

CAEP Annual Reporting Measure 6: Ability of completers to meet licensing (certification) and any additional state requirements; Title II

The EPP’s annual Title II report provides all certification exam results, disaggregated by licensure area. Summary scores are not reported for those licensure areas with fewer than six examinees.


For initial licensure undergraduate programs, the Praxis Core test is required for admission to Professional Education. For all initial licensure programs (baccalaureate and MAT programs), candidates must achieve a passing score for the Praxis II subject-specific content tests before the internship. To be recommended for licensure, all initial licensure candidates must submit evidence of a successful score on Praxis PLT.

Advanced certification candidates take the appropriate exams during their program prior to completion.

The EPP completers’ pass rate for meeting licensing (certification) in the year of 2019-2020 was 97%, which is slightly lower than the year of 2018-2019 (100%) and the year of 2017-2018 (100%). Disruptions due to the COVID-19 pandemic might be a contributing factor. The data shows that completers’ pass rates are higher than the state’s pass rates over the past three years (Table 1).

For the year 2019-2020 academic year, the EPP’s pass rate in all assessment areas is 100% except for two areas. The first area with less than 100% is “Early Childhood Education (5025), which had a pass rate of 86% (number taking the assessment is 14 and number passing assessment is 12) and is less than the statewide pass rate of 88%. The second area not achieving a 100% pass rate was “Principles Learning and Teaching K-6 (5622).” The pass rate was 90% and less than the statewide pass rate of 97%.

Table 1. EPP aggregated data about pass rate of assessment tests

		HEOA - Title II 2019 - 2020 Academic Year					
Institution Name		COASTAL CAROLINA UNIVERSITY					
Institution Code		5837					
State		South Carolina					
				<small>April 6, 2021</small>			
<i>Group</i>	<i>Number Taking Assessment¹</i>	<i>Number Passing Assessment²</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment¹</i>	<i>Number Passing Assessment²</i>	<i>Statewide Pass Rate</i>	
All program completers, 2019-20	150	145	97%	1532	1396	91%	
All program completers, 2018-19	171	171	100%	1842	1779	97%	
All program completers, 2017-18	145	145	100%	1823	1792	98%	

Note: In cases where there are less than ten students taking the assessment or license/certificate, the number passing and pass rate are not reported.

¹ Number of completers taking one or more assessments within their area of specialization.

² Summary level “Number Taking Assessment” may differ from assessment level “Number Taking Assessment” because each student is counted once at the summary level but may be counted in multiple assessments at the assessment level.

[Title II report \(2019-2020\)](#)



Coastal Carolina University
Traditional Report AY 2019-20
South Carolina



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

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Jadallah

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List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

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

(§205(a)(C))

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

- [Teacher Preparation Program](#)

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	UG	
13.1305	Teacher Education - English/Language Arts	PG	
13.1316	Teacher Education - General Science	PG	
13.1311	Teacher Education - Mathematics	PG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1318	Teacher Education - Social Studies	PG	

Total number of teacher preparation programs:

9

Program Requirements

THIS PAGE INCLUDES:

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

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

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

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

Undergraduate Requirements

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

- Yes
 No

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

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input 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 checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" 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 checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Completion of teacher preparation program and EPP key assessments and dispo...	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

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:

Postgraduate Requirements

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

- Yes
 No

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

Element	Admission	Completion
Transcript	<input 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 checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input 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 checked="" type="radio"/> Yes <input 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" 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 checked="" type="radio"/> Yes <input 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Completion of teacher preparation program and EPP key assessments and dispo...	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

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.)

3

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

Supervised Clinical Experience

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

Are there programs with student teaching models?

- Yes
 No

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

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

235

Number of clock hours required for student teaching

450

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

Number of years required for teaching as the teacher of record in a classroom

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

9

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

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

17

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

758

Number of students in supervised clinical experience during this academic year

538

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

The sequence of clinical experiences designed by the EPP, in conjunction with professionals from P-12 partner schools, begins prior to admission to the Professional Program in Teacher Education (PPTE) and culminates with the 60-day Internship. Candidates in the Master of Arts in Teaching (M.A.T.) program have a modified clinical experience sequence due to the accelerated design of the M.A.T. program. At the undergraduate or graduate level, clinical experiences ensure that the candidate develops the knowledge, skills, and dispositions needed of teachers. Candidates in the EPP's undergraduate programs have one course with a clinical experience prior to admission into the PPTE. UNIV 110E - First Year Experience, is a university-wide requirement with a section offered specifically for teacher candidates. Candidates spend three half days and one full day in a school classroom; candidates are placed in classrooms that match their interests and observe, interact with students and teachers, and reflect with fellow candidates on their experiences. After admission to the PPTE, candidates have more program-specific clinical experiences. Candidates in Early Childhood Education study at the junior level in EDEC 340 - Early Childhood Field Experience II and EDEC 379 - Early Childhood Field Experience III. In EDEC 340, candidates are in the field for 14-15 days (84-90 hours) and observe students and teachers, learn about the day-to-day workings of a preschool program, and interact with students and teachers. Candidates in EDEC 379 are in the field for 14-15 days (84-90 hours) with an emphasis being on gaining a deeper understanding of children's development and learning and implications for instructional planning for both typical and atypical students. Candidates must plan and teach a small group lesson using manipulatives and begin to take on the role of instructional leader in the classroom. Candidates in Elementary Education also have clinical experiences at the junior and senior levels; junior level experiences include 50 hours of field experience in EDEL 341 and 70 hours in EDEL 472. During their senior I block, candidates are in a clinical placement for 4 weeks (minimum 150 hours) and are required to plan, teach and assess social studies, mathematics, reading, and science lessons. Candidates also videotape a lesson and work with fellow candidates to critique their teaching. Candidates in special education complete a total of 60 hours in an assigned classroom under the guidance of a special education teacher in an elementary setting, 60 hours under the guidance of a highly-qualified special education teacher in a secondary setting, and a total of 60 hours under the guidance of a highly-qualified special education teacher in an intermediate (i.e., 5th-6th grade) or middle (i.e., 7th-8th grade) setting. Candidates in Middle Level Education have comparable clinical experiences at the junior and senior I levels. Candidates are placed in a sixth, seventh, or eighth grade classroom in their primary subject area. In these settings, candidates plan, implement and assess instruction under the guidance of a certified teacher. M.A.T. candidates are in an accelerated program leading to state licensure in grades 9-12. In the fall semester of the program, candidates have clinical experiences assigned from their methods courses and spend two full days a week in clinical assignments with an additional full week in each placement. Candidates work on assignments in their methods courses and, under the guidance of their methods professors, prepare and teach a full unit in their subject areas in a clinical placement. Assignments completed in the field are specific to the courses they are taking on campus, e.g., students observe management strategies, keep a journal of literacy strategies used in their content area, and teach lessons associated with the instructional methodology they are studying. Following this semester of study and clinical experiences, candidates complete their programs in a 60-day Internship with a minimum of 35 days full-time teaching. In this experience candidates plan, implement and assess instruction under the guidance of a certified teacher.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

(§205(a)(1)(C)(ii))

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

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

Enrollment and Program Completers

2019-20 Total	
Total Number of Individuals Enrolled	301
Subset of Program Completers	150

Gender	Total Enrolled	Subset of Program Completers
Male	58	31
Female	243	119
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	0
Asian	2	0
Black or African American	33	13
Hispanic/Latino of any race	13	7
Native Hawaiian or Other Pacific Islander	0	0
White	234	123

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	10	5
No Race/Ethnicity Reported	8	2

Teachers Prepared

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

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

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

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

- [Academic Major](#)

THIS PAGE INCLUDES:

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

Teachers Prepared by Subject Area

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

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

What are CIP Codes?

No teachers prepared in academic year 2019-20

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="12"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="36"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	54
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	11
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	10
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	5
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	10
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	21
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

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

Teachers Prepared by Academic Major

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

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

[What are CIP Codes?](#)

Do participants earn a degree upon completion of the program?

- Yes
 No

No teachers prepared in academic year 2019-20

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="12"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="36"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="12"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="54"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="6"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	5
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	5
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	14
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

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

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

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

Program Assurances

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

Through clinical experiences, including observations, practicum experiences, and internship (student teaching), candidates are required by the state to have diverse clinical experiences. The Center for Excellence, Academic Advising, and Student Services tracks each candidates' experiences to assure that they are in compliance with state requirements. Candidates have clinical experiences in high SES, low SES, non-white (< 40%), non-white (>40), ELL (limited English proficient), special education, gifted/talented, rural, urban, and suburban schools. Candidates are required to complete a Diversity Affirmation form on each clinical experience that is verified by their program and the Center for Excellence, Academic Advising, and Student Services and then archived in Office of Institutional Research. All candidates are assessed on meeting the developmental and academic needs of all students through the TWS, SCOE Lesson Plan, and South Carolina Teaching Standards (SCTS) 4.0 Rubric Evaluation that are required during their methodology clinical experiences and internship.

Annual Goals: Mathematics

THIS PAGE INCLUDES:

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

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

Given recent national trends indicating a decline in the number of education students (and university students overall), the EPP's goal is to continue to maintain a student enrollment of 15 candidates in the mathematics education programs.

3. Did your program meet the goal?

- Yes
 No

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

Nine candidates enrolled in the mathematics education programs in the 2019-2020. Although the EPP did not meet the goal, the strategies we proposed from last year still work for recruitment. Mathematics teachers in the EPP were prepared at two levels: 1) Middle Level and 2) MAT-Secondary level. Both programs used various marketing and recruitment efforts. During freshmen and transfer student orientations, incoming students were introduced to and informed of high needs educational fields including mathematics. Faculty and student representatives recruited transfer students from the local community college (HGTC) during the EPP's "Day at CCU" events. This event is designed to familiarize HGTC students with the education programs, to share information about high needs careers in education, and to provide opportunity for potential transfer students to meet with secondary education coordinators in order to learn more about education opportunity in mathematics teaching. Faculty and student representatives from both programs also participated in numerous recruitment opportunities throughout the school year, such as "Discovery Day", local accepted student day, e-mail blasts to students, class visits, major fairs, and Teacher Cadet Day. MAT-Secondary program faculty and student representatives participated in Information sessions, university senior fairs, and meet and greets with current students in the program. For Middle Level, specialized mathematics courses have been developed, providing real-world application models which are designed and taught in collaboration within the Department of Mathematics faculty. These courses are used to recruit, support, and develop mathematics education students. Both middle level and MAT-secondary provide opportunities for students to add-on to their license and knowledge leading to grades 5-12 licensure (5-8 middle level and 9-12 high school licenses) for middle school in mathematics and for MAT-secondary mathematics.

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

The EPP recognizes that work with colleagues in the College of Sciences provides a valuable opportunity to recruit candidates in mathematics education; in addition, the EPP would like to focus more on recruitment in mathematics classes at the local high schools, working with grades 9-12 educators to identify prospective students that would make excellent mathematics teachers.

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

Review Current Year's Goal (2020-21)

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

- Yes
 No

8. Describe your goal.

Considering the enrollment numbers decrease nationally because of Covid-19 pandemic, the EPP's goal is to maintain a student enrollment of 10 or more candidates in the mathematics education programs.

Set Next Year's Goal (2021-22)

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

- Yes
 No

10. Describe your goal.

Considering the enrollment numbers decrease nationally because of Covid-19 pandemic, the EPP's goal is to maintain a student enrollment of 10 or more candidates in the mathematics education programs.

Annual Goals: Science

THIS PAGE INCLUDES:

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

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

Given recent national trends indicating a decline in the number of education students (and university students overall), the EPP's goal is to continue to maintain a student enrollment of 15 candidates in the science education programs.

3. Did your program meet the goal?

- Yes
 No

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

Seven candidates enrolled in the science education programs in the 2019-2020. Although the EPP did not meet the goal, the strategies we proposed from last year still work for recruitment. Science teachers in the EPP were prepared at two levels: 1) Middle Level and 2) MAT-Secondary level. Both programs use various marketing and recruitment efforts. During freshmen and transfer student orientations, incoming students were introduced to and informed of high needs educational fields including science. Faculty and student representatives recruit transfer students from the local community college (HGTC) during the EPP's "Day at CCU" events. This event is designed to familiarize HGTC students with the education programs, to share information about high needs careers in education, and to provide opportunity for potential transfer students to meet with secondary education coordinators in order to learn more about education opportunity in science teaching. Faculty and student representatives from both programs also participate in numerous recruitment opportunities throughout the school year, such as "Discovery Day", local accepted student day, e-mail blasts to students, class visits, major fairs, and Teacher Cadet Day. MAT-Secondary program faculty and student representatives participate in Information sessions, university senior fairs, and meet and greets with current students in the program. In the 2019-2020 year, we continually established a partnership with faculty in the College of Science, to assist in the recruitment of science majors who show a propensity towards becoming a teacher. Both middle level and MAT-secondary provide opportunities for students to add-on to their license and knowledge leading to grades 5-12 licensure (5-8 middle level and 9-12 high school licenses) for middle school in science and for MAT-secondary science.

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

The EPP recognizes that work with colleagues in the College of Sciences provides a valuable opportunity to recruit candidates in science education; in addition, the EPP would like to focus more on recruitment in science classes at the local high schools, working with grades 9-12 educators to identify prospective students that would make excellent science teachers.

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

Review Current Year's Goal (2020-21)

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

- Yes
 No

8. Describe your goal.

Considering the enrollment numbers decrease nationally because of Covid-19 pandemic, the EPP's goal is to maintain a student enrollment of 10 or more candidates in the science education programs.

Set Next Year's Goal (2021-22)

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

- Yes
 No

10. Describe your goal.

Considering the enrollment numbers decrease nationally because of Covid-19 pandemic, the EPP's goal is to maintain a student enrollment of 10 or more candidates in the science education programs.

Annual Goals: Special Education

THIS PAGE INCLUDES:

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

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

The EPP's goal is to increase the number of candidates in the special education program by three (15%), so that 24 students are enrolled.

3. Did your program meet the goal?

- Yes
 No

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

The EPP had 25 candidates enrolled in 2019-2020. Several strategies were used to recruit candidates, including working with students from other programs (e.g., psychology) to encourage them to become special education teachers. In addition, faculty from the Special Education program served as an advisor for the Teach Community, the residential dormitory community hosted on campus for education majors. Through this service, the coordinator of special education was able to work with candidates from all education programs to support them and encourage consideration of the program. The faculty also presented at the local school district's Career Day for middle school students, to encourage students to consider special education for their career goals.

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

The special education program will continue to work with faculty from psychology and other programs to recruit students interested in pursuing special education careers. In addition, faculty will continue to meet with students during Freshman and Transfer Student Orientations. Faculty and student representatives recruit transfer students from the local community college (HGTC) during the EPP's "Day at CCU" events. Faculty and student representatives from the program will also continue to participate in numerous recruitment opportunities throughout the school year, such as "Discovery

Day", local accepted student day, e-mail blasts to students, major fairs, and Teacher Cadet Day.

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

Review Current Year's Goal (2020-21)

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

Yes

No

8. Describe your goal.

Given recent national trends indicating a decline in the number of education students (and university students overall), the EPP's goal is to continue to maintain a student enrollment of at least 24 candidates in the special education program.

Set Next Year's Goal (2021-22)

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

Yes

No

10. Describe your goal.

Given recent national trends indicating a decline in the number of education students (and university students overall), the EPP's goal is to continue to maintain a student enrollment of at least 24 candidates in the special education program.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

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

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2020-21)

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

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2021-22)

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

- Yes
 No

10. Describe your goal.

Assessment Pass Rates

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

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

THIS PAGE INCLUDES:

 [>> Assessment Pass Rates](#)

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

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

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	4			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	14	170	12	86

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	20	167	19	95
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2019-20	53	168	53	100
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2018-19	53	171	53	100
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2017-18	46	168	46	100
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	14	167	12	86
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	36	171	36	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	37	179	37	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	14	161	11	79
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2019-20	36	170	36	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2018-19	37	170	37	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	13	159	9	69

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2019-20	36	168	36	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2018-19	37	170	37	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	14	161	13	93
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	36	168	36	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19	37	164	37	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) All program completers, 2017-18	33	171	33	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	4			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2019-20	6			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2018-19	8			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2017-18	7			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE 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 (%)
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) Other enrolled students	2			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2018-19	9			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	6			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	6			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	11	177	11	100
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	5			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	2			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2018-19	10	159	10	100
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	3			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19	8			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2017-18	7			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) Other enrolled students	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2017-18	6			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) Other enrolled students	10	168	6	60
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2019-20	5			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2018-19	7			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2017-18	8			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) Other enrolled students	1			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2019-20	12	174	12	100
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2018-19	22	172	22	100
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2017-18	13	174	13	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) Other enrolled students	4			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2019-20	31	174	31	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2018-19	37	173	37	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2017-18	27	171	27	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students	12	166	12	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2019-20	56	170	56	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2018-19	53	169	53	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2017-18	51	170	51	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	6			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2019-20	49	173	44	90
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2018-19	58	174	58	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2017-18	54	175	54	100
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	3			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2019-20	12	168	12	100
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2018-19	21	171	21	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2017-18	15	173	15	100
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) Other enrolled students	11	149	4	36
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2019-20	15	163	15	100
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2018-19	16	166	16	100
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2017-18	12	161	12	100

Summary Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	150	145	97
All program completers, 2018-19	171	171	100
All program completers, 2017-18	145	145	100

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

NAEYC, ACEI, AMLE, AAHPERD/NASPE, NCTE, NCTM, NTSA, NCSS, CEC

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

- 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.

EDUC 204 is an instructional technologies course required for admission to the Early Childhood, Elementary Education, Middle Level Education, Physical Education, and Special Education programs. Candidates must complete the course with a grade of C or higher. In the course, candidates complete a total of 28 module assignments focused on technology skills. In addition, they are required to complete a Unit Mastery Project and Website portfolio where they highlight key concepts learned in each of the six units taught and demonstrate their abilities to utilize the technology in instructional practices. The modules offered within the EDUC 204 course cover a variety of topics, including technology troubleshooting, Intellectual property and online safety, digital storytelling, Interactive whiteboards, grade tracking and management, tablet technology, blending learning, and interactive activities. These topics were selected based on the technology available and used by teachers and students within the main partner counties, Horry and Georgetown, which includes 1:1 tablet and computer initiatives, Smartboards, and online grading systems to track student progress. Activities are designed to link to the ISTE Student and ISTE Educator Standards. In the MAT programs, specific assignments are provided in each course to ensure that candidates are incorporating technology skills for students. Three of the EPP's key assessments provide multiple data points to specifically assess candidates' abilities to use technology to improve teaching and learning. Through the SCOE Conceptual Framework (completed for internship formative and summative evaluations), candidates are evaluated on their ability to plan and implement effective learning environments and experiences supported by technology as well as their ability to apply technology to facilitate effective assessment, evaluation, and productivity practices. On the SCOE Lesson

Plan rubric (completed prior to internship), candidates are evaluated on their ability to employ technology to support assessment practices and to assess and address learner needs, and their abilities to use technology to engage learners in accessing, interpreting, evaluating, and applying information. Finally, on the Teacher Work Sample (completed during internship), candidates are assessed their use of technology to improve teaching and learning. The analysis of student learning requires the collection and analysis of student data, and to create charts, graphs, and PowerPoint Presentations in order to communicate the results in an organized and effective way.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

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

a. Teach students with disabilities effectively

All initial program candidates are required to complete, and receive a grade of C or higher, a course that teaches candidates how to plan for, meet the needs, and teach students with disabilities or with limited English proficiency (ELL). In initial undergraduate programs, candidates are required to complete EDUC 215: Schools and Diversity; in initial graduate MAT program, candidates are required to complete EDSC 415 Teaching Diverse Learners or EDSC 515 Teaching in Diverse Classrooms Settings, or candidates are required to provide evidence of completion of an equivalent course. Both EDUC 215 and EDSC 515 are attached to clinical experience components. Candidates are provided with additional information and clinical experiences, throughout their initial program's course of study, pertaining to differentiating instruction, activities/assignments, and assessments to specifically meet the academic and developmental needs of their students based on their specific content area(s) and/or grade level(s) including students with a disability. In these courses, candidates are taught about the characteristics of students identified with every disability category under IDEA. They learn some behavioral and instructional strategies to support students and how to differentiate instruction to meet their individual needs and ability level. These candidates learn about the multi-tier system, RTI, and what is expected of both general and special education teachers in each tier (about increasing the intensity of instruction, procedures for referral etc.). Additionally, candidates learn about models of co-teaching accommodations, modifications, and the law as it pertains to the IEP and expectations for general and special educators. Candidates in early childhood and elementary education, along with special education, are required to complete coursework on working with students with disabilities (EDSP 200). All initial program candidates are required by the state to have diverse clinical experiences. The Center for Excellence, Academic Advising, and Student Services tracks each candidates' experiences to assure that they are compliant with state requirements. Candidates have clinical experiences in high SES, low SES, non-white (< 40%), non-white (>40), ELL (limited English proficient), special education, gifted/talented, rural, urban, and suburban schools. Candidates are required to complete a Diversity Affirmation form on each clinical experience that is verified by their program and the Center for Excellence, Academic Advising, and Student Services and then archived in Office of Institutional Research. All candidates are assessed on meeting the developmental and academic needs of students with disabilities through the TWS, SCOE Lesson Plan, SCOE Conceptual Framework Evaluation, and South Carolina Teaching Standards (SCTS) 4.0 Rubric Evaluation during their methodology semester and internship.

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 initial program candidates are required to complete, and receive a grade of C or higher, a course that teaches candidates how to plan for, meet the needs, and teach students with disabilities. In initial undergraduate programs, candidates are required to complete EDUC 215: Schools and Diversity; in initial graduate MAT program, candidates are required to complete EDSC 415 Teaching Diverse Learners or EDSC 515 Teaching in Diverse Classrooms Settings, or candidates are required to provide evidence of completion of an equivalent course. Both EDUC 215 and EDSC 515 are attached to clinical experience components. During these clinical experiences candidates are provided the opportunity to participate in and contribute to their students' Individualized Education Program (IEP) meetings; these experiences are further supported by candidates' participations in IEP team meetings for the students in their final internship field experience.

c. Effectively teach students who are limited English proficient.

All initial program candidates are required to complete, and receive a grade of C or higher, a course that teaches candidates how to plan for, meet the needs, and teach students with limited English proficiency (ELL). As previously noted, in initial undergraduate programs, candidates are required to complete EDUC 215: Schools and Diversity; in initial graduate MAT programs, candidates are required to complete EDSC 415 Teaching Diverse Learners or EDSC 515 Teaching in Diverse Classrooms Settings, or candidates are required to provide evidence of completion of an equivalent course. Both EDUC 215 and EDSC 515 are attached to clinical experience components. Candidates are provided with additional information and clinical experiences, throughout their initial program's course of study, pertaining to differentiating instruction, activities/assignments, and

assessments to specifically meet the academic and developmental needs of their students based on their specific content area(s) and/or grade level(s) including students with limited English proficiency. They learn some behavioral and instructional strategies to support students and how to differentiate instruction to meet their individual needs and ability level. All initial program candidates are required by the state to have diverse clinical experiences. The Center for Excellence, Academic Advising, and Student Services tracks each candidates' experiences to assure that they are compliant with state requirements. Candidates have clinical experiences in high SES, low SES, non-white (< 40%), non-white (>40), ELL (limited English proficient), special education, gifted/talented, rural, urban, and suburban schools. Candidates are required to complete a Diversity Affirmation form on each clinical experience that is verified by their program and the Center for Excellence, Academic Advising, and Student Services and then archived in Office of Institutional Research. All candidates are assessed on meeting the developmental and academic needs of students who are limited English proficient (ELL) through the TWS, SCOE Lesson Plan, SCOE Conceptual Framework Evaluation, and South Carolina Teaching Standards (SCTS) 4.0 Rubric Evaluation during their methodology semester and internship.

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

Once admitted to the special education program, teacher candidates complete a total of 60 hours in an assigned public-school classroom under the guidance of a special education teacher in an elementary setting in junior 1 field experience. During this experience, teacher candidates observe the roles of special educators in their placement, identify research/evidence-based practices implemented in their placement, review student records, and describe models of service delivery in their placement. Additionally, teacher candidates support classroom professionals by regularly (a) implementing classroom behavior plans under guidance of classroom staff and (b) providing individualized assistance to students with mild to moderate disabilities. In the Junior 2 field experience, teacher candidates complete a total of 60 hours in an assigned public-school classroom under the guidance of a highly- qualified special education teacher in a secondary setting. Teacher candidates will participate in supporting the needs of students with, or at-risk for, disabilities, and support classroom professionals by regularly (a) providing small group and individualized instruction in secondary grade-level content and cross-curricular skills, (b) implementing classroom behavior plans under guidance of classroom staff, (c) implementing instructional activities to facilitate students' transition to post- secondary experiences (e.g., vocational, educational), (d) accessing transition plans included in students' IEP to learn about state documentation of transition services, and (e) accessing students' formal assessments and evaluations included in the students' cumulative file. In the Senior 1 field experience, teacher candidates complete a total of 60 hours in an assigned public-school classroom under the guidance of a highly- qualified special education teacher in an intermediate (i.e., 5th-6th grade) or middle (i.e., 7th-8th grade) setting. Teacher candidates will support classroom professionals by regularly (a) providing small group, individualized, and whole group instruction, including co-teaching instruction in intermediate or middle grade-level content or cross-curricular skills, (b) collaborating with general educators and special educators, (c) accessing and implementing classroom behavior plans under guidance of classroom staff, and (d) accessing and implementing instruction related to students' IEPs teacher candidates will complete assignments to (d) design a functional behavior assessment, (e) design components of an IEP and reflect on the process, and (f) implement a curriculum-based measure for students with mild to moderate disabilities.

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 initial program candidates are required to complete, and receive a grade of C or higher, a course that teaches candidates how to plan for, meet the needs, and teach students with disabilities. In initial undergraduate programs, candidates are required to complete EDUC 215: Schools and Diversity; in initial graduate MAT program, candidates are required to complete EDSC 415 Teaching Diverse Learners or EDSC 515 Teaching in Diverse Classrooms Settings, or candidates are required to provide evidence of completion of an equivalent course. Both EDUC 215 and EDSC 515 are attached to clinical experience components. During these clinical experiences candidates are provided the opportunity to participate in and contribute to their students' Individualized Education Program (IEP) meetings; these experiences are further supported by candidates' participations in IEP team meetings for the students in their final internship field experience. In addition, candidates in the special education program regularly (a) collaborate with general educators and special educators, design components of an IEP and reflect on the process, and implement a curriculum-based measure for students with mild to moderate disabilities. Special education candidates are formally introduced to the IEP process in EDSP 200 and begin learning about what they are and why they are needed. All special education field experience courses (EDSP 310, ESP 320, and EDSP 410) require candidates to read and review IEPs. In their internship, the candidates receive access to Enrich through our local school district to view and create IEPs for the students in their placement. Enrich is a program used by our state to develop IEPs. Candidates in the special education program complete additional coursework focused on IEP preparation and participation in EDSP 321, where they reenact portions of an IEP meeting, acting as the leader of the IEP meeting. In EDSC 414 (Instructional Planning), candidates learn basic knowledge and skills required for the development of IEPs and ongoing monitoring of IEP goals. In this course, candidates also work with Enrich software.

c. Effectively teach students who are limited English proficient.

All initial program candidates are required to complete, and receive a grade of C or higher, a course that teaches candidates how to plan for, meet the needs, and teach students with limited English proficiency (ELL). As previously noted, in initial undergraduate programs, candidates are required to complete EDUC 215: Schools and Diversity; in initial graduate MAT programs, candidates are required to complete EDSC 415 Teaching Diverse Learners or EDSC 515 Teaching in Diverse Classrooms Settings, or candidates are required to provide evidence of completion of an equivalent course. Both EDUC 215 and EDSC 515 are attached to clinical experience components. Candidates are provided with additional information and clinical experiences, throughout their initial program's course of study, pertaining to differentiating instruction, activities/assignments, and assessments to specifically meet the academic and developmental needs of their students based on their specific content area(s) and/or grade level(s) including students with limited English proficiency. They learn some behavioral and instructional strategies to support students and how to differentiate instruction to meet their individual needs and ability level. In EDSP 323, candidates learn about reading instruction and assessment for students who are English Language Learners. In EDSP 321, candidates learn about disproportionality and bias as it relates to assessment and eligibility determination. All initial program candidates are required by the state to have diverse clinical experiences. The Center for Excellence, Academic Advising, and Student Services tracks each candidates' experiences to assure that they are compliant with state requirements. Candidates have clinical experiences in high SES, low SES, non-white (< 40%), non-white (>40), ELL (limited English proficient), special education, gifted/talented, rural, urban, and suburban schools. Candidates are required to complete a Diversity Affirmation form on each clinical experience that is verified by their program and the Center for Excellence, Academic Advising, and Student Services and then archived in Office of Institutional Research. All candidates are assessed on meeting the developmental and academic needs of students who are limited English proficient (ELL) through the TWS, SCOE Lesson Plan, SCOE Conceptual Framework Evaluation, and South Carolina Teaching Standards (SCTS) 4.0 Rubric Evaluation during their methodology semester and internship.

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 SCOE's Conceptual Framework for all initial preparation programs is "The Educator as Reflective Practitioner". The programs' focus is on the development of knowledge, skills, and professional dispositions to ensure that all candidates are well prepared and meet all institutional, state, and professional standards at the completion of their program. The Conceptual Framework outlines the SCOE's philosophy and commitment to the education profession; guides programmatic decisions; and ensures coherence among curricula, field experiences, clinical practice, and the unit's assessment system. Additionally, it reflects a commitment to integrate technology, demonstrate professional behavior and dispositions, engage in reflective practice, work with diverse populations, and apply content and pedagogical knowledge to the teaching and learning process. The Assessment Committee monitors the unit's assessment system. The Committee is comprised of the SCOE Assessment Coordinator, Department Chairs, two (2) faculty members from each Department within the College, Coordinator of Program Evaluation and Accreditation, Representative from the Center for Excellence and Academic Advisement, and Associate Dean of the SCOE. The charges of the Committee are to review and evaluate programmatic and departmental assessment efforts for the continuous improvement of the college. The Committee also provides support for academic programs within the College that requires assistance selecting or creating meaningful assessments, analyzing assessment data to determine strengths and weaknesses, or using assessment data to inform curriculum and instruction. Another charge is to streamline, integrate, and evaluate the process of data collections and analysis and to spearhead and monitor efforts for program and college-level assessment improvement. The Committee is chaired by the SCOE Assessment Coordinator who also represents the SCOE on the University-Wide Assessment Committee. All SCOE's key assessments, program and college level, are aligned to the SCOE conceptual framework, state, and related professional standards. Data from key assessments are systematically collected and archived in Moodle and the Office of Institutional Research, Assessment and Analysis. The SCOE has criteria and procedures to ensure that candidates meet admission requirements and candidates' progress is monitored and reviewed by committee and decisions are made regarding the success of their progress through each portal from program admission to completion. The Portal I Committee of the Spadoni College of Education (SCOE) reviews the applications for admission to the initial undergraduate programs; the MAT Admissions Committee reviews applications for admission to the initial graduate MAT program. The Portal II committee reviews the applications for admission to the internship for the initial undergraduate and graduate MAT programs. Data are analyzed annually through the SCOE's Quality Assurance System by program coordinators and program faculty for program level assessments and by the SCOE faculty, Assessment Committee, and Coordinator of Program Evaluation and Accreditation for college level assessments to analyze candidate performance and effectiveness of the assessment tool. Through this process programs also consider the strengths and weaknesses of candidate performance based on assessment results and develop plans for future direction based on the data. The SCOE's key assessments are a combination of proprietary and SCOE-created assessments. Proprietary assessments are considered valid for the purposes for which they are developed. Validity and reliability for SCOE-created assessments are guided by the Coordinator of Program Evaluation and Accreditation to maintain consistency in scoring procedures, within a year of SCOE's approval of the assessment. Programs complete annual assessment reports, CampusLab Reports, using data from key assessments. The two primary components of the report are an analysis of the data and a description of how the assessment results will be used for continuous improvement. These written reports enable program faculty to examine progress, trends and patterns in the data from year-to-year and from semester-to-semester. The SCOE Assessment Committee reviews annual program reports and provides feedback to programs as needed. Reports are subject to review and feedback at both the college and the university level to ensure that programs use their data appropriately for the purposes of continuous improvement. Additionally, these reports are used in the preparation of SPA (Specialized Professional Association) Program Reports and the preparation of CAEP self-study reports (SSR).

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:

Dr. Edward Jadallah

TITLE:

Dean, Spadoni College of 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:

Christine Mee

TITLE:

Executive Director Institutional Research, Assessment & Analysis