



LOUISIANA BOARD OF REGENTS 2005-2006 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS TULANE UNIVERSITY

Message from the Commissioner:

The Board of Regents is proud of all the teacher preparation programs in our state that reached out to restore education in Louisiana after the devastation of Hurricanes Katrina and Rita. The storms displaced over 84,000 university students, 176,000 K-12 students, 12,000 K-12 teachers, and 1.3 million citizens during fall 2005. The outreach by university faculty and their pre-service teachers was unprecedented. Displaced pre-service teachers were welcomed into new university environments and provided basic essentials to resume their education; pre-service teachers volunteered their time in shelters and helped deliver enrichment programs to displaced children; pre-service teachers assisted overcrowded schools deliver instruction to children who were experiencing emotional turmoil due to unimaginable losses; and displaced student teachers were welcomed into K-12 schools in new communities and provided clothing and housing to help them graduate on time. Of equal importance, faculty who lost their homes, personal belongings, and professional resources returned to their universities and joined in efforts to locate their displaced university students and rebuild the educational programs on their damaged campuses. The compassion and dedication demonstrated by teacher preparation faculty and pre-service teachers during this past year will not be forgotten.

E. Joseph Savoie
Commissioner of Higher Education

Mission of the 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.

Mission of the University (Cont'd.)

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 the University

During Fall 2004, the university had a total enrollment of 7976 undergraduate and 6394 graduate students. A total of 6394 students were males and 6820 were females. The majority of the students were from Louisiana with a total of 4205 in-state students, 7389 out-of-state students, and 69 foreign students. Among students enrolled in the undergraduate program, 738 were black, 5763 were white, and 1475 were other races or not designated. Among students enrolled in the graduate program, 429 were black, 2801 were white, and 3164 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). All of the university's teacher preparation programs are approved by the Board of Regents and the Louisiana Department of Education. The university is seeking accreditation by the National Council for the Accreditation of Teacher Education (NCATE).

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. No students were formally admitted to these alternate certification programs or enrolled in student teaching/internships in SY 2004-05.

Teacher Preparation Program Data

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

Note: Tulane University only prepares alternate certification candidates. No candidates participated in student teaching during 2004-05.

1. Total number of students formally admitted to the regular teacher preparation program and enrolled in one or more courses during academic year 2004-2005 including all areas of teaching specialization.	N/A
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 2004, Fall 2004, and/or Spring 2005.	N/A
3. Supervising faculty for supervised student teaching and Internship experiences.	
a. Number of appointed full time faculty in professional Education.	N/A

Teacher Preparation Program Data (Cont’d.)

3. Supervising faculty for supervised student teaching and Internship experiences (Cont’d.).	
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2004, Fall 2004, and Spring 2005.	N/A
c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2004, Fall 2004, and Spring 2005.	N/A
d. Total number of supervising faculty for the teacher preparation program during 2004-2005.	N/A
4. Student/faculty ratio for student teaching and internship experiences.	N/A
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2004-2005.	N/A
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2004-2005.	N/A
c. Total number of hours required during academic year 2004-2005 for student teaching.	N/A

**LOUISIANA BOARD OF REGENTS
2005-2006 TEACHER PREPARATION ACCOUNTABILITY SYSTEM**

TULANE UNIVERSITY

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' examination (PRAXIS) and ratings by teachers of their satisfaction with 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. However, quantity and PRAXIS examination passage rate data that can be collected are being disseminated to the public in a *2005-06 Institutional Report for the Preparation of Teachers*.

**QUANTITY OF PROGRAM COMPLETERS AND
SUMMARY OF PRAXIS EXAMINATION PASSAGE RATES
2004-2005 REGULAR AND ALTERNATE PROGRAM COMPLETERS***

	TOTAL NUMBER	NUMBER PASSED	PERCENTAGE PASSED
2004-2005 Regular Program Completers	N/A	N/A	N/A
2004-2005 Alternate Program Completers	N/A	N/A	N/A
Total	N/A	N/A	N/A

**Note: Tulane University has been approved to implement a Non-Master's/Certification-Only Alternate Certification Program. No students completed the program during 2004-05.*

