



University of Southern Indiana  
Traditional Report AY 2019-20  
Indiana



100% COMPLETE  
STATUS: IN PROGRESS

## Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

### IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

### ADDRESS

### CITY

### STATE

### ZIP

### SALUTATION

### FIRST NAME

### LAST NAME

Mitchell

**PHONE**

(812) 464-1977

**EMAIL**

zwmittchell@usi.edu

# List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both.

**(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

## List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1	Special Education	UG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1337	Teacher Education - Earth Science	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1328	Teacher Education - History	UG	
13.1311	Teacher Education - Mathematics	UG	
13.99	Teacher Education - Other	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	UG	

Total number of teacher preparation programs:

14

# Program Requirements

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

## Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

- Yes  
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

4. Please provide any additional information about the information provided above:

The basic skills test is only required if the minimum ACT or SAT scores are not reported at an acceptable level.

## Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level?

- Yes  
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

In Indiana, postgraduate programs are considered alternative route programs. Post-graduate program data are included in the alternative report.

## Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes  
 No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<input type="text" value="120"/>
Number of clock hours required for student teaching	<input type="text" value="560"/>

Are there programs in which candidates are the teacher of record?

- Yes  
 No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	<input type="text"/>
Number of years required for teaching as the teacher of record in a classroom	<input type="text"/>

## All Programs

**Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)**

9

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

**Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)**

17

**Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year**

397

**Number of students in supervised clinical experience during this academic year**

457

### Please provide any additional information about or descriptions of the supervised clinical experiences:

The number of adjunct faculty include those who supervise student teachers and those who teach courses with pre-student teaching field experiences. The number of cooperating teachers includes mentor teachers for field experiences and student teaching. Numbers of faculty, teachers, and students is an unduplicated count; e.g. if a student participated in 4 field experience, he/she is only counted once not four times. All teacher candidates participate in clinical experiences that provide robust opportunities to develop effective practitioners. In sequenced, clinical experiences, candidates integrate theory into practice, develop and test classroom management and pedagogical skills, hone their use of evidence in making professional decisions about practice, and integrate the standards of their professional community into their practice. Clinical experiences in all teacher education programs are classified as exploration phase, analysis phase, or synthesis phase. As candidates progress through the phases, they become more skilled and confident in the areas of planning, instruction, assessment, and reflection. The first two phases are the exploration and analysis phases. In the exploration phase the emphasis is on student development and growth and involves observation and one-to-one instruction. In the analysis phase, candidates are placed in P-12 classrooms where they are involved in observation, one-to-one instruction, or whole class teaching. The teacher candidates in the exploration and analysis phases are evaluated by either the site coordinator or the licensed classroom teacher. The third and final phase is synthesis which is a semester-long clinical internship. Candidates co-teach with a licensed teacher and are evaluated by both the licensed teacher and a university supervisor. The university supervisor makes multiple site visits to observe, conference, and conduct informal evaluations in anticipation of the Teacher Candidate Final Assessment. A full-year clinical internship experience is available to elementary education majors and special education majors.

# Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

**(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

## Enrollment and Program Completers

2019-20 Total	
Total Number of Individuals Enrolled	365
Subset of Program Completers	120

Gender	Total Enrolled	Subset of Program Completers
Male	54	22
Female	311	98
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	2	1
Black or African American	3	2
Hispanic/Latino of any race	8	4
Native Hawaiian or Other Pacific Islander	0	0
White	342	110



Race/Ethnicity	Total Enrolled	Subset of Program Completers
<b>Two or more races</b>	9	3
<b>No Race/Ethnicity Reported</b>	1	0

## Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

### THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2019-20.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

### What are CIP Codes?

No teachers prepared in academic year 2019-20

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="17"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="74"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	23
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	9
13.1306	Teacher Education - Foreign Language	2
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	1
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	7
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

### [What are CIP Codes?](#)

Do participants earn a degree upon completion of the program?

- Yes  
 No

No teachers prepared in academic year 2019-20

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="17"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="74"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="23"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	1 <input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	2
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	9
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	3
27	Mathematics and Statistics	3
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	1
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	7

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1260 163" type="text"/>	<input data-bbox="1292 90 1568 132" type="text"/>

# Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

## Program Assurances

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- Yes  
 No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- Yes  
 No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- Yes  
 No  
 Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- Yes  
 No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes  
 No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- Yes  
 No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- Yes  
 No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

(1) USI has established relationships with school corporations within a sixty-mile radius of our campus. Administrators from the university and the school corporations meet periodically to discuss the needs of the local school corporations. We continually look for ways to partner. Clinical experiences are governed by a Memorandum of Understanding with each partner school corporation to identify the desired outcome of the collaboration for the cooperating school and the teacher education unit. (2) The systematic clinical experiences provided to candidates contribute significantly to making program completers classroom-ready. All teacher candidates participate in field experiences that provide robust opportunities to develop as effective practitioners. Our strong clinical component gives teacher candidates the opportunity to integrate theory into practice, to develop and test classroom management and pedagogical skills, to hone their use of evidence in making professional decisions about practice, and to understand and integrate the standards of their professional community. (3) We have identified specific courses in the general education portion of our program to provide an appropriate background across the P-12 school curriculum. Further, all special education majors are encouraged to choose a content minor. We have



revamped the program, to allow room for a content minor within our 120-credit hour limit for a degree. (4) All teacher candidates are required to take an introductory course in instructing exceptional students. Additionally, the elementary and early childhood candidates take a course that provides strategies for teaching students with exceptional needs. (5) Currently candidates are briefly introduced to providing instruction to limited English proficient students in EDUC 221 Diversity and Equity in Education, a course required in all programs. All elementary candidates take a course that addresses this need. We are in the process of developing a plan to include modules in other programs to address teaching limited English proficient students. (6) All licensure candidates are required to complete a course addressing equity and diversity in the education setting. A critical component of this course addresses the impact of socioeconomic status and the needs of students and families with low income. Primary criteria used when identifying partners for clinical experiences are Title I status and the socio-economic status and demographics of the population served by the institution. (7) Our clinically based approach to teacher preparation provides prospective teachers with opportunities to explore providing instruction to students from low-income families and to teach effectively in urban and rural schools. Candidates are placed within schools throughout the tri-state area (SW Indiana, SE Illinois and NW Kentucky). These schools reflect the socio-economic classifications and diversity of the communities within the urban, suburban or rural location in which they are located. Department policy mandates that teacher candidates have diverse field experiences. Candidates have ample opportunities to reflect upon and discuss their experiences in P-12 schools with their peers and their professors.

# Annual Goals: Mathematics

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

To prepare at least 6 secondary mathematics teachers and to prepare 10 elementary, early childhood, or special education teachers who complete a mathematics minor

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

USI offers special scholarships to mathematics majors who add an education minor. The scholarship is also available to early childhood, elementary, and special education majors who wish to minor in mathematics. Twenty-two of the early childhood, elementary, and special education majors completed a minor in mathematics. For the elementary and early childhood majors, this is noted on their license but does not expand the grade band listed on their license.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

## Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

To prepare at least 5 secondary mathematics teachers and to prepare 10 elementary, early childhood, or special education teachers who complete a mathematics minor

## Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

To prepare at least 5 secondary mathematics teachers and to prepare 10 elementary, early childhood , or special education teachers who complete a mathematics minor

# Annual Goals: Science

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

To prepare at least 5 secondary science teachers and to prepare at least 6 elementary, early childhood, or special education teachers who complete a science minor

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

USI offers special scholarships to science majors who add an education minor. The scholarship is also available to early childhood, elementary, and special education majors who wish to minor in science. Three of the early childhood and elementary majors completed a minor in science. For the elementary and early childhood majors, this is noted on their license but does not expand the grade band listed on their license.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

## Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

To prepare at least 5 secondary science teachers and to prepare at least 5 elementary, early childhood, or special education teachers who complete a science minor

## Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

To prepare at least 5 secondary science teachers and to prepare at least 5 elementary, early childhood, or special education teachers who complete a science minor

# Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

To prepare 30 special education teachers.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Elementary education candidates are encouraged to double major in elementary education and special education. Early childhood education candidates are encouraged to double major in early childhood education and special education.

6. Provide any additional comments, exceptions and explanations below:

Increase advising efforts

## Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

To prepare 20 special education teachers.

## Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

To prepare 20 special education teachers.

# Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(\\$205\(a\)\(1\)\(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:



## Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

## Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

## Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period.  [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	12	239	12	100
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	13	239	11	85
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	14	234	12	86
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	10	238	9	90
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	6			
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	8			
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	7			
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	7			
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2019-20	7			
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	7			
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	6			
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2019-20	7			
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2018-19	7			
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2017-18	6			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	36	245	34	94
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	64	238	59	92
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	47	245	45	96

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	10	234	7	70
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	54	229	43	80
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	83	234	74	89
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	69	236	60	87
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	16	253	15	94
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	53	247	48	91
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	78	240	73	94
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	68	239	64	94
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	18	244	15	83
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2019-20	52	239	47	90
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	81	238	77	95
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	66	242	61	92
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	16	224	10	63
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2019-20	47	229	38	81
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2018-19	81	226	65	80

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2017-18	67	229	57	85
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	9			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	12	226	9	75
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	6			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	1			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2019-20	10	240	8	80
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2018-19	28	245	26	93
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2017-18	18	240	16	89
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2019-20	8			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2018-19	8			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2017-18	3			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2018-19	6			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2017-18	5			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	2			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	7			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	10	239	10	100
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	31	243	29	94
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	24	245	23	96
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	1			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	2			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2019-20	1			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	1			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	3			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	3			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	19	240	17	89
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	25	246	25	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	21	247	21	100
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	1			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2019-20	4			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2018-19	10	209	3	30
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2017-18	7			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2019-20	1			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2018-19	1			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2017-18	3			

## Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. ([§205\(a\)\(1\)\(B\)](#))

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	103	72	70
All program completers, 2018-19	141	105	74
All program completers, 2017-18	114	95	83



# Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

## Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- Yes
- No

If yes, please specify the organization(s) that approved or accredited your program:

- State
- CAEP
- AAQEP
- Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

# Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

## Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes  
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes  
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes  
 No

- d. use technology effectively to analyze data to improve teaching and learning

Yes  
 No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

In USI's teacher preparation programs, faculty balance technology with content and knowledge, focus on context, emphasize classroom practice, and use appropriate technology tools for different tasks. All education classrooms have a presentation station and 15-24 computers. Three classrooms have a Promethean® Board; one classroom has an Epson® projector that converts a white board to an interactive board. Additionally, the Teacher Education Department has a classroom set of iPads®, a classroom response system set, several webcams, and a few Flip® cameras. Most area P-12 schools have interactive boards, 1-to-1 programs, and use Google® Classroom. In all programs, technology is embedded and modeled throughout. All education courses use Blackboard® to provide syllabi, class materials, and gradebook access. Most courses also use Tk20, the data management software used for key assessments. Tk20 is also used for submission of materials such as the formal application for admission to teacher education. Other popular technology used in classes include using the internet for research and Microsoft® Office suite. The EPP lesson plan template used in all analysis methods courses and student teaching requires students to include "flexible plans for using technology." If the use of contemporary technology is included in a lesson plan, teacher candidates add an addendum in which they modify at least one activity to describe how they would use the activity if technology were not available. If the plan does not include the use of technology, teacher candidates add an addendum in which they modify at least one activity to include the meaningful and appropriate use of contemporary technology. During student teaching, teacher candidates submit a technology survey each week identifying ways they used technology to enhance teaching and learning. Further, in the student teaching seminar course, candidates

complete an impact on student learning project. In the project, candidates compile data and display student assessment data digitally.

# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

**(§205(a)(1)(G))**

## Teacher Training

### 1. Provide a description of the activities that prepare general education teachers to:

#### a. Teach students with disabilities effectively

All candidates take at least one class in teaching children with exceptional needs. All lesson plans include a section on how the candidate plans to differentiate the lesson to meet the needs of students including accommodations and modifications specific to IEPs.

#### b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

All candidates are provided an orientation to developing IEPs in the introduction to special education class with opportunities to review recorded IEP meetings.

#### c. Effectively teach students who are limited English proficient.

All candidates take a class titled Diversity and Equity in Education. In this course candidates critique lesson plans and books to determine the extent to which multicultural standards of engagement are addressed. Elementary education candidates take a course in teaching English language learners (ELLs). In this course candidates study concepts, theories, and research related to the nature and acquisition of second languages so as to construct learning environments that support culturally and linguistically diverse learners' literacy, language development and content-area achievement. Candidates explore research-based instructional approaches and techniques for teaching ELLs English skills and content area standards. Candidates analyze linguistic diversity from a global perspective and formulate a philosophy about language teaching and learning from the perspective of a global citizen. Candidates apply knowledge of second language acquisition theories to develop a plan for designing instruction and assessment that is responsive to linguistically diverse students.

### 2. Does your program prepare special education teachers?

- Yes  
 No

If yes, provide a description of the activities that prepare *special education teachers* to:

#### a. Teach students with disabilities effectively

Candidates take courses that include teaching methods, behavior management, and assessments appropriate for students with exceptional needs. Candidates participate in field-based activities at both the elementary and secondary level. Candidates participate in IEP development including post-secondary transitions.

#### b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Candidates are provided an orientation to developing IEPs in introduction to special education class with opportunities to review recorded IEP meetings. In a required class for special education majors, candidates participate in mock IEP meetings. Additionally, during a field-based course, candidates participate in a case conference meeting.

**c. Effectively teach students who are limited English proficient.**

All candidates take a class titled Diversity and Equity in Education. In this course candidates critique lesson plans and books to determine the extent to which multicultural standards of engagement are addressed. Elementary education candidates take a course in teaching English language learners (ELLs). In this course candidates study concepts, theories, and research related to the nature and acquisition of second languages so as to construct learning environments that support culturally and linguistically diverse learners' literacy, language development and content-area achievement. Candidates explore research-based instructional approaches and techniques for teaching ELLs English skills and content area standards. Candidates analyze linguistic diversity from a global perspective and formulate a philosophy about language teaching and learning from the perspective of a global citizen. Candidates apply knowledge of second language acquisition theories to develop a plan for designing instruction and assessment that is responsive to linguistically diverse students.

# Contextual Information

THIS PAGE INCLUDES:

>> [Contextual Information](#)

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

## Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The mission of the University of Southern Indiana Teacher Education Department is to prepare reflective practitioners who know and understand the communities in which they work, their students, and their subject areas and who utilize research-based pedagogical practices that promote well-being in diverse and global settings. The vision of the University of Southern Indiana Teacher Education Department is to empower innovative leaders in their schools, their professions, and their communities. The overarching goal of teacher preparation programs is to provide teacher candidates with classroom instruction and experiences in P-12 school settings that facilitate critical reflection of learning, teaching, and schooling from diverse perspectives. More specific program outcomes are derived from the four categories of the Interstate Teacher Assessment and Support Consortium (InTASC) model core teaching standards: Learner and Learning, Content and Content Pedagogical Knowledge, Instructional Practices, and Professional Responsibilities. USI has adopted the following list of 13 outcomes. (1) Candidates will design and implement learning experiences demonstrating an understanding of how learners grow and develop. (2) Candidates will enable each learner to meet high standards demonstrating an understanding of individual differences and diverse culture. (3) Candidates will create learning environments that encourage positive social interaction and active engagement in learning. (4) Candidates understand the central concepts, tools of inquiry, and structures of the discipline he/she teaches. (5) Candidates create learning experiences that make the discipline accessible and meaningful for learners. (6) Candidates engage learners in critical thinking, creativity, and collaborative problem solving related to real world issues. (7) Candidates use multiple methods of assessment to monitor learner progress and to guide instructional decision-making. (8) Candidates plan instruction that supports every student in meeting rigorous learning goals drawing upon knowledge of content, curriculum, pedagogy, and knowledge of learners and the community context. (9) Candidates use a variety of research-based instructional strategies appropriate for the content and the learner. (10) Candidates engage in ongoing professional learning. (11) Candidates evaluate and reflect on his/her practice and adapt practice to meet the needs of learners. (12) Candidates collaborate with colleagues, parents, and other stakeholders. (13) Candidates seek appropriate leadership roles and opportunities. USI has adopted the following list of professional dispositions (habits of professional action and moral commitments) expected of all teacher candidates. The teacher candidate: demonstrates respect for cultural differences and beliefs, demonstrates compassion for those experiencing difficulty, demonstrates patience during the learning process, maintains appropriate confidentiality, demonstrates high expectations for self and others, demonstrates effective collaboration skills, addresses issues of concern professionally, demonstrates flexibility during the learning process, maintains professional appearance, is prepared for class or appointments, is punctual for class or appointments, seeks help when needed, actively seeks out new information, demonstrates reflective practice in written or verbal form, responds positively to constructive criticism, demonstrates compliance with laws/regulations/policies/standards, demonstrates academic integrity, and demonstrates effective communication in written or verbal form.

## Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

# Report Card Certification

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Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

## Certification of submission

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 Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Bonnie Beach

TITLE:

Associate Dean for Teacher Education

## Certification of review of submission

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 Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF REVIEWER:

Zane Mitchell

TITLE:

Dean