

IN

University of Southern Indiana  
Traditional Report AY 2016-17  
Indiana

REPORT COMPLETE

STATUS: CERTIFIED

## Institution Information

### ADDRESS

Pott College of Science, Engineering and Education

8600 University Blvd

### CITY

Evansville

### STATE

Indiana



### ZIP

47712

### SALUTATION

Dr.



### FIRST NAME

Zane

### LAST NAME

Mitchell

### PHONE

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

(<https://www2.ed.gov/programs/tqpartnership/awards.html>)

 Yes No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

[Residency](#)

[Pre-baccalaureate](#)

[Both Residency and Pre-baccalaureate](#)

## List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

### Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Early Childhood Education, B.A./B.S.	No	
Elementary Education, B.A./B.S.	No	
English Teaching, B.A./B.S.	No	
French Studies Teaching, B.A.	No	
German Studies Teaching, B.A.	No	
Mathematics Teaching, B.A./B.S.	No	
Physical Education, B.A./B.S.	No	
Science Teaching, B.A./B.S.	No	
Social Science/History, B.A./B.S.	No	
Spanish Studies Teaching, B.A.	No	
Special Education, B.A./B.S.	No	
Visual Arts Teaching, B.A./B.S.	No	
Total number of teacher preparation programs: 12		

# Program Requirements

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

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

## THIS PAGE INCLUDES:

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

## Admissions

1. Indicate when students are formally admitted into your initial teacher certification program:

Sophomore year



If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

Yes

No

3. Provide a link to your website where additional information about admissions requirements can be found:

4. Please provide any additional information about or exceptions to the admissions information provided above:

## Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

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 rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
---------	--------------------	-------------------

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
Interview	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Other Specify:	<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 was the median GPA of individuals accepted into the program in academic year 2016-17?

3.39

4. 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

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.611

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

The basic skills tests is only required if the minimum ACT or SAT scores is not reported.

## Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. [\(S205\(a\)\(1\)\(C\)\(i\)\)](#)

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 rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry		Required for Exit	
Transcript	Yes	No	Yes	No
Fingerprint check	Yes	No	Yes	No
Background check	Yes	No	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	No	Yes	No
Minimum GPA	Yes	No	Yes	No
Minimum GPA in content area coursework	Yes	No	Yes	No
Minimum GPA in professional education coursework	Yes	No	Yes	No
Minimum ACT score	Yes	No	Yes	No
Minimum SAT score	Yes	No	Yes	No
Minimum basic skills test score	Yes	No	Yes	No
Subject area/academic content test or other subject matter verification	Yes	No	Yes	No
Recommendation(s)	Yes	No	Yes	No
Essay or personal statement	Yes	No	Yes	No
Interview	Yes	No	Yes	No
Other Specify:	Yes	No	Yes	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 was the median GPA of individuals accepted into the program in academic year 2016-17?

4. 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.)

5. What was the median GPA of individuals completing the program in academic year 2016-17?

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

In Indiana postgraduate programs are considered alternative route programs. Our data is included in the alternative report.

## Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	120
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	11
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	328
Number of students in supervised clinical experience during this academic year	786

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

The number of supervising faculty includes cooperating teachers for all field courses and student teaching. Therefore the number is large. All teacher candidates participate in field experiences that provide robust opportunities to develop effective practitioners. In sequenced, field-based 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. Field experiences in all teacher education programs at the University of Southern Indiana 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 of the Teacher Education Program are the exploration and analysis phases. In the exploration phase the emphasis is on student development and growth. During this phase, in all programs except early childhood education, candidates are placed in after-school tutoring programs. 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 student teaching experience. 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 summative assessment. Two field experience director positions have been added to the administrative staff of the Teacher Education Department. These directors are responsible for arranging P-12 experiences for candidates and meeting with the administration of partner schools/agencies to explain and sign Memorandums of Understanding which detail the expectations for all involved.

## Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

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

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

THIS PAGE INCLUDES:

>> [Enrollment](#)

## Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

### [Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2016-17	312
Unduplicated number of males enrolled in 2016-17	48
Unduplicated number of females enrolled in 2016-17	264

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2016-17	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	1
<i>Race</i>	



2016-17	Number Enrolled
American Indian or Alaska Native	0
Asian	0
Black or African American	3
Native Hawaiian or Other Pacific Islander	0
White	303
Two or more races	5

## 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.

### 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 2016-17. 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\(b\)\(1\)\(H\)](#))

[Additional guidance on reporting teachers prepared by subject area.](#)

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

No teachers prepared in academic year 2016-17

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	11
13.1210	Teacher Education - Early Childhood Education	20
13.1202	Teacher Education - Elementary Education	85
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	22
13.1206	Teacher Education - Multiple Levels	11

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	12
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	4
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	2
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	9
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	3

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.99	Education - Other Specify:	

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2016-17. 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.*

[Additional guidance on reporting teachers prepared by academic major.](#)

### What are CIP Codes?

No teachers prepared in academic year 2016-17

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	11
13.1210	Teacher Education - Early Childhood Education	20
13.1202	Teacher Education - Elementary Education	85
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	12
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	4
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	2
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	9
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	3
13.1331	Teacher Education - Speech	

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.03	Education - Curriculum and Instruction	
13.09	Education - Social and Philosophical Foundations of Education	
24	Liberal Arts/Humanities	
42	Psychology	
45.01	Social Sciences	
45.02	Anthropology	
45.06	Economics	
45.07	Geography and Cartography	
45.10	Political Science and Government	
45.11	Sociology	
50	Visual and Performing Arts	
54	History	
16	Foreign Languages	
19	Family and Consumer Sciences/Human Sciences	
23	English Language/Literature	
38	Philosophy and Religious Studies	
01	Agriculture	
09	Communication or Journalism	
14	Engineering	

CIP Code	Academic Major	Number Prepared
26	Biology	
27	Mathematics and Statistics	
40.01	Physical Sciences	
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	
40.06	Geological and Earth Sciences/Geosciences	
40.08	Physics	
52	Business/Business Administration/Accounting	
11	Computer and Information Sciences	
99	Other Specify:	

## Program Completers

On this page, enter the total number of individuals who completed the program in AY 2016-17 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Program Completers](#)

## Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

2016-17	131
2015-16	131
2014-15	121



## Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

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

### THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

## Annual Goals - Mathematics

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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

### Academic year 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

- Yes  
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2016-17?

8

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

- Yes  
 No  
 Not applicable

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

Our goal includes encouraging elementary and early childhood majors to minor in mathematics to prepare elementary teachers with a strong mathematics background. In 2016-2017, 16 elementary program completers also completed a mathematics content minor. The number of teacher candidates prepared to teach secondary mathematics has not increased. However, using grant funds, the college offered tuition incentives and other professional activities to mathematics majors who wished to add the secondary education minor or for elementary or early childhood majors who wished to add a mathematics content minor. The mathematics content minor does not lead to teacher licensure but provides additional mathematics content to elementary or early childhood teacher candidates. Combined efforts of department advisors and the Advising and Resource Center advisors continues. The Southwest Indiana Science, Technology, Engineering, and Mathematics (SwSTEM) Resource Center involves undergraduate content majors in activities that include working with P-12 students.

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:

This goal includes mathematics majors and elementary/early childhood majors who minor in mathematics.

### Academic year 2017-18

7. Is your program preparing teachers in mathematics in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2017-18?

8

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

This goal includes mathematics majors and elementary/early childhood majors who minor in mathematics.

### Academic year 2018-19

10. Will your program prepare teachers in mathematics in 2018-19?

- Yes  
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2018-19?

8

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

This goal includes mathematics majors and elementary/early childhood majors who minor in mathematics.

## Annual Goals - Science

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 to state credential 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\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

### Academic year 2016-17

1. Did your program prepare teachers in science in 2016-17?

- Yes
- No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2016-17?

4

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

- Yes
- No
- Not applicable

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

Our goal includes encouraging elementary and early childhood majors to minor in science to prepare elementary teachers with a strong science background. In 2016-2017, 4 elementary program completers also completed a science content minor. The number of teacher candidates prepared to teach secondary science has not increased. In fact, no USI program completers in 2016-2017 completed a science major. However, using grant funds, the college offered tuition incentives and other professional activities for science majors who wished to add the secondary education minor or to elementary or early childhood majors who wished to add a science content minor. The science content minor does not lead to teacher licensure but provides additional science content to elementary or early childhood teacher candidates. Combined efforts of department advisors and the Advising and Resource Center advisors continues. The Southwest Indiana Science, Technology, Engineering, and Mathematics (SwI STEM) Resource Center involves undergraduate content majors in activities that include working with P-12 students.

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

NA

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

This goal includes science majors and elementary/early childhood majors who minor in science.

#### Academic year 2017-18

7. Is your program preparing teachers in science in 2017-18?

- Yes
- No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2017-18?

5

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

This goal includes science majors and elementary/early childhood majors who minor in science.

#### Academic year 2018-19

10. Will your program prepare teachers in science in 2018-19?

- Yes
- No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2018-19?

5

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

This goal includes science majors and elementary/early childhood majors who minor in science.

## Annual Goals - Special Education

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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

### Academic year 2016-17

1. Did your program prepare teachers in special education in 2016-17?

- Yes  
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2016-17?

20

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

- Yes  
 No  
 Not applicable

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

We encourage elementary and early childhood majors to minor in special education and to add that licensure area for their specific grade bands. We also have made it easier for teacher candidates to double major in special education and elementary education. Eleven program completers majored in special education (six of those were double majors). Three early childhood program completers completed a special education minor; Eighteen elementary program completers completed a special education minor. Therefore, 32 program completers were eligible for a special education license at some level.

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

NA

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

We include elementary and early childhood majors with special education minors in the goal.

### Academic year 2017-18

7. Is your program preparing teachers in special education in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2017-18?

20

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

We include elementary and early childhood majors with special education minors in the goal.

### Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

- Yes  
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2018-19?

20

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

We include elementary and early childhood majors with special education minors in the goal.

## Annual Goals - Instruction of Limited English Proficient Students

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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

### Academic year 2016-17

1. Did your program prepare teachers in instruction of limited English proficient students in 2016-17?

- Yes  
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

Yes

No

Not applicable

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:

### Academic year 2017-18

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

Yes

No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

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

### Academic year 2018-19

10. Will your program prepare teachers in instruction of limited English proficient students in 2018-19?

Yes

No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2018-19?

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

## Assurances

Please certify that your institution is in compliance with the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#), [§206\(b\)](#)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. 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. All special education majors are encouraged to choose "a highly qualified 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-economics 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-economics 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.

## Assessment Pass Rates

On this page, review the assessment pass rates. 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.

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	4			
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	16	230	12	75
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	15	224	13	87
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	9			
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	2			
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	9			
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	12	233	11	92
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	6			
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	2			
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	9			



Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	12	231	10	83
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	5			
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	1			
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2016-17	9			
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2015-16	12	236	11	92
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2014-15	5			
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	1			
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2016-17	9			
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2015-16	12	224	9	75
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2014-15	5			
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2014-15	12	181	12	100
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2014-15	12	183	12	100
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2014-15	12	171	12	100
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2014-15	12	168	12	100
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	58	241	53	91
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	58	237	55	95
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	53	239	51	96
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	20	236	19	95
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	77	233	65	84
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	70	234	65	93
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	47	236	43	91
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	21	246	20	95
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	76	238	68	89
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	70	236	63	90
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	46	233	41	89
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	19	238	15	79
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2016-17	77	235	73	95
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2015-16	70	235	64	91
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2014-15	47	234	43	91

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 Other enrolled students	17	213	8	47
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2016-17	78	221	58	74
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2015-16	70	226	62	89
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2014-15	47	225	40	85
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	13	232	12	92
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	9			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	6			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	2			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2016-17	16	239	16	100
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2015-16	16	248	16	100
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2014-15	12	238	11	92
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2016-17	4			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2015-16	2			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2014-15	2			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2015-16	2			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2014-15	2			
035 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	1			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	6			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	7			
007 -P-12 EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	18	242	16	89
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	18	242	18	100
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	17	241	16	94
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	4			
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	5			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	4			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	1			
038 -READING Evaluation Systems group of Pearson All program completers, 2015-16	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2014-15	4			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2015-16	2			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2014-15	1			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	3			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	3			
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2014-15	6			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	22	245	21	95
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	30	245	29	97
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	26	247	26	100
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	3			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2016-17	9			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2015-16	11	220	5	45
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2014-15	10	229	9	90
5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2014-15	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
055 -WORLD LANGUAGES—FRENCH Evaluation Systems group of Pearson All program completers, 2016-17	1			
055 -WORLD LANGUAGES—FRENCH Evaluation Systems group of Pearson All program completers, 2015-16	1			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2016-17	3			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2014-15	2			

## Summary Pass Rates

On this page, review the summary pass rates. 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.

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2016-17	126	94	75
All program completers, 2015-16	129	106	82
All program completers, 2014-15	109	94	86

## Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. 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.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

## Low-Performing

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

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  
 NCATE  
 TEAC  
 CAEP  
 Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

- Yes  
 No



## 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.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

## 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.

Throughout our teacher preparation programs, candidates are introduced to using technology in meaningful and appropriate ways to facilitate learning. For example, in several courses candidates are required to use presentation software such as PowerPoint and Prezi as a visual organizer of presentations. In other classes, candidates use Web 2.0 tools such as TitanPad, Glogster, Weebly, Webnode, Thinglink, Padlet, Wordle, Animoto, Smilebox, Today's Meet, Popplet, Masher, Google Earth, Meograph, OneTrueMedia, and FlixTime as well as podcasts, Voice Thread and Skype. Candidates explore multimedia book reports using Windows Live Movie Maker or iMovies. All education classes are equipped with Promethean Boards, document cameras and multiple computers. Candidates are introduced to MS-Excel as a data gathering and analysis tool. They learn to create digital checklists that can be accessed through tablet and handheld devices to document student learning during instruction. Content areas also implement the use of appropriate technologies in instruction. Teacher candidates have multiple experiences using technologies (such as ipads with appropriate applications, science probes) as students in the university learning environment.

## Teacher Training

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. 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.

THIS PAGE INCLUDES:

>> [Teacher Training](#)

## Teacher Training

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

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

- Yes  
 No

b. participate as a member of individualized education program teams

- Yes  
 No

c. teach students who are limited English proficient effectively

- Yes  
 No

2. Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All teacher candidates are required to take a course that explores multiple perspectives on special education, a discussion of contemporary issues, and opportunities for inclusion pedagogy. Candidates are prepared to instruct students included in any general education classroom through differentiation and co-teaching. The nature and needs of exceptional children and strategies for teaching students with exceptional needs are addressed. Teaching methods that address each area of exceptionality and the effectiveness of these methods will be discussed. The role of teachers, parents and other relevant personnel will be investigated in relation to current practices. All candidates participate in mock IEP meetings. Special education faculty teach the introductory course. Faculty have studied models for incorporating strategies for teaching students who are limited English proficient. Currently only elementary education majors take a course that specifically addressing teaching ELLs. The topic is briefly addressed in the diversity course required of all students. Faculty in each program area have studied models for incorporating strategies for teaching students who are limited English proficient and are integrating strategies in the current curriculum.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

- Yes

No

Program does not prepare special education teachers

b. participate as a member of individualized education program teams

Yes

No

Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

Yes

No

Program does not prepare special education teachers

4. Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Candidates must complete the following courses: EDUC 407 Growth & Development: Exceptional Needs; EDUC 411 Legal and Contemporary Issues Related to Exceptional Needs; EDUC 412 Evaluation and Exceptionality: Assessment, Interpretation, and Instructional Design; EDUC 413 Instructional Strategies I; EDUC 415 Management and Exceptionality: Environmental, Social, and Behavioral Aspects; EDUC 418 Instructional Strategies II; EDUC 419 Multi-Sensory Literacy; EDUC 421 Exceptional Needs: Practicum I; EDUC 422 Exceptional Needs: Practicum II; EDUC 423 Collaborative Partnerships and one semester of full time student teaching plus a synthesis seminar. Faculty in each program area have studied models for incorporating strategies for teaching students who are limited English proficient. Outcomes will be identified and associated with the Introduction to Special Education course and the appropriate exploration course.

## 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.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## 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 setting 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. Program outcomes include the following. 1. Candidates will design and implements 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: 1. Demonstrates respect for cultural differences and beliefs 2. Demonstrates compassion for those experiencing difficulty 3. Demonstrates patience during the learning process 4. Maintains appropriate confidentiality 5. Demonstrates high expectations for self and others 6. Demonstrates effective collaboration skills 7. Addresses issues of concern professionally 8. Demonstrates flexibility during the learning process 9. Maintains professional appearance 10. Is prepared for class or appointments 11. Is punctual for class or appointments 12. Seeks help when needed 13. Actively seeks out new information 14. Demonstrates reflective practice in written or verbal form 15. Responds positively to constructive criticism 16. Demonstrates compliance with laws/regulations/policies/standards 17. Demonstrates academic integrity 18. Demonstrates effective communication in written or verbal form

## Supporting Files

[Basic Skills-Alternative Admissions Numbers for USI 2016-2017](#)

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

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.

## Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is 312.

Number of program completers from Section I: Program Information, Program Completers is 131.

For a total enrollment of 443.

I certify the total enrollment shown above is correct.

## 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

## 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

## Comparison with Last Year

Item	Last Year	This Year	Change
<a href="#">Total Enrollment</a>	290	312	7.59%
<a href="#">Male Enrollment</a>	41	48	17.07%
<a href="#">Female Enrollment</a>	249	264	6.02%
<a href="#">Hispanic/Latino Enrollment</a>	3	1	-66.67%
<a href="#">American Indian or Alaska Native Enrollment</a>	2	0	
<a href="#">Asian Enrollment</a>	2	0	
<a href="#">Black or African American Enrollment</a>	2	3	50.00%

Item	Last Year	This Year	Change
<a href="#">Native Hawaiian or Other Pacific Islander Enrollment</a>	0	0	
<a href="#">White Enrollment</a>	277	303	9.39%
<a href="#">Two or more races Enrollment</a>	4	5	25.00%
<a href="#">Average number of clock hours required prior to student teaching</a>	120	120	0.00%
<a href="#">Average number of clock hours required for student teaching</a>	560	560	0.00%
<a href="#">Average number of clock hours required for mentoring</a>	0	0	
<a href="#">Number of full-time equivalent faculty in supervised clinical experience during this academic year</a>	11	11	0.00%
<a href="#">Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)</a>	218	328	50.46%
<a href="#">Number of students in supervised clinical experience during this academic year</a>	754	786	4.24%
<a href="#">Total completers for current academic year</a>	131	131	0.00%
<a href="#">Total completers for prior academic year</a>	121	131	8.26%
<a href="#">Total completers for second prior academic year</a>	114	121	6.14%