IN

University of Southern Indiana
Traditional Report AY 2024-25
Indiana

REPORT COMPLETE
STATUS: CERTIFIED

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

151306

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

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SECTION I: PROGRAM INFORMATION

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), 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

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

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

SECTION I: PROGRAM INFORMATION

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

Note: This section is preloaded from the prior year's IPRC.

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	(●) 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

Element	Admission	Completion
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.)**

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:**

Teacher Education candidates should demonstrate successful completion of the communication, composition, and mathematics requirements in the Foundation Skills Section of CORE 39 as appropriate evidence of academic achievement in those areas. Successful completion is defined as earning a C or higher in the following courses: Communication: Communication Studies (CMST) 101 OR 107 Composition: English (ENG) 201 Mathematics: Mathematics (MATH) 107 OR 111 OR 114 OR 215 OR 230 The basic skills test is only required if the minimum ACT or SAT scores are not reported at an acceptable level.

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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	○ 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

Element	Admission	Completion
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 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

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2024-25. (§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	120
Number of clock hours required for student teaching	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	
Years required of teaching as the teacher of record in a classroom	

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	12
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	13
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	477
Number of students in supervised clinical experience during this academic year	319

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 four field experiences, 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 a P-12 classroom 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 anticipating of the Teacher Candidate Final Assessment. A full-year clinical internship experience is available to elementary education majors and special education majors.

SECTION I: PROGRAM INFORMATION

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

2024-25 Total	
Total Number of Individuals Enrolled	303
Subset of Program Completers	103

Gender	Total Enrolled	Subset of Program Completers
Male	40	18
Female	263	85
No Gender Reported	0	0
Race/Ethnicity	**Total Enrolled**	**Subset of Program Completers**
American Indian or Alaska Native	2	0
Asian	4	1
Black or African American	2	2
Hispanic/Latino of any race	15	6
Native Hawaiian or Other Pacific Islander	0	0
White	273	91
Two or more races	6	3

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	1	0

SECTION I: PROGRAM INFORMATION

Teachers Prepared

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

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

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2024-25.

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 2024-25**

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	16
13.1202	Teacher Education - Elementary Education	65

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	14
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	3
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	9
13.1306	Teacher Education - Foreign Language	4
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	4
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	3
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	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	2
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2024-25. 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?

Does this teacher preparation provider grant degrees upon completion of its programs?

- (●) Yes
- ( ) No

☐ **No teachers prepared in academic year 2024-25**

If this provider 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	16
13.1202	Teacher Education - Elementary Education	65
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	14
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

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

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	4
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	9
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	3
27	Mathematics and Statistics	4
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	2
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	3
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	2

CIP Code	Academic Major	Number Prepared
99	Other Specify: Physical Education	3

SECTION I: PROGRAM INFORMATION

Program Assurances

THIS PAGE INCLUDES:

>> Program Assurances

Respond to the following assurances. 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

Note: This section is preloaded from the prior year's IPRC.

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 Clinical Education Agreement 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, develop and test classroom management and pedagogical skills, hone their use of evidence in making professional decisions about practice, and 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 socioeconomic 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 locations 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.

SECTION II: ANNUAL GOALS

Annual Goals: Mathematics

THIS PAGE INCLUDES:

- Report Progress on Last Year's Goal (2024-25)
- Review Current Year's Goal (2025-26)
- Set Next Year's Goal (2026-27)

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))

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 (2024-25)

1. Did your program prepare teachers in mathematics in 2024-25?

If no, leave remaining questions for 2024-25 blank (or clear responses already entered).

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

At least 9 candidates will be enrolled in a program to prepare teachers in mathematics.

3. Did your program meet the goal?

- (●) **Yes**
- ( ) **No**

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

We held our annual Be a Teacher Day that recruits high school students into the profession. We visited our USI 101 courses to talk about areas of licensure and recruit students into the profession. We went to area career fairs to talk about licensure areas. The Department Chair of Mathematical Sciences recruits students with a Math major into the teaching profession.

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

It is important to talk with students about the different licensure areas especially those interested in pursuing a degree in Mathematics. Our licensure liaison makes sure to talk about how to pursue a career in teaching.

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

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in mathematics in 2025-26? If no, leave the next question blank.

- (●) **Yes**
- ( ) **No**

8. Describe your goal.

At least 9 candidates will be enrolled in a program to prepare teachers in mathematics.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in mathematics in 2026-27? If no, leave the next question blank.

- (●) **Yes**
- ( ) **No**

10. Describe your goal.

At least 10 candidates will be enrolled in a program to prepare teachers in mathematics.

SECTION II: ANNUAL GOALS

Annual Goals: Science

THIS PAGE INCLUDES:

- Report Progress on Last Year's Goal (2024-25)
- Review Current Year's Goal (2025-26)
- Set Next Year's Goal (2026-27)

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))

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 (2024-25)

1. Did your program prepare teachers in science in 2024-25?

If no, leave remaining questions for 2024-25 blank (or clear responses already entered).

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

To enroll at least 5 science majors in the secondary education minor program.

3. Did your program meet the goal?

- (●) **Yes**
- ( ) **No**

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

We held our annual Be a Teacher Day that recruits high school students into the profession. We visited our USI 101 courses to talk about areas of licensure and recruit students into the profession. We went to area career fairs to talk about licensure areas.

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

It is important to talk with students that are interested in STEM careers about how to pursue a career in teaching.

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

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in science in 2025-26? If no, leave the next question blank.

- (●) Yes
- ( ) No

8. Describe your goal.

To enroll at least 5 science majors in the secondary education minor program.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in science in 2026-27? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

To enroll at least 6 science majors in the secondary education minor program.

SECTION II: ANNUAL GOALS

Annual Goals: Special Education

THIS PAGE INCLUDES:

- Report Progress on Last Year's Goal (2024-25)
- Review Current Year's Goal (2025-26)
- Set Next Year's Goal (2026-27)

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))

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 (2024-25)

1. Did your program prepare teachers in special education in 2024-25?

If no, leave remaining questions for 2024-25 blank (or clear responses already entered).

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

To prepare 13 special education teachers.

3. Did your program meet the goal?

- (●) **Yes**
- ( ) **No**

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

We held our annual Be a Teacher Day that recruits high school students into the profession. We visited our USI 101 courses to talk about areas of licensure and recruit students into the profession. We went to area career fairs to talk about licensure areas. Teacher Education advisors encourage student to pursue a double major that includes special education and either early childhood or elementary education.

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 (2025-26)

7. Is your program preparing teachers in special education in 2025-26? If no, leave the next question blank.

- (●) Yes
- ( ) No

8. Describe your goal.

To prepare 13 special education teachers.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in special education in 2026-27? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

To prepare 15 special education teachers.

SECTION II: ANNUAL GOALS

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- Report Progress on Last Year's Goal (2024-25)
- Review Current Year's Goal (2025-26)
- Set Next Year's Goal (2026-27)

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))

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 (2024-25)

1. Did your program prepare teachers in instruction of limited English proficient students in 2024-25?

If no, leave remaining questions for 2024-25 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 (2025-26)

7. Is your program preparing teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- ( ) Yes
- (•) No

8. Describe your goal.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in instruction of limited English proficient students in 2026-27? If no, leave the next question blank.

- ( ) Yes
- (•) No

10. Describe your goal.

SECTION III: PROGRAM PASS RATES

Assessment Pass Rates

THIS PAGE INCLUDES:

>> 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 RTI'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

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	3			
ETS5236 -BIOLOGY Educational Testing Service (ETS) All program completers, 2024-25	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5028 -EARLY CHILDHOOD: MATH & SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
ETS5028 -EARLY CHILDHOOD: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS5028 -EARLY CHILDHOOD: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2023-24	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5028 -EARLY CHILDHOOD: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	4			
ETS5027 -EARLY CHILDHOOD: READING & SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			
ETS5027 -EARLY CHILDHOOD: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS5027 -EARLY CHILDHOOD: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5027 -EARLY CHILDHOOD: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	4			
ETS5572 -EARTH AND SPACE SCIENCES Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) Other enrolled students	13	172	11	85
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2024-25	50	171	40	80
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2023-24	37	174	36	97
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	42	176	41	98
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	13	173	11	85
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2024-25	54	171	46	85
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2023-24	37	174	37	100
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	42	174	42	100
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2024-25	8			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2023-24	8			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2022-23	6			
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2024-25	3			
ETS5183 -GERMAN WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	3			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2024-25	4			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	5			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	2			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	5			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5266 -PHYSICS Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2024-25	18	177	18	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2023-24	25	175	25	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23	19	175	19	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2024-25	6			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2023-24	3			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2022-23	6			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	3			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2024-25	39	174	39	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2023-24	34	177	34	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2022-23	32	174	32	100
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) Other enrolled students	1			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2024-25	15	165	11	73
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2023-24	17	173	17	100
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2022-23	15	171	14	93
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2023-24	3			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2022-23	11	174	11	100
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2023-24	3			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	10	170	10	100
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	6			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) Other enrolled students	20	168	15	75
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2024-25	38	165	30	79
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	3			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2024-25	2			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2023-24	13	161	12	92
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2022-23	8			

SECTION III: PROGRAM PASS RATES

Summary Pass Rates

THIS PAGE INCLUDES:

>> 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 RTI'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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2024-25	88	69	78
All program completers, 2023-24	84	80	95
All program completers, 2022-23	72	66	92

SECTION IV: LOW-PERFORMING

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))**

Note: This section is preloaded from the prior year's IPRC.

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:

- [x] State
- [x] CAEP
- [ ] AAQEP
- [ ] Other specify:

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

- ( ) Yes
- (●) No

SECTION V: USE OF TECHNOLOGY

Use of Technology

THIS PAGE INCLUDES:

>> Use of Technology

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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 Promethean® Board. Additionally, the Teacher Education Department has a classroom set of iPads®, several webcams, and a few Flip® cameras. Most area P- 12 schools have interactive boards, and 1-to-1 programs, and use Google® Classroom. We started using GoReact for distance supervision. 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 the submission of materials such as the formal application for admission to teacher education. Other popular technologies 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 clinical internships 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 the clinical internship, teacher candidates submit a technology survey at the end to identify ways they used technology to enhance teaching and learning. Further, in the clinical internship seminar course, candidates complete the EdTPA. This assessment requires teacher candidates to use technology to record teaching segments. The teaching segments are then analyzed to provide evidence of specific tasks within the EdTPA.

SECTION VI: TEACHER TRAINING

Teacher Training

THIS PAGE INCLUDES:

>> Teacher Training

Provide the following information about your teacher preparation program. **(§205(a)(1)(G))**

Note: This section is preloaded from the prior year's IPRC.

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

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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 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

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:

Tori Colson

TITLE:

Associate Dean, Pott College of Science, Engineering, and 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:

Teresa Beam

TITLE:

Dean, Pott College of Science, Engineering, and Education