



LOUISIANA BOARD OF REGENTS 2006-2007 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS TULANE UNIVERSITY

Message from the Commissioner:

The annual Board of Regents Institutional Report for the Preparation of Teachers, begun in 2002, is a fundamental component of Louisiana's nationally-recognized effort to enhance the quality of its public and private teacher education programs. Given the universally acknowledged impact of educational attainment on economic development, this report takes on even greater significance as Louisiana continues its recovery from the storms of 2005. Teacher preparation programs across Louisiana have continued to exhibit extraordinary efforts as they have addressed the emotional and academic needs of their teacher candidates. I am confident that this effort is helping to move Louisiana closer to our goal of providing a caring, competent teacher for every student in every classroom every year.

E. Joseph Savoie
Commissioner of Higher Education

Mission of University

Tulane's purpose is to create, communicate, and conserve knowledge in order to enrich the capacity of individuals, organizations and communities to think, to learn, and to act and lead with integrity and wisdom.

Tulane pursues this mission by cultivating an environment that focuses on learning and the generation of new knowledge; by expecting and rewarding teaching and research of extraordinarily high quality and impact; and by fostering community-building initiatives as well as scientific, cultural and social understanding that integrate with and strengthen learning and research. This mission is pursued in the context of the unique qualities of our location in New Orleans and our continual aspiration to be a truly distinctive international university.

Student Characteristics of University

Hurricane Katrina forced the closing of Tulane University for most of the fall 2005 term. While there were limited classes held at remote sites in the area, there were no classes held on the university's main campus. Our students visited away at over 600

Student Characteristics of University (Cont'd.)

institutions during this period. Therefore, no formal enrollment figures will be published for fall 2005. For most reporting purposes, it is suggested by the university that fall 2004 data be used. However, the official spring 2006 enrollment counts are here for your information.

During Spring 2006, the university had a total enrollment of 6533 undergraduate and 4073 graduate students. A total of 5246 students were males and 5360 were females. The majority of the students were not from Louisiana with a total of 3196 in-state students, 7345 out-of-state students, and 66 foreign students. Among students enrolled in the undergraduate program, 526 were black, 4744 were white, and 1263 were other races or not designated. Among students enrolled in the graduate program, 286 were black, 2291 were white, and 1496 were other races or not designated.

Accreditation and Approval of Teacher Preparation Program

The university is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). In addition, the Teacher Preparation Program is preparing for its initial accreditation through Teacher Education Accreditation Council. All of the university's teacher preparation programs are approved by the Board of Regents and the Louisiana Department of Education.

Notable Features and Accomplishments of Teacher Preparation Program

- Tulane's Teacher Preparation and Certification Programs received approval for 3 programs (PreK-3 Early Childhood; 6-12 Secondary; and K-12 Dance) in August 2005. The unit received second-stage approval from SBESE in December of 2005. Three (3) students were formally admitted to the non-masters alternate certification programs and completed student teaching/internships in SY 2005-06.
- Tulane University does not have a College or School of Education, therefore the Teacher Preparation and Certification Program is housed directly under Newcomb-Tulane University, which collaborates internally with all university schools.

Notable Features and Accomplishments of Teacher Preparation Program (Cont'd)

- In four semesters, excluding the Katrina semester of fall 2005, the teacher preparation courses have increased their enrollment from 15 students to almost 90 students who have declared their intention to seek certification through our programs.

Teacher Preparation Program Data

The following data have been provided about the teacher preparation program.

1. Total number of students formally admitted to the regular teacher preparation program and enrolled in one or more courses during academic year 2005-2006 including all areas of teaching specialization.	3
2. Total number of students enrolled in the regular teacher preparation program and alternate certification program including all areas of teaching specialization who participated in programs of supervised student teaching or supervised internships during Summer 2005, Fall 2005, and/or Spring 2006.	3
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education	2
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2005, Fall 2005, and Spring 2006.	0

Teacher Preparation Program Data (Cont'd)

3. Supervising faculty for supervised student teaching and internship experiences.	
c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2005, Fall 2005, and Spring 2006.	0
d. Total number of supervising faculty for the teacher preparation program during 2005-2006.	2
4. Student/faculty ratio for student teaching and internship experiences.	3:2
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2005-2006.	35
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2005-2006.	13
c. Total number of hours required during academic year 2005-2006 for student teaching.	300



LOUISIANA BOARD OF REGENTS 2006-2007 TEACHER PREPARATION ACCOUNTABILITY SYSTEM

OVERVIEW

In compliance with the Higher Education Act of 1998, Louisiana created a Teacher Preparation Accountability System to assess the performance of teacher preparation programs within the state. During the first phase (2001-2002) of the accountability system, the performance of the regular and alternate certification students on the state teachers' examination (PRAXIS) was assessed. During subsequent phases (2002-2003, 2003-04, and 2004-05), the quantity of program completers at each institution and the performance of each institution (e.g., performance of regular and alternate certification students on the state teachers' Praxis examinations and ratings by teachers of their teacher preparation programs) were assessed. In the future, additional factors will be assessed to examine such areas as ratings of programs by first year teachers' mentors and growth of learning of students taught by new teachers. The purpose of this accountability system is to clearly demonstrate to the public that all universities and colleges in Louisiana are working diligently to produce quality teachers who work effectively with PK-12 students.

During 2005-06, it was not possible to implement the Teacher Preparation Accountability System due to the closure of universities and schools in Louisiana and the inability to collect data from displaced teachers and mentors due to Hurricane Katrina and Hurricane Rita. A decision was made to revise the Teacher Preparation Accountability System during 2006-07. Quantity and PRAXIS examination passage rate data have been collected and are being disseminated to the public in the *2005-06 Institutional Reports for the Preparation of Teachers* and *2006-07 Institutional Reports for the Preparation of Teachers*. These reports can be found on the Board of Regents web site at: <http://asa.regents.state.la.us/TE/reports/2006>. The documents provide an overview of the quantity of program completers and the passage rates of program completers at individual universities.

**QUANTITY OF PROGRAM COMPLETERS AND
SUMMARY OF HEA TITLE II PRAXIS EXAMINATION PASSAGE RATES
2005-2006 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

UNIVERSITIES	TYPES OF PROGRAMS	TOTAL COMPLETED	NUMBER PASSED	PERCENTAGE PASSED
TULANE UNIVERSITY*	HEA Title II 2005-2006 Regular Program Completers	0	0	--
	HEA Title II 2005-2006 Alternate Program Completers	3	3	100%
	Total Number of 2005-2006 Program Completers	3	3	100%

**HEA TITLE II 2005-2006 PRAXIS PASSAGE RATE REPORTS
FOR ALTERNATE CERTIFICATION PROGRAMS
ARE NOT YET AVAILABLE FROM THE
EDUCATIONAL TESTING SERVICE FOR DISSEMINATION TO THE PUBLIC.**