and at 11 Statewide Technology locations. Purdue has been coeducational since one year after its founding. On the West Lafayette campus, total headcount enrollment for Fall 2005 was 38,712 with a profile consisting of approximately 59% men and 41% women. Purdue has one of the largest international student population among public institutions, with students enrolled from more than 126 countries.

In the Fall 2005, there were 2,402 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, 70% were female and 30% were male. Of this group, 95.4% were white and 4.6% were minority. For graduates in professional education programs on the West Lafayette campus, 66.7% were female and 33.3% were male. Of those graduate students approximately, 74% were white, 12 % minority and 14% international.

***Student/Faculty Data.*** Please note the discrepancy in program completer data and student teaching placements for 2004-05 may be due to one or more of the following reasons: ♦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; ♦some candidates began student teaching, but received an incomplete and were subsequently placed again the following semester; or ♦some candidates were required to complete two student teaching placements to fulfill more than one program area requirement.

**Total number of students enrolled, i.e., declared a teaching area, in all areas of specialization: 1,893 including Transition to Teaching**

**Total number of students admitted into teacher preparation in all areas of specialization: 490**

**Number of students in supervised student teaching: 465**

**Number of faculty members who supervised student teachers:**

**Full-time College of Education faculty, who spend part of the time supervising student teachers: 1**

**Part-time College of Education faculty, but full-time in the university (jointly appointed in education and other disciplines), who spend part of the time supervising student teachers: 14**

**Part-time College of Education faculty, not otherwise employed by the university; may be part-time university faculty or Pre-kindergarten - Grade 12 teachers who supervise student teachers: 78**

**(Note: this number includes part-time College of Education employees with graduate education degrees and experience)**

**Total number of supervising faculty for student teachers during 2004-05: 93**

**Student teacher/faculty ratio: 5:1**

**(Note: this ratio includes all Purdue University supervisors)**

**Student teaching requirements: The number of student teaching hours per week: 20-35 hours**

**The total number of weeks of supervised student teaching: 10 - 16 weeks**

**The total number of hours required: 350 - 560 hours**

**Type of Institution.** Purdue University is now 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). This is a change from the previous system and reports. Criteria for program completion consist of the following admission & 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 2.5-2.8/4.00 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: 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;
- 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. Note that bachelor's programs preparing teachers at PNC will now be 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 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 of 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/](http://www.education.purdue.edu/licensure/).

A unique feature of Purdue University teacher preparation programs is the **First-Year Teacher Performance Assurance Program** 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 1980s, approximately seven graduates have utilized the program.

Purdue's Assurance Program 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. Also significant are the distance field experiences and interaction with diverse K-12 student populations by Internet-based video conferencing.

***Accreditation Information.*** Significant Purdue affiliations include membership in the Association of American Universities (AAU), the National Association of State Universities and Land Grant Colleges (NASULGC), 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 has received recognition from the Council for Accreditation of Counseling and Related Educational Programs (CACREP); and the Speech, Language and Hearing Sciences program in the College of Liberal Arts has been accredited by the American Speech Language and Hearing Association (ASHA). Also, the College of Education Counseling Psychology program is accredited by the American Psychological Association (APA).

### ***Pass Rates 2004-05***

Following are the pass rates for 2004-05 Purdue University program completers. Discrepancy in program completer data may be due to program completers not taking the tests at the time of this report so their data did not enter into the calculation of pass rates or by program completers completing tests prior to the time period designated for the calculations. Also, some testing data on program completers are not considered in the single, aggregate, and/or summative assessment pass rates due to that area yielding fewer than 10 program completers.

By definition, a "program completer" at Purdue University is a candidate who fulfilled all of the requirements of a teacher education program. Program completers must pass the required Pre-Professional Skills Tests (Praxis I) and specialty examinations (Praxis II) in order to be admitted and retained in the Purdue Teacher Education Program and recommended for a teaching license in Indiana.

Purdue University  
Single Assessment Pass-Rate Data  
July 1, 2004 - June 30, 2005

Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide Pass Rate
<b>Basic Skills</b>					
PPST READING	710	124	118	95%	98%
CBT READING	711	14	14	100%	98%
PPST WRITING	720	127	124	98%	99%
CBT WRITING	721	14	14	100%	98%
PPST MATHEMATICS	730	131	129	98%	99%
CBT MATHEMATICS	731	12	12	100%	97%
COMPUTERIZED PPST READING	5710	304	303	100%	99%
COMPUTERIZED PPST WRITING	5720	298	297	100%	100%
COMPUTERIZED PPST MATHEMATICS	5730	297	295	99%	99%
<b>Professional Knowledge</b>					
PRE-KINDERGARTEN EDUCATION	530	11	11	100%	100%
<b>Academic Content Areas</b>					
ELEM ED CURR INSTRUC ASSESSMENT	011	193	186	96%	97%
EARLY CHILDHOOD EDUCATION	020				100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	41	41	100%	99%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				100%
MATHEMATICS: CONTENT KNOWLEDGE	061	25	25	100%	97%
MIDDLE SCHOOL MATHEMATICS	069				100%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	32	32	100%	99%
MIDDLE SCHOOL SOCIAL STUDIES	089				88%
PHYSICAL ED: CONTENT KNOWLEDGE	091	27	25	93%	96%
BUSINESS EDUCATION	100				100%
MUSIC CONTENT KNOWLEDGE	113				100%
ART CONTENT KNOWLEDGE	133	20	20	100%	99%
FRENCH CONTENT KNOWLEDGE	173	2			100%
SPANISH CONTENT KNOWLEDGE	191	7			96%
SPANISH PRODUCTIVE LANGUAGE SKILLS	192	2			53%
BIOLOGY CONTENT KNOWLEDGE	235	4			94%
CHEMISTRY CONTENT KNOWLEDGE	245	3			97%
PHYSICS CONTENT KNOWLEDGE	265	1			
READING SPECIALIST	300	191	191	100%	100%
EARTH SCIENCE CONTENT KNOWLEDGE	571	4			100%
<b>Other Content Areas</b>					
TECHNOLOGY EDUCATION	050	26	25	96%	98%
FAMILY AND CONSUMER SCIENCES	120	16	16	100%	100%
SPEECH COMMUNICATION	220				100%
LIBRARY MEDIA SPECIALIST	310				
HEALTH EDUCATION	550	15	15	100%	100%
<b>Teaching Special Populations</b>					
SE STUDENTS W/MENTAL RETARDATION	321	2			94%
SE KNOWLEDGE-BASED CORE PRINCIPLES	351	6			100%
EDUC. EXCEPTIONAL STUDENTS: CK	353	3			100%
SE BEHAVIORAL/EMOTIONAL	371	1			
SE LEARNING DISABILITIES	381	6			100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542	1			100%

Purdue University  
Aggregate and Summary Pass-Rate Data  
July 1, 2004 - June 30, 2005

<b>Number of Program Completers Submitted</b>	461			
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	448			
<b><i>Type of Assessment<sup>2</sup></i></b>	<b><i>Number Taking Assessment<sup>3</sup></i></b>	<b><i>Number Passing Assessment<sup>4</sup></i></b>	<b><i>Institutional Pass Rate</i></b>	<b><i>Statewide Pass Rate</i></b>
Aggregate - Basic Skills	442	432	98%	98%
Aggregate - Professional Knowledge	11	11	100%	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	359	349	97%	97%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	57	56	98%	99%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	11	11	100%	99%
Aggregate - Performance Assessments				
<b>Summary Totals and Pass Rates<sup>5</sup></b>	448	433	97%	97%

<sup>1</sup> 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.

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

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

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

<sup>5</sup> 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 pass rate.

**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 *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

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George W. Hynd  
Dean and Director of Teacher Education

Certification of review of submission:

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Martin C. Jischke  
President

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