

APPENDIX C
Institutional Questionnaire
For Use in Preparing the Institutional Report

Office of Postsecondary Education
U.S. Department of Education

Annual Institutional Questionnaire on Teacher Preparation: Academic year: **2003-2004**

Institution name: Central Michigan University
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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: 6/30/2006). The time required for institutions to complete this information collection is estimated to average 66 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 6081, Washington, DC 20006.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Section I. Pass rates.

Please provide the information in the attached Institutional Report Tables C1 and C2 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, 2003-2004

Institution Name: Central Michigan University

Academic Year: 2003-2004

Number of Program Completers: 664

Type of Assessment †	Assessment Code Number	Institution			Statewide
		Number Tested	Number Passed	Pass Rate	Pass Rate
<i>Basic Skills</i>					
Reading		578	578	100%	100%
Math		583	583	100%	100%
Writing		581	581	100%	100%
<i>Academic Content Areas</i>					
English	002	67	67	100%	100%
Speech	004	16	16	100%	100%
Geography	008	14	14	100%	100%
History	009	87	87	100%	100%
Science	016	27	27	100%	100%
Biology	017	29	29	100%	100%
Chemistry	018	8	--	--	100%
Physics	019	2	--	--	100%
Geology/Earth Science	020	37	37	100%	100%
Mathematics (Secondary)	022	38	38	100%	100%
French	023	4	--	--	100%
Spanish	028	10	10	100%	100%
Music Education	039	31	31	100%	100%
Art Education	041	16	16	100%	100%
Health	043	38	38	100%	100%
Physical Education	044	57	57	100%	100%
Dance	046	4	--	--	100%
Elementary Education	083	351	351	100%	100%
Social Studies	084	25	25	100%	100%
<i>Other Content Areas</i>					
Business Education	032	27	27	100%	100%
Family and Consumer Sciences	040	5	--	--	100%
Computer Science	050	4	--	--	100%
Industrial Technology	087	17	17	100%	100%
<i>Teaching Special Populations</i>					
Mentally Impaired	056	7	--	--	100%
Speech and Language Impaired	057	5	--	--	100%
Emotionally Impaired	059	2	--	--	100%
Bilingual Spanish	070	1	--	--	100%

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

† See appendix E for a list of teacher assessments by skill and knowledge categories

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2003-2004

Institution Name: Central Michigan University

Academic Year: 2003-2004

Number of Program Completers: 664

Type of Assessment [†]	Institution			Statewide
	Number Tested	Number Passed	Pass Rate	Pass Rate
Aggregate: Basic Skills *	585	585	100%	100%
Aggregate: Academic Content Areas *	861	861	100%	100%
Aggregate: Other Content Areas *	53	53	100%	100%
Aggregate: Teaching Special Populations *	15	15	100%	100%
Summary of Individual Assessments **	664	664	100%	100%

** Aggregate pass rate - Numerator: Number who passed all the test they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more tests in a category (and within their area of specialization).*

*** Summary pass rate - Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).*

[†] See appendix E for a list of teacher assessments by skill and knowledge categories

Table C1a: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2000-2001 Third Year Cohort Update

Institution Name: Central Michigan University

Academic Year: 2000-2001

Number of Program Completers: 514

Type of Assessment †	Assessment Code Number	Institution			Statewide
		Number Tested	Number Passed	Pass Rate	Pass Rate
<i>Basic Skills</i>					
Reading		478	478	100%	100%
Math		478	478	100%	100%
Writing		476	476	100%	100%
<i>Academic Content Areas</i>					
Language Arts	001	157	157	100%	100%
English	002	71	71	100%	100%
Speech	004	7	--	--	100%
Reading	005	2	--	--	100%
Geography	008	14	14	100%	100%
History	009	55	55	100%	100%
Political Science	010	8	--	--	100%
Psychology	011	10	10	100%	100%
Science	016	72	72	100%	100%
Biology	017	29	29	100%	100%
Chemistry	018	7	--	--	100%
Physics	019	1	--	--	100%
Geology/Earth Science	020	20	20	100%	100%
Mathematics (Secondary)	022	87	87	100%	100%
French	023	3	--	--	100%
German	024	3	--	--	100%
Spanish	028	13	13	100%	100%
Music Education	039	9	--	--	100%
Art Education	041	10	10	100%	100%
Health	043	20	20	100%	100%
Physical Education	044	33	33	100%	100%
Elementary Education	083	311	311	100%	100%
Social Studies	084	27	27	100%	100%
<i>Other Content Areas</i>					
Business Education	032	19	19	100%	100%
Industrial Arts	038	8	--	--	100%
Computer Science	050	4	--	--	100%
Industrial Technology	087	2	--	--	100%
<i>Teaching Special Populations</i>					
Mentally Impaired	056	38	38	100%	100%
Speech and Language Impaired	057	6	--	--	100%
Emotionally Impaired	059	35	35	100%	100%
Bilingual Spanish	070	3	--	--	100%

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

† See appendix E for a list of teacher assessments by skill and knowledge categories

Table C2a: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2000-2001 Cohort Update

Institution Name: Central Michigan University				
Academic Year: 2000-2001				
Number of Program Completers: 514				
Type of Assessment †	Institution			Statewide
	Number Tested	Number Passed	Pass Rate	Pass Rate
Aggregate: Basic Skills *	478	478	100%	100%
Aggregate: Academic Content Areas *	969	969	100%	100%
Aggregate: Other Content Areas *	33	33	100%	100%
Aggregate: Teaching Special Populations *	82	82	100%	100%
Summary of Individual Assessments **	514	514	100%	100%
<p>* <i>Aggregate pass rate - Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more tests in a category (and within their area of specialization).</i></p> <p>** <i>Summary pass rate - Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).</i></p>				

† See appendix E for a list of teacher assessments by skill and knowledge categories

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, 2005, the relevant information is for those completing program requirements in academic year 2003-2004. 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 guide pages 10 and 11.

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 2003-2004, including all areas of specialization.

1. Total number of students enrolled during 2003-2004: 2,569

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2003-2004? 690

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

11 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.

26 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 2003-2004:
46

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.):

15

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 37.5 hours. The total number of weeks of supervised student teaching required is 16. The total number of hours required is 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 guide for the legislative language referring to "low-performing" programs.

Section III. Contextual information (optional).

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this questionnaire.

University Mission

Central Michigan University (CMU) serves Michigan and the larger community as a doctoral/research-intensive public university focused on excellent teaching and student-focused learning. The university is committed to providing a broad range of undergraduate and graduate programs and services to prepare its students for varied roles as responsible citizens and leaders in a democratic and diverse society. Its programs encourage intellectual and moral growth, prepare students for meaningful careers and professions, instill the values of lifelong learning, and encourage civic responsibility, public service and understanding among social groups in a global society.

Overview of the Institution

Founded in 1892, Central Michigan University is a nationally distinguished institution of higher education and is ranked among the best in the Midwest. CMU is one of the 15 four year state-supported universities in Michigan, with a total 2004-05 enrollment of 27,936 students. CMU provides its growing student population with modern facilities and technology, faculty who are dedicated to student-centered teaching and research, and a selection of more than 200 programs at the bachelor's, master's, specialist's, and doctoral levels. The university offers students their choice of 27 degrees through eight academic divisions. The university's academic reputation is complemented by opportunities for experiential learning and scholarship. CMU supports knowledge development and active learning at undergraduate, graduate and faculty levels. Students are prepared for careers through internships, real-world research and experiences with advanced technology. CMU also operates off-campus programs which deliver undergraduate and graduate programs to more than 8,000 students in more than 60 locations throughout the United States, Canada and Mexico.

Teacher Preparation Programs

The primary mission of the College of Education and Human Services is to provide the highest quality undergraduate and graduate educational experiences that develop effective professionals, critical thinkers, and lifelong learners. Teacher education is a campus-wide effort as evidenced by each of the six academic colleges offering majors in education.

A bachelor of science in education degree is offered with an emphasis in Elementary Education, Special Education, or Secondary Education. Graduate programs are offered in Elementary Education, Special Education, Secondary Education, School Counseling, School Psychology, and School Administration.

Elementary Education majors must complete a major and a minor or three minors selected from specific content areas. Secondary Education majors are required to have a major and a minor selected from specific content areas. Students who seek a Special Education emphasis with an Elementary Special Education endorsement must complete a major in Teachers of the Emotionally Impaired or in Teachers of the Mentally Impaired and a minor selected from a specific content area. Students who pursue a Special Education emphasis with a Secondary Special Education endorsement must complete one of two options. Option I requires a major in Teachers of the Emotionally Impaired or in Teachers of the Mentally Impaired and a major selected from specific content areas. Option II requires students to major in Teachers of the Emotionally Impaired or in Teachers of the Mentally Impaired, and to choose two minors selected from specific content areas.

In addition to the content area, all teacher education majors are required to complete 30-42 semester hours of general education and 30-40 semester hours of professional education, depending on the area of certification. Thus, all teacher education students are well-grounded in the major and minor content areas, in general education, and in pedagogy.

Student Characteristics

A total of 19,402 students (17,509 undergraduates and 1,893 graduates) were enrolled in on-campus courses in Fall 2003. This represents a 0.1% increase in total enrollment over Fall 2002. Students were enrolled from every county in Michigan. On-campus students came from 48 states, and 69 countries were represented. Approximately 8,601 additional students were enrolled in off-campus courses during 2003-2004 as a part of CMU's College of Extended Learning, a network of program centers which offer undergraduate and graduate degree programs to adult students in nearly 16 states and in Canada and Mexico.

In Fall 2003, 58.5% of the undergraduate students were women and 59.1% of the graduate students were women. The average age of undergraduate students was 21.1 years, while the average age of graduate students was 30.4 years. The percentage of minority students on campus increased from 7.36% in Fall 2002 to 7.65% in Fall 2003.

The average composite ACT score for entering freshmen in Fall 2003 was 22.0 which was a decrease of 0.2 from the new freshmen class of Fall 2002. The average high school grade point average for the freshman class decreased from 3.36 in Fall 2002 to 3.33 in Fall 2003. Of the 1,071 new transfer students in Fall 2003, 96.8% were from Michigan. New transfer students had an average grade point average of 3.02 at their previous college.

Admission Requirements

Requirements for consideration for admission to teacher education for Fall 2003 were the following:

- successful completion of 60 hours of university credit;
- minimum grade of “B-“ in ENG 101 or 201 and grade of “C” or higher in CMU competency courses in oral English and Mathematics;
- passing scores on the Michigan Test for Teacher Certification (MTTC) in Mathematics, Reading and Writing;
- overall grade point average of 2.70 or higher;
- 90 clock hours of pre-professional field experiences;
- designation of majors and/or minors;
- minimum grade of “B” in EDU 107–Introduction to Teaching;
- Teacher Education Admission Interview;
- Composite GPA on most recent 30 graded semester hours.

Accreditations

Central Michigan University is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools and by the National Council of Accreditation of Teacher Education (NCATE). All of the education programs are approved by the Michigan Department of Education. The guidelines of national professional organizations within each specialty area, such as American Speech, Language and Hearing Association, the American Psychological Association, and the National Association of Schools of Music, are used to regularly review and modify all programs.

Teacher Education Programs

The professional education programs at Central Michigan University are designed to:

- provide candidates with a conceptual framework of professional practice that is concept and knowledge-driven, learner-centered, and promotes reflective practice relevant to diverse settings and roles;
- prepare candidates to establish a professional practice based on the conceptual framework and guided by reflection and inquiry.

Central Michigan University's professional education programs are designed to provide students with a campus wide conceptual framework of professional practice that ensures that all education candidates receive exceptional preparation to meet the standards of P-12 certification in the state of Michigan. The framework, referred to as the acronym CLEAR, includes programs that are Concept-and-knowledge-driven, LEArner-centered, and that promote Reflective practice in diverse settings and roles.

The CLEAR Conceptual Framework serves to provide purpose, direction, and coherence for the curriculum and field experiences. The programs also prepare students to establish a professional practice guided by reflection and inquiry. The goals of the CLEAR Conceptual Framework are derived from the belief that a professional practice that is truly concept-and-knowledge-driven, learner-centered, and relevant to diverse settings and roles is developed and refined through reflection and inquiry over a lifetime.

Best Practices

Candidates who seek a secondary teaching certificate have a major in a discipline outside the College of Education and Human Services. Students have an advisor in their major department and also in the Department of Teacher Education and Professional Development, as well as a faculty mentor.

All candidates have three levels of field experiences: prior to admission to teacher education; during the methods course in their major; and during a 16-week student teaching experience. CMU requires that each candidate complete field placements that ensure experience in working with a variety of students. All teacher education candidates are required to complete thirty hours of experience in each of the six categories of diversity including race/ethnicity, socio-economic, gender, exceptionalities, ELS and school setting.

Student teachers are assigned to geographic areas located throughout the state of Michigan which gives them the opportunity for a variety of placement types from which to choose.

Student teachers are observed by a faculty member from the Department of Teacher Education and Professional Development and also by a subject area specialist in their major.

Notable Features and Accomplishments

The College of Education and Human Services includes several service centers available to candidates, faculty members and P-12 teachers:

- Science/Mathematics/Technology Center
- Human Growth and Development Laboratory
- Michigan Schools in the Middle
- Instructional Materials Center
- Resource Center for Charter Schools
- Michigan Adult Learning and Technology Center

Additional notable features and recent accomplishments by the College of Education and Human Services as part of the education programs include:

- CMU's Michigan Schools in the Middle program provides middle-level teacher preparation and professional development support for middle-level schools throughout Michigan. The program, which has received Eisenhower grants in the areas of mentoring, science, reading and writing, was a recipient of the 2003 Christa McAuliffe Award for Excellence in Teacher Education.
- CMU has chartered more than 60 schools and offers charter school development guidance to educators nationwide through the federally funded National Charter Schools Development and Performance Institute.
- CMU graduates more than 650 new teachers each year and continually works to improve the shortage of teachers in urban communities through its Teacher Career Day forum, a program that introduces middle and high school students to positive aspects of teaching as a career option.
- To address a national shortage of qualified teachers, the College of Education and Human Services offers an alternate route to certification in secondary education for qualifying academic areas of need. In addition, the college has expanded professional development models online and at remote sites in rural and underserved areas to allow teachers to pursue additional education.
- The Michigan Center for Assessment and Educational Data contracts with local school districts to conduct applied educational research. The center collects, analyzes, and reports data to schools and presents the findings at local school board meetings, community association meetings, and professional conferences.

- CMU leads the state in receiving funding to help school districts address the requirements of the federal No Child Left Behind Act. Of the top three funded institutions, CMU received \$280,000 more funding than Michigan State University and about \$300,000 more than Eastern Michigan University.
- CMU students can participate in student teaching opportunities in Australia, England, the Dominican Republic and Ghana, West Africa. Students in Child Development can participate in international experiences in Oaxaca, Mexico. With a \$500,000 industry software gift from Lectra USA Inc., CMU's computer-aided design lab in the apparel merchandising and design program is considered one of the top programs in the country.
- The College of Education and Human Services offers innovative outreach services through the Science/Mathematics/Technology Center, the Human Growth and Development Laboratory, the Center for Leisure Services, Opportunities for Talent Development, and the Instructional Materials Center.

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

_____ (Signature)

Karen I. Adams Name of responsible institutional
representative for teacher preparation program

Dean, College of Education and Human Services Title

Certification of review of submission:

_____ (Signature)

Michael Rao Name of President/Chief Executive
(or designee)

President Title