title **II**
higher
education
act

2019 TITLE II REPORTS
National Teacher Preparation Data

SC | **University of South Carolina Upstate**
Traditional Report AY 2017-18
South Carolina

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

School of Education, Human Performance, and Health

800 University Way

CITY

Spartanburg

STATE

South Carolina ▼

ZIP

29303

SALUTATION

Dr. ▼

FIRST NAME

Jessica

LAST NAME

McLees

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(https://www2.ed.gov/programs/tqpartnership/awards.html)

○ Yes
● No

If yes, provide the following:

AWARD YEAR

[   ]

GRANTEE NAME

[   ]

PROJECT NAME

[   ]

GRANT NUMBER

[   ]

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

○ **Residency**

○ **Pre-baccalaureate**

○ **Both Residency and Pre-baccalaureate**

List of Programs

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

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

Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Art Education	No	
Early Childhood Education	No	
Elementary Education	No	
Middle Level Education	No	
Physical Education	No	
Secondary Biology Education	No	
Secondary Chemistry Education	No	
Secondary English Education	No	
Secondary Mathematics Education	No	
Secondary Social Studies Education	No	
Secondary Spanish Education	No	
Special Education - Learning Disabilities	No	
Special Education - Visual Impairment	No	
Total number of teacher preparation programs: 13		

Program Requirements

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

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

THIS PAGE INCLUDES:

>> Admissions

>> Undergraduate Requirements

>> Postgraduate Requirements

>> Supervised Clinical Experience

Admissions

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

Sophomore year ▼

If Other, please specify:

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

○ Yes

● No

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

https://www.uscupstate.edu/the-dome/enrolled-students/school-education/

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

Undergraduate Requirements

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

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

● Yes

○ No

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

Element	Required for Entry		Required for Exit	
Transcript	● Yes	○ No	○ Yes	● No

Element	Required for Entry		Required for Exit	
	Yes	No	Yes	No
Transcript	●			●
Fingerprint check		●	●	
Fingerprint check		●	●	
Background check	●			●
Background check	●			●
Minimum number of courses/credits/semester hours completed	●		●	
Minimum number of courses/credits/semester hours completed	●		●	
Minimum GPA	●		●	
Minimum GPA	●		●	
Minimum GPA in content area coursework	●		●	
Minimum GPA in content area coursework	●		●	
Minimum GPA in professional education coursework	●		●	
Minimum GPA in professional education coursework	●		●	
Minimum ACT score	●			●
Minimum ACT score	●			●
Minimum SAT score	●			●
Minimum SAT score	●			●
Minimum basic skills test score	●			●
Minimum basic skills test score	●			●
Subject area/academic content test or other subject matter verification		●	●	
Subject area/academic content test or other subject matter verification		●	●	
Recommendation(s)	●			●
Recommendation(s)	●			●
Essay or personal statement		●		●
Essay or personal statement		●		●
Interview		●		●
Interview		●		●
Other Specify: An essay on Progressivism is required in EDFO U 200.	●			●
Other Specify: An essay on Progressivism is required in EDFO U200.	●			●

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

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.217

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

2.5

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.5

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

Postgraduate Requirements

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

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

- ● Yes
- ○ No

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

Element	Required for Entry		Required for Exit	
Transcript	● Yes	○ No	○ Yes	● No
Transcript	● Yes	○ No	○ Yes	● No
Fingerprint check	○ Yes	● No	● Yes	○ No
Fingerprint check	○ Yes	● No	● Yes	○ No
Background check	● Yes	○ No	○ Yes	● No
Background check	● Yes	○ No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	○ Yes	● No	● Yes	○ No
Minimum GPA in content area coursework	○ Yes	● No	● Yes	○ No

Element	Required for Entry		Required for Exit	
	Yes	No	Yes	No
Minimum GPA in professional education coursework		● No	● Yes	
Minimum GPA in professional education coursework		● No	● Yes	
Minimum ACT score		● No		● No
Minimum ACT score		● No		● No
Minimum SAT score		● No		● No
Minimum SAT score		● No		● No
Minimum basic skills test score	● Yes			● No
Minimum basic skills test score	● Yes			● No
Subject area/academic content test or other subject matter verification		● No	● Yes	
Subject area/academic content test or other subject matter verification		● No	● Yes	
Recommendation(s)	● Yes			● No
Recommendation(s)	● Yes			● No
Essay or personal statement	● Yes			● No
Essay or personal statement	● Yes			● No
Interview		● No		● No
Interview		● No		● No
Other Specify: MAT or GRE	● Yes			● No
Other Specify: MAT or GRE	● 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 was the median GPA of individuals accepted into the program in academic year 2017-18?**

3.36

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

3

5. **What was the median GPA of individuals completing the program in academic year 2017-18?**

3.92

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

Our one post graduate program that leads to initial licensure in the area of visual impairment is an MAT.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. **(§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))**

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	490
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	12
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	21
Number of students in supervised clinical experience during this academic year	338

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

After listening to the Title 2 help session and reviewing the Title II Tips for Reporting: Supervised Clinical Experience link (above), the number of students in supervised clinical experience during the 2017-2018 academic year was calculated by: adding the number of students who completed clinical experiences with the number of students who completed student teaching. This is an increase in the number reported in the 2018 Title 2 report, as the 2018 report only included students completing student teaching.

Enrollment

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

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

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

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

THIS PAGE INCLUDES:
>> Enrollment

Enrollment

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

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2017-18	281
Unduplicated number of males enrolled in 2017-18	53
Unduplicated number of females enrolled in 2017-18	228

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

2017-18	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	8
Race	

2017-18	Number Enrolled
American Indian or Alaska Native	1
Asian	2
Black or African American	31
Native Hawaiian or Other Pacific Islander	0
White	219
Two or more races	9

2017-18	Number Enrolled
American Indian or Alaska Native	1
Asian	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.

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 2017-18. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. **(§205(b)(1)(H))**

Additional guidance on reporting teachers prepared by subject area.

What are CIP Codes?

☐ **No teachers prepared in academic year 2017-18**

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	10
13.1210	Teacher Education - Early Childhood Education	30
13.1202	Teacher Education - Elementary Education	43
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	7
13.1205	Teacher Education - Secondary Education	23
13.1206	Teacher Education - Multiple Levels	15

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	9
13.1306	Teacher Education - Foreign Language	2
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	7
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	5
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	8
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	3
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	2

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

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. **(§205(b)(1)(H))**

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

Additional guidance on reporting teachers prepared by academic major.

What are CIP Codes?

☐ No teachers prepared in academic year 2017-18

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	10
13.1210	Teacher Education - Early Childhood Education	30
13.1202	Teacher Education - Elementary Education	40
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	7
13.1205	Teacher Education - Secondary Education	23
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	9
13.1306	Teacher Education - Foreign Language	2
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	7
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	3
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science	5
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	8
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	3
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	2
13.1331	Teacher Education - Speech	

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

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

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

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

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

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

Program Completers

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

2017-18	114
2016-17	145
2015-16	121

Annual Goals

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

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

THIS PAGE INCLUDES:

>> Annual Goals - Mathematics

>> Annual Goals - Science

>> Annual Goals - Special Education

>> Annual Goals - Instruction of Limited English Proficient Students

>> Assurances

Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1)(A)(ii), §206(a))**

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

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

Academic year 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

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

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

> 5

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- ● Yes
- ○ No
- ○ Not applicable

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

The mathematics educator has been active in teaching guest lessons in area high school and middle school mathematics classrooms. He also provided professional development graduate courses for in-service teachers that are focused on getting their students more engaged in mathematics. The mathematics educator has been working with the mathematics department to ensure that the appropriate mathematics courses are available and accessible to incoming pre-service mathematics education students.

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

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

To increase the frequency of the mathematics educator's presence in classrooms, he has continued his partnership with two in-service secondary mathematics teachers to provide them with technology and professional development support. These partnerships should increase the mathematics educators access to potential students as well as the University's image as providing support to area teachers. Additionally, the School of Education is now targeting potential students by providing all former graduates with posters that state "You are being taught by a USC Upstate graduate". This strategy is intended at increasing potential student's awareness of the education programs at the university.

Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

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

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

> 5

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

The School of Education set up an information table at the Regional Science Fair to inform students of the education programs available at USC Upstate, especially Mathematics and Science Education.

Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

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

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

> 5

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

The mathematics educator plans on resubmitting the NSF Noyce Scholarship grant to increase the number of highly qualified mathematics and science pre-service teachers entering the program. This scholarship grant will be in conjunction with an area community college and involve several members from across the university.

Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

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

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

Academic year 2017-18

1. Did your program prepare teachers in science in 2017-18?

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

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

> 2

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- ● Yes
- ○ No
- ○ Not applicable

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

The School of Education faculty have been in continuous communication with the area community college to ensure that transfer students are being advised to take the correct science courses for USC Upstate's Science Education program of study.

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:

Faculty members in the School of Education have discussed content knowledge expectations with faculty and administrators, in various science programs at USC Upstate, to ensure that the pre-service teachers receive what they need to pass the Praxis II certification exam. The mathematics educator and science educator have submitted an NSF grant to provide scholarships for students considering secondary mathematics or science teaching. These scholarships are intended to increase the number of highly effective mathematics and science teachers in the region. Although this grant was not funded in 2017 or 2018, we will rewrite this grant and resubmit it for 2019.

Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

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

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

> 2

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

The School of Education set up an information table at the Regional Science Fair to inform students of the education programs available at USC Upstate, especially Mathematics and Science Education.

Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

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

11. How many prospective teachers does your program plan to add in science in 2019-20?

> 2

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

> The mathematics educator plans on resubmitting the NSF Noyce Scholarship grant to increase the number of highly qualified mathematics and science pre-service teachers entering the program. This scholarship grant will be in conjunction with an area community college and involve several members from across the university.

Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1)(A)(ii), §206(a))**

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

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

Academic year 2017-18

1. Did your program prepare teachers in special education in 2017-18?

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

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

> 14

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- ○ Yes
- ● No
- ○ Not applicable

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

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

> Several recruitment measures have been implemented as an effort to draw more interest to the Special Education: Learning Disability Program. The School of Education has established the "2 plus 2" program to attract students from our two-year schools into specific certification/degree tracks. (This agreement allows student to take the first two years of study at the 2-year school with the understanding that all credits will be transferable into the specific degree program as long as the student meets certain course and GPA requirements.) Further, a number of special events are scheduled on campus each semester to draw prospects, applicants and families to visit and learn about the programs offered. A member of the School of Education attends these sessions—each of which are purposefully designed to increase interest and solidify the student's selection to attend. Lastly, the faculty of the Special Education Learning Disability Program individually contacts students interested in the Program.

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

Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

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

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

> 14

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

Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

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

11. How many prospective teachers does your program plan to add in special education in 2019-20?

> 14

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

Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1)(A)(ii), §206(a))**

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

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

Academic year 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

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

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

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

○ **Yes**
○ **No**
○ **Not applicable**

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

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

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

Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

○ **Yes**
● **No (leave remaining questions for year blank)**

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

[   ]

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

Academic year 2019-20

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

○ **Yes**
● **No (leave remaining questions for year blank)**

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

[   ]

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

Assurances

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

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

● **Yes**

○ No

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

● Yes
○ No

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

● Yes
○ No
○ Program does not prepare special education teachers

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

● Yes
○ No

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

● Yes
○ No

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

● Yes
○ No

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

● Yes
○ No

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

USC Upstate initial teacher certification programs have selected pre-student teaching clinical sites, specific schools that reflect diversity in their student populations, faculty populations, and in their curricula. Selected schools include those with high needs and at-risk student populations, year-round schedules, high free/reduced lunch student populations, language/cultural immersion classrooms, single-gender classrooms, ESOL student populations, and/or LEP student populations. Placement practices are deliberate to assure our teacher candidates are able to meet the needs of all pK-12 students.

Assessment Pass Rates

THIS PAGE INCLUDES:

›› Assessment Pass Rates

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

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

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	1			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2016-17	5			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2015-16	4			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS0382 -ED OF EXCEPTIONAL STUDENTS LEARNING DISAB Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	3			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2017-18	29	171	29	100
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2016-17	36	169	36	100
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2015-16	27	170	27	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5021 -EDUCATION OF YOUNG CHILDREN (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	5			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	36	176	35	97
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	26	179	26	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	8			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	5			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2017-18	36	169	35	97
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2016-17	25	166	24	96
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2015-16	8			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	5			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2017-18	36	167	33	92
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2016-17	25	169	23	92
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2015-16	8			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	5			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2017-18	36	163	32	89

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2016-17	25	164	21	84
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	8			
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) Other enrolled students	1			
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) All program completers, 2016-17	4			
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) All program completers, 2015-16	23	172	23	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2017-18	7			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2016-17	10	178	10	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	5			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	4			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	6			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2016-17	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	10	172	7	70
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	10	171	8	80
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2016-17	6			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	11	164	11	100
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2016-17	6			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	6			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) Other enrolled students	2			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2016-17	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2015-16	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, 2017-18	8			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2016-17	14	170	14	100
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2015-16	18	173	18	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	5			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2017-18	24	172	23	96
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2016-17	31	177	31	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2015-16	25	173	25	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students	3			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2017-18	30	171	30	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2016-17	38	167	38	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2015-16	30	171	30	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	9			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2017-18	44	174	43	98

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2016-17	45	172	43	96
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2015-16	47	176	47	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) Other enrolled students	2			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2017-18	7			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2016-17	8			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2015-16	10	176	10	100
ETS5383 -SE TEACH STUDENTS W LEARNING DISAB Educational Testing Service (ETS) Other enrolled students	2			
ETS5383 -SE TEACH STUDENTS W LEARNING DISAB Educational Testing Service (ETS) All program completers, 2017-18	8			
ETS5383 -SE TEACH STUDENTS W LEARNING DISAB Educational Testing Service (ETS) All program completers, 2016-17	8			
ETS5383 -SE TEACH STUDENTS W LEARNING DISAB Educational Testing Service (ETS) All program completers, 2015-16	9			
ETS5282 -SE TEACHING STU WVISUAL IMPAIRMENT Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5282 -SE TEACHING STU WVISUAL IMPAIRMENT Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) Other enrolled students	3			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2017-18	5			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2016-17	11	164	10	91

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16	1			

Summary Pass Rates

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

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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	111	103	93
All program completers, 2016-17	131	123	94
All program completers, 2015-16	120	117	98

Low-Performing

THIS PAGE INCLUDES:

>> Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

Low-Performing

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

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

- ● Yes
- ○ No

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

- ☑ State
- ☐ NCATE
- ☐ TEAC
- ☑ CAEP
- ☐ Other specify:

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

- ○ Yes
- ● No

Use of Technology

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

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

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.**

   All School of Education (SoE) students complete an educational technology course in addition to the general education computer science requirement (3 semester hours). Additionally, every SoE classroom contains an interactive white board in a smart classroom that faculty use to model effective teaching. Students also practice using this equipment during their presentations in the university classroom as well as lesson implementation in their clinical settings. All methods courses require technology integration projects and presentations. All programs align curricula with ISTE standards. Also, teacher candidates complete components of a Teacher Work Sample in stages as they progress through their clinical sequence with a final Teacher Work Sample due at the completion of student teaching. Several of the components of the Teacher Work Sample require students to develop and administer, analyze, and interpret a pre/post assessment. All collected data must be entered, graphed, analyzed, interpreted, and presented, using database and graphing/presentation software.

Teacher Training

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

Teacher Training

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

1. **Does your program prepare general education teachers to:**

   a. **teach students with disabilities effectively**

   ● Yes
   ○ No

   b. **participate as a member of individualized education program teams**

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   All USC Upstate teacher candidates enroll in EDFO U341-Introduction to Exceptional Learners/Special Education. As a requirement for this course, students must participate in the IEP-development process at a designated school placement as well as participate in IEP conferencing simulations in the university classroom.

3. **Does your program prepare special education teachers to:**

   a. **teach students with disabilities effectively**

   ● Yes
   ○ No
   ○ **Program does not prepare special education teachers**

   b. **participate as a member of individualized education program teams**

   ● Yes

○ No
○ **Program does not prepare special education teachers**

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

● **Yes**
○ **No**
○ **Program does not prepare special education teachers**

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

The School of Education's Bachelor of Science degree in Special Education specifically prepares candidates to meet the South Carolina certification and highly qualified requirements for licensure in Learning Disabilities (K-12). It is a state approved program and has accreditation by the Council for Exceptional Children (CEC). The program of study consists of 122 hours of coursework, comprised of 54 hours in professional education in the areas of learning disabilities (LD) and literacy. In addition to aligning its curriculum offerings with the CEC Content and LD Performance-based Standards, Special Education teacher candidates also design and implement instruction in accordance with the state content standards and demonstrate the professional dispositions defined by the South Carolina Department of Education Standards of Conduct. The LD Program of study consists of four stages (semesters), systematically designed for Special Education teacher candidates to acquire, practice, and refine competencies in a developmental and recursive manner. The focus for each course is categorized into one of four groups: 1) content, 2) skill, 3) skill-theory, and 4) complete immersion field experience. The content-based courses target corresponding CEC Standards to establish the candidates' knowledge in those areas (i.e., LD Characteristics [stage I], Assessment [stage II], Organization and Management of the Diverse Classroom [stage III], and Issues and Trends in Exceptionalities [IV]). The skill-based classes include field placements where candidates apply multiple CEC Standards that focus on teaching methods for individual content areas (i.e., LD Math and Literacy I [stage I], Literacy II [stage II], LD Reading and LD Language Disorders [stage III]). The skill-theory classes have candidates apply principles of behavioral and cognitive theory (i.e., LD Methods [stage I] and LD Curriculum [stage II]) and the two field-based courses require activities beyond the assignments completed in the method skill-based course practicums (stages II and IV). The over-arching paradigm shaping all instruction in the LD Program is the principle that a teacher's actions are to be research-based. Student outcomes are measured by what the IDEA refers to as Responsiveness-to-Intervention (RtI) practices. This methodological approach ensures that candidates gain the knowledge and skills proven most likely to accomplish desired student-learning outcomes. Candidates in turn are held accountable for their teaching performances. To accomplish this, the LD Program provides candidates with continuous interactive experiences with schoolchildren in multiple settings, including schools with high poverty communities and student populations from multiple cultural and linguistic backgrounds. In each of their pre-student teaching placements, candidates document in quantifiable terms students' academic gains to evaluate how well their RtI practices are appropriately designed to meet the settings' and students' unique needs. This assessment model measuring overall impact on student learning provides data-driven evidence assuring that candidates employ effective practices. In addition to working with children who have limited English proficiency in their clinical settings, candidates complete a variety of projects in the Program's Language Disorder class devoted to addressing ELL learner needs. They complete the series of IRIS modules, including its case study and response questions. Candidates also develop lesson plans for demonstrating their ability to select, adapt, and use instructional strategies and materials that address an ELL student's language deficiencies. Candidates also receive specific training that prepares them for their future roles as members of individualized education program (IEP) teams. In the Program's, first stage, candidates complete exam essay questions regarding the diagnostic process, including the legal rights and responsibilities of participants outlined in IDEA and write four fictitious IEPs. During stage II, candidates complete an assessment report based upon formal testing that they conduct with an assigned student in their practicum setting. In the Program's practicum [stage III], candidates write IEPs for students with whom they teach and attend the IEP meetings. During the final stage, candidates are encouraged to lead an IEP meeting.

Contextual Information

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

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

Contextual Information

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

On an annual basis, School of Education faculty members in each program: Elementary, Early Childhood, Learning Disabilities, Middle Level/Secondary, Art, and Physical Education compile program candidates' performance data into a report that is submitted to the University Assessment Committee. These documents present a summary and an analysis of how the candidates' Praxis II test data, ADEPT Exit Portfolio ratings, and Teacher Work Sample outcomes indicate program alignment with the Unit's goals, as well as the South Carolina state standards, specialized professional, and institutional standards. They also include narratives describing how the program has made improvements based upon the previous year's analysis of data as well as about the decisions made for modifying instruction to meet current best practices. These reports are evaluated by the University Assessment Committee and shared across to the Institution's academic community. Additionally, in October of 2018, CAEP's Accreditation Council met and granted the School of Education at USC Upstate accreditation at the initial-licensure level.

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.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **281**.

Number of program completers from Section I: Program Information, Program Completers is **114**.

For a total enrollment of **395**.

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:

Jessica S. McLees

TITLE:

Assessment Coordinator

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:

Sarah Hunt-Barron

TITLE:

Associate Dean

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	206	281	36.41%
Male Enrollment	35	53	51.43%
Female Enrollment	171	228	33.33%
Hispanic/Latino Enrollment	9	8	-11.11%
American Indian or Alaska Native Enrollment	1	1	0.00%
Asian Enrollment	2	2	0.00%
Black or African American Enrollment	23	31	34.78%
Native Hawaiian or Other Pacific Islander Enrollment	0	0	

Item	Last Year	This Year	Change
White Enrollment	160	219	36.88%
Two or more races Enrollment	5	9	80.00%
Average number of clock hours required prior to student teaching	100	100	0.00%
Average number of clock hours required for student teaching	490	490	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	1	12	1100.00%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	14	21	50.00%
Number of students in supervised clinical experience during this academic year	149	338	126.85%
Total completers for current academic year	145	114	-21.38%
Total completers for prior academic year	121	145	19.83%
Total completers for second prior academic year	147	121	-17.69%