

# [Title II Higher Education Act](#)

## Menu Secondary

- [My Account](#)
- [Technical Assistance](#)
- [Log Out](#)

Sandra McLendon Program User

## Select Academic Year Menu

2020-21 Academic Year Data

2022 Title II Reports National Teacher Preparation Data  
Southern Wesleyan University

## Main Menu

- [Home](#)

SC  
Southern Wesleyan University Traditional Report AY 2020-21 South Carolina  
Report CompleteStatus: 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

Address907 Wesleyan Drive

Address line 2:

CityCentral

StateSouth Carolina

Zip29630

Salutation

Dr.

First NameSandra

Last NameMcLendon

Phone864-644-5354

Emailsmclendon@swu.edu

Save/Stay

Reset

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### Section I: Program Information

## 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](#)

This Page Includes:

- [List of Programs](#)

List of Programs

[Back To Top](#)

List of Programs			
CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1202	Elementary Education	UG	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1	Special Education	UG	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1312	Teacher Education - Music	UG	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1314	Teacher Education - Physical Education and Coaching	UG	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
<div><div></div></div>		UG, PG, or Both <input type="radio"/> UG <input type="radio"/> PG <input type="radio"/> Both <input type="radio"/>	<ul style="list-style-type: none"><li>Insert</li><li>Cancel</li></ul>

Total number of teacher preparation programs:

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

Info

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Print

Reset Page

Save

Section I: Program Information

Program Requirements

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](#)

This Page Includes:

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

## Undergraduate Requirements

[Back To Top](#)

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.

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

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

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

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

## Postgraduate Requirements

[Back To Top](#)

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

Required for Entry ☐ Yes ☐ No ☒ Required for Exit ☐ Yes ☐ No ☒

Fingerprint check

Required for Entry ☐ Yes ☐ No ☒ Required for Exit ☐ Yes ☐ No ☒

Background check

Required for Entry ☐ Yes ☐ No ☒ Required for Exit ☐ Yes ☐ No ☒

Minimum number of courses/credits/semester hours completed

Required for Entry ☐ Yes ☐ No ☒ Required for Exit ☐ Yes ☐ No ☒

Minimum GPA

Required for Entry ☐ Yes ☐ No ☒ Required for Exit ☐ Yes ☐ No ☒

Minimum GPA in content area coursework

Required for Entry ☐ Yes ☐ No ☒ Required for Exit ☐ Yes ☐ No ☒

Minimum GPA in professional education coursework

Required for Entry ☐ Yes ☐ No ☒ Required for Exit ☐ Yes ☐ No ☒

Minimum ACT score

Required for Entry ☐ Yes ☐ No ☒ Required for Exit ☐ Yes ☐ No ☒

Minimum SAT score

Required for Entry ☐ Yes ☐ No ☒ Required for Exit ☐ Yes ☐ No ☒

Minimum basic skills test score

Required for Entry ☐ Yes ☐ No ☒ Required for Exit ☐ Yes ☐ No ☒Subject area/academic content test or other subject matter verification Required for Entry ☐ Yes ☐ No ☒ Required for Exit ☐ Yes ☐ No ☒

Recommendation(s)

Required for Entry ☐ Yes ☐ No ☒ Required for Exit ☐ Yes ☐ No ☒

Essay or personal statement

Required for Entry ☐ Yes ☐ No ☒ Required for Exit ☐ Yes ☐ No ☒

Interview

Required for Entry ☐ Yes ☐ No ☒ Required for Exit ☐ Yes ☐ No ☒

Other Specify:

Required for Entry ☐ Yes ☐ No ☒ Required for Exit ☐ Yes ☐ No ☒Other specify: Required for Entry ☐ Yes ☐ No ☒ Required for Exit ☐ Yes ☐ No ☒

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

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

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

## Supervised Clinical Experience

[Back To Top](#)Provide the following information about supervised clinical experience in 2020-21. ([§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)

Programs with student teaching models (most traditional programs)

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

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

Number of clock hours required for student teaching

Number of clock hours required for student teaching 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)

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

If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used:

All Programs  
All Programs

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

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

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

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

Number of students in supervised clinical experience during this academic year

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

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

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

Number of students in supervised clinical experience during this academic year

Please provide any additional information about or descriptions of the supervised clinical experiences: Each candidate is placed with a highly qualified teacher in their major. Candidates are required to complete 70 full days in that placement. Each candidate is assigned two university supervisors. At least one of the two supervisors is certified in the candidate's major; if both are not certified in that area the second is certified in school administration. During the 70 days, each candidate is observed a minimum of 9 times by the two supervisors (6 observations) and the classroom teacher (3 observations). The rubric used for these observations is state-approved and each observer has been trained to use the NIET rubric. The Coordinator of Field Placements holds workshops with the candidates and visits classrooms to provide support to the candidates and the classroom teacher. These workshops are orientation, two days before starting in their placements; follow-up sessions, 3 weeks after orientation; and exit meeting. Throughout the semester, the Coordinator visits each candidate and classroom teacher a minimum of five times. Data from all assignments and observation is maintained in real-time by the candidates, supervisors and coordinator. If a candidate's scores drop below minimum level, the coordinator, classroom teacher, supervisors and candidate will work together to remediate any needed area through a Plan of Action. This plan will stay in place for the remainder of the semester and will be monitored as new data is available. At the end of the semester, the candidates will be marked as met standard if all rubric areas are above the institutional standard. The candidates will be recommended for certification if they meet standards and have passed all state-required certification exam requirements.

Each candidate is placed with a highly qualified teacher in their major. Candidates are required to complete 70 full days in that placement. Each candidate is assigned two university supervisors.

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Print

Reset Page

Save

## Calculate Full-Time Equivalent Faculty in the System

For any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared to a full-time faculty member)

Employment Rate (%)

Number of Faculty

Update

100% (Full-Time)

50% (Half-Time)

Employment Rate (%)

Number of Faculty

Delete

Employment Rate (%)

Number of Faculty

Delete

Add Row

Calculate FTE

# 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](#)

This Page Includes:

- [Enrollment and Program Completers](#)

## Enrollment and Program Completers

[Back To Top](#)

Enrollment and Completer Totals

2020-21 Total

Total Number of Individuals Enrolled Total Number of Individuals Enrolled in 2020-21

Subset of Program Completers Subset of Program Completers in 2020-21

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment <input type="text" value="26"/>	Male Completers <input type="text" value="5"/>
Female	Female Enrollment <input type="text" value="87"/>	Female Completers <input type="text" value="14"/>
Non-Binary/Other	Non-Binary/Other Enrollment <input type="text" value="0"/>	Non-Binary/Other Completers <input type="text" value="0"/>
No Gender Reported	Nonreported gender Enrollment <input type="text" value="0"/>	Nonreported gender Completers <input type="text" value="0"/>

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	American Indian or Alaska Native Enrollment <input type="text" value="0"/>	American Indian or Alaska Native Completers <input type="text" value="0"/>
Asian	Asian Enrollment <input type="text" value="0"/>	Asian Completers <input type="text" value="0"/>
Black or African American	Black or African American Enrollment <input type="text" value="12"/>	Black or African American Completers <input type="text" value="2"/>
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment <input type="text" value="8"/>	Hispanic/Latino of any race Completers <input type="text" value="1"/>
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment <input type="text" value="0"/>	Native Hawaiian or Other Pacific Islander Completers <input type="text" value="0"/>
White	White Enrollment <input type="text" value="91"/>	White Completers <input type="text" value="16"/>
Two or more races	Two or more races Enrollment <input type="text" value="1"/>	Two or more races Completers <input type="text" value="0"/>
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment <input type="text" value="1"/>	Nonreported race/ethnicity Completers <input type="text" value="0"/>

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

Section I: Program Information

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

[Back To Top](#)

Please provide the number of teachers prepared by subject area for academic year 2020-21.

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 2020-21

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>).

Teachers Prepared by Subject Area		
CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared <input type="text" value="2"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text" value="6"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text" value="0"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text" value="10"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text" value="0"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text" value="0"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text" value="0"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text" value="0"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text" value="0"/>

## Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared
13.1307	Teacher Education - Health	Number Prepared <input type="text" value="0"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text" value="0"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text" value="0"/>
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text" value="0"/>
13.1312	Teacher Education - Music	Number Prepared <input type="text" value="3"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text" value="0"/>
13.1315	Teacher Education - Reading	Number Prepared <input type="text" value="0"/>
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared <input type="text" value="0"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text" value="0"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text" value="0"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text" value="0"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text" value="0"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text" value="0"/>
13.1323	Teacher Education - Chemistry	Number Prepared <input type="text" value="0"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared <input type="text" value="0"/>
13.1328	Teacher Education - History	Number Prepared <input type="text" value="0"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text" value="0"/>
13.1331	Teacher Education - Speech	Number Prepared <input type="text" value="0"/>
13.1337	Teacher Education - Earth Science	Number Prepared <input type="text" value="0"/>
13.14	Teacher Education - English as a Second Language	Number Prepared <input type="text" value="0"/>
13.99	Education - Other Specify: Other specify: <input type="text"/>	Number Prepared <input type="text" value="0"/>

## Teachers Prepared by Academic Major

[Back To Top](#)

**Please provide the number of teachers prepared by academic major for academic year 2020-21. 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 2020-21

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](#)).

Teachers Prepared by Academic Major		
CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared <input type="text" value="2"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text" value="6"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text" value="0"/>



CIP Code	Academic Major	Number Prepared	Number Prepared
13.1210	Teacher Education - Early Childhood Education	Number Prepared	<input type="text" value="10"/>
13.1301	Teacher Education - Agriculture	Number Prepared	<input type="text" value="0"/>
13.1302	Teacher Education - Art	Number Prepared	<input type="text" value="0"/>
13.1303	Teacher Education - Business	Number Prepared	<input type="text" value="0"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared	<input type="text" value="0"/>
13.1306	Teacher Education - Foreign Language	Number Prepared	<input type="text" value="0"/>
13.1307	Teacher Education - Health	Number Prepared	<input type="text" value="0"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared	<input type="text" value="0"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared	<input type="text" value="0"/>
13.1311	Teacher Education - Mathematics	Number Prepared	<input type="text" value="0"/>
13.1312	Teacher Education - Music	Number Prepared	<input type="text" value="3"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared	<input type="text" value="0"/>
13.1315	Teacher Education - Reading	Number Prepared	<input type="text" value="0"/>
13.1316	Teacher Education - General Science	Number Prepared	<input type="text" value="0"/>
13.1317	Teacher Education - Social Science	Number Prepared	<input type="text" value="0"/>
13.1318	Teacher Education - Social Studies	Number Prepared	<input type="text" value="0"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared	<input type="text" value="0"/>
13.1321	Teacher Education - Computer Science	Number Prepared	<input type="text" value="0"/>
13.1322	Teacher Education - Biology	Number Prepared	<input type="text" value="0"/>
13.1323	Teacher Education - Chemistry	Number Prepared	<input type="text" value="0"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared	<input type="text" value="0"/>
13.1328	Teacher Education - History	Number Prepared	<input type="text" value="0"/>
13.1329	Teacher Education - Physics	Number Prepared	<input type="text" value="0"/>
13.1331	Teacher Education - Speech	Number Prepared	<input type="text" value="0"/>
13.1337	Teacher Education - Earth Science	Number Prepared	<input type="text" value="0"/>
13.14	Teacher Education - English as a Second Language	Number Prepared	<input type="text" value="0"/>
13.99	Education - Other Specify: Other specify: <input type="text"/>	Number Prepared	<input type="text" value="0"/>
01	Agriculture	Number Prepared	<input type="text" value="0"/>
03	Natural Resources and Conservation	Number Prepared	<input type="text" value="0"/>
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared	<input type="text" value="0"/>
09	Communication or Journalism	Number Prepared	<input type="text" value="0"/>
11	Computer and Information Sciences	Number Prepared	<input type="text" value="0"/>
12	Personal and Culinary Services	Number Prepared	<input type="text" value="0"/>
14	Engineering	Number Prepared	<input type="text" value="0"/>
16	Foreign Languages, Literatures, and Linguistics	Number Prepared	<input type="text" value="0"/>
19	Family and Consumer Sciences/Human Sciences	Number Prepared	<input type="text" value="0"/>
21	Technology Education/Industrial Arts	Number Prepared	<input type="text" value="0"/>
22	Legal Professions and Studies	Number Prepared	<input type="text" value="0"/>
23	English Language/Literature	Number Prepared	<input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
24	Liberal Arts/Humanities	Number Prepared <input type="text" value="0"/>
25	Library Science	Number Prepared <input type="text" value="0"/>
26	Biological and Biomedical Sciences	Number Prepared <input type="text" value="0"/>
27	Mathematics and Statistics	Number Prepared <input type="text" value="0"/>
30	Multi/Interdisciplinary Studies	Number Prepared <input type="text" value="0"/>
38	Philosophy and Religious Studies	Number Prepared <input type="text" value="0"/>
40	Physical Sciences	Number Prepared <input type="text" value="0"/>
41	Science Technologies/Technicians	Number Prepared <input type="text" value="0"/>
42	Psychology	Number Prepared <input type="text" value="0"/>
44	Public Administration and Social Service Professions	Number Prepared <input type="text" value="0"/>
45	Social Sciences	Number Prepared <input type="text" value="0"/>
46	Construction	Number Prepared <input type="text" value="0"/>
47	Mechanic and Repair Technologies	Number Prepared <input type="text" value="0"/>
50	Visual and Performing Arts	Number Prepared <input type="text" value="0"/>
51	Health Professions and Related Clinical Sciences	Number Prepared <input type="text" value="0"/>
52	Business/Management/Marketing	Number Prepared <input type="text" value="0"/>
54	History	Number Prepared <input type="text" value="0"/>
	Other Specify:	
99	Other specify: <input type="text"/>	Number Prepared <input type="text" value="0"/>

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### Section I: Program Information

## 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\(b\)\)](#)

### This Page Includes:

- [Program Assurances](#)

### Program Assurances

#### [Back To Top](#)

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: 
  - Meet once a semester with cooperating teachers, alumni, and clinical students to review program data and identify opportunities for improvement.
  - Network with local and state school district officials to anticipate needs.
  - Prepare new courses to provide the required training for new teacher candidates and revise existing courses to reflect the needs of the school districts in general education and special education.
  - Renew partnerships with cooperating school districts for practicum and clinical placements in varying settings.
  - Renew partnerships with cooperating school districts for contract Internships.
  - Require specific coursework in core academic courses for all elementary, early childhood, physical education, music education, and special education majors.
  - Review specific coursework in core academic courses for all elementary, early childhood, physical education, music education, and special education majors for any changes required by the state department of education and any accrediting agencies.
  - Focus a portion of the instruction in all required education courses on accommodations and instruction for children with disabilities.
  - Focus a portion of the instruction in all required education courses on accommodations and instruction limited English proficient students.
  - Place all education majors in diverse settings in field experiences and clinical experiences to include urban, rural, and low-income schools.
  - Conduct surveys and focus groups for districts, alumni, candidates, and supervisors to determine the needs of the local schools, graduates, and candidates.
  - Emphasize required skills during the practicum and clinical experiences for practical applications.
- Meet once a semester with cooperating teachers, alumni, and clinical students to review program data and identify opportunities for improvement.
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- Info

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PrintReset PageSave
- Section II: Annual Goals
- 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 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](#)
- This Page Includes:
- [Report Progress on Last Year’s Goal \(2020-21\)](#)
  - [Review Current Year’s Goal \(2021-22\)](#)
  - [Set Next Year’s Goal \(2022-23\)](#)
- Report Progress on Last Year’s Goal (2020-21)
- [Back To Top](#)
1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 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 (2021-22)**

[Back To Top](#)

7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank. ☐ Yes  
☒ No

8. Describe your goal.

**Set Next Year’s Goal (2022-23)**

[Back To Top](#)

9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank. ☐ Yes  
☒ No

10. Describe your goal.

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Print

Reset Page

Save

**Section II: Annual Goals**

**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 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](#)

This Page Includes:

- [Report Progress on Last Year's Goal \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

## Report Progress on Last Year's Goal (2020-21)

[Back To Top](#)

1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 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 (2021-22)

[Back To Top](#)

7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank. ☐ Yes

☒ No

8. Describe your goal.

## Set Next Year's Goal (2022-23)

[Back To Top](#)

9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank. ☐ Yes

☒ No

10. Describe your goal.

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Section II: Annual Goals

# 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 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

This Page Includes:

- [Report Progress on Last Year’s Goal \(2020-21\)](#)
- [Review Current Year’s Goal \(2021-22\)](#)
- [Set Next Year’s Goal \(2022-23\)](#)

## Report Progress on Last Year’s Goal (2020-21)

[Back To Top](#)

1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

☒ Yes

☐ No

2. Describe your goal. Increase the number of enrolled special education majors by 2 students annually. Increase the number of completers in special education majors

Increase the number of enrolled special education majors by 2 students annually.

Increase the number of completers in special education majors by 2 students annually.

by 2 students annually.

3. Did your program meet the goal? ☐ Yes

☒ No

4. Description of strategies used to achieve goal, if applicable: The number of enrolled special education majors increased by 1. The number of special education

The number of enrolled special education majors increased by 1.

The number of special education completers decreased by 4.

completers decreased by 4.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: In order to increase the number enrolled in Special Education, the School of Education will take the following steps: 1. Offer the Special Education major online in Fall 2022. 2. Partner with Project Create, a federally funded grant through the state, to pay tuition, textbooks, and fees for all Special Education majors qualifying for Project Create. 3. Create a website detailing the requirements for Project Create. 4. Hire a Special Education faculty responsible for working with the online Special Education majors.

In order to increase the number enrolled in Special Education, the School of Education will take the following steps:

1. Offer the Special Education major online in Fall

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

## Review Current Year’s Goal (2021-22)

[Back To Top](#)

7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank. ☒ Yes

☐ No

8. Describe your goal. Increase the number of enrolled special education majors by 2 students annually. Increase the number of completers in special education majors

Increase the number of enrolled special education majors by 2 students annually.

Increase the number of completers in special education majors by 2 students annually.

by 2 students annually.

### Set Next Year's Goal (2022-23)

[Back To Top](#)

9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank. ☒ Yes

☐ No

10. Describe your goal. Increase the number of enrolled special education majors by 2 students annually. Increase the number of completers in special education majors

Increase the number of enrolled special education majors by 2 students annually.

Increase the number of completers in special education majors by 2 students annually.

by 2 students annually.

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Print

Reset Page

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### Section II: Annual Goals

## 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 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](#)

### This Page Includes:

- [Report Progress on Last Year's Goal \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

### Report Progress on Last Year's Goal (2020-21)

[Back To Top](#)

1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 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 (2021-22)

[Back To Top](#)

7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank. ☐ Yes  
☒ No

8. Describe your goal.

Set Next Year’s Goal (2022-23)

[Back To Top](#)

9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank. ☐ Yes  
☒ No

10. Describe your goal.

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Print

Reset Page

Save

Section III: Program Pass Rates

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.

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:**

- [Assessment Pass Rates](#)

**Assessment Pass Rates**

[Back To Top](#)

Assessment Pass Rates			
Assessment code - Assessment name	Number taking tests	Avg. scaled score	Number Pass tests
Test Company Group			Passing rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE	1		
Educational Testing Service (ETS)			
All program completers, 2019-20			
ETS5025 -EARLY CHILDHOOD EDUCATION	4		
Educational Testing Service (ETS)			
All enrolled students who have completed all noncl			
ETS5025 -EARLY CHILDHOOD EDUCATION	5		
Educational Testing Service (ETS)			
All program completers, 2020-21			
ETS5024 -EDUCATION OF YOUNG CHILDREN	3		
Educational Testing Service (ETS)			
All enrolled students who have completed all noncl			
ETS5024 -EDUCATION OF YOUNG CHILDREN	5		
Educational Testing Service (ETS)			
All program completers, 2020-21			
ETS5024 -EDUCATION OF YOUNG CHILDREN	10	171	10
Educational Testing Service (ETS)			100
All program completers, 2019-20			
ETS5024 -EDUCATION OF YOUNG CHILDREN	2		
Educational Testing Service (ETS)			
All program completers, 2018-19			
ETS7813 -ELEM ED CKT: MATHEMATICS	6		
Educational Testing Service (ETS)			
All enrolled students who have completed all noncl			
ETS7813 -ELEM ED CKT: MATHEMATICS	4		
Educational Testing Service (ETS)			
All program completers, 2020-21			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS	6		
Educational Testing Service (ETS)			
All enrolled students who have completed all noncl			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS	4		
Educational Testing Service (ETS)			
All program completers, 2020-21			
ETS7814 -ELEM ED CKT: SCIENCE	6		
Educational Testing Service (ETS)			
All enrolled students who have completed all noncl			
ETS7814 -ELEM ED CKT: SCIENCE	4		
Educational Testing Service (ETS)			
All program completers, 2020-21			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES	6		
Educational Testing Service (ETS)			
All enrolled students who have completed all noncl			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES	3		
Educational Testing Service (ETS)			
All program completers, 2020-21			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES	1		
Educational Testing Service (ETS)			
All program completers, 2019-20			

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	8			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2019-20	8			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2019-20	8			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	7			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2018-19	6			

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 enrolled students who have completed all noncl	1			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2019-20	4			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2020-21	10	173	10	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2019-20	10	169	10	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2020-21	11	173	11	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2019-20	19	173	19	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2018-19	10	176	10	100
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2019-20	5			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION	1			

## Assessment code - Assessment name

Test Company  
GroupNumber Avg. Number Pass  
taking scaled passing rate  
tests score tests (%)Educational Testing Service (ETS)  
All program completers, 2018-19

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## Section III: Program Pass Rates

## 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

[Back To Top](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	21	21	100
All program completers, 2019-20	29	29	100
All program completers, 2018-19	18	18	100

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Print

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## Section IV: Low-Performing

## Low-Performing

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

**This Page Includes:**

- [Low-Performing](#)

**Low-Performing**

[Back To Top](#)

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:  
Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state? ☐ Yes  
☒ No

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Print

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Save

**Section V: Use of Technology**

**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**

[Back To Top](#)

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:
  1. integrate technology effectively into curricula and instruction ☒ Yes  
☐ No
  2. use technology effectively to collect data to improve teaching and learning ☒ Yes  
☐ No
  3. use technology effectively to manage data to improve teaching and learning ☒ Yes  
☐ No
  4. 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. Southern Wesleyan University employs a variety of strategies to integrate technology into the teacher preparation program. 1. Integrate technology effectively into curricula and instruction in all education courses. a. Require EDUC 3432 Instructional Technology for the Education Major for all education majors. This course relates technology to the curricula and instruction for each teacher certification area—early childhood education, elementary education, physical education, music education, and special education. b. Technology components are integrated into the curriculum for all required teacher education preparation courses. c. The Southern Wesleyan University lesson plan template has required elements—Materials and Technology Integration and Knowledge of Technology. 2. Use technology effectively to collect, manage, and analyze data. a. An element of the required course, EDUC 3432 Instructional Technology for the Education Major, looks at systems that can be used to collect

and manage data. Analysis of data is explored to facilitate student learning and increase academic achievement. b. A required course for early childhood education, elementary education, and special education, EDUC 3523 Curriculum, Instruction, Assessment for General/Special Education, explores assessment practices that facilitate student learning and analysis of assessment results and basic statistical applications. Assessment is investigated further by early childhood education and elementary education majors in EDUC 4052 Assessing Reading and Guiding. c. All K-12 education majors explore assessment practices and the analysis of test results to facilitate student learning and achievement in Effective Methods for Elementary and Middle School/Field Experience. Technology is a major tool in gathering and using the data because the majority of the schools in South Carolina require Measure of Academic Performance (MAP) testing. d. Pre-Clinical and Clinical teaching experiences are required for all candidates in the teacher preparation program. A major focus of these experiences involves lesson planning, with required components of pre-assessment, post-assessment, and an analysis of how the results would be used to facilitate student learning. Technology is a major tool in gathering and using data and in K-12 instruction. 3. The School of Education utilizes an e-portfolio system, Anthology (formerly Chalk and Wire), to collect teacher candidate data for major benchmarks in the Teacher Education program. The data is used by the School of Education to make decisions for the unit, program, and course improvement on student candidates' use of assessment to modify instruction. e. Pre- and Post-assessment and how the use of the data impacts K-12 instruction is emphasized in Pre-clinical and Clinical for all candidates. f. Training for virtual classrooms is integrated into the

Southern Wesleyan University employs a variety of strategies to integrate technology into the teacher preparation program.

EDUC 3432 Instructional Technology and content courses for the Education Major.

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## Section VI: Teacher Training

## Teacher Training

Provide the following information about your teacher preparation program. ([§205\(a\)\(1\)\(G\)](#))

### This Page Includes:

- [Teacher Training](#)

## Teacher Training

### [Back To Top](#)

1. Provide a description of the activities that prepare general education teachers to:
  1. Teach students with disabilities effectively Every education candidate must take EDUC 3203 Introduction to the Exceptional Children which covers the history of educating exceptional children. An examination of the current laws and the special problems confronted in dealing with the gifted, learning disabled, mentally disabled, emotionally disturbed, or physically handicapped child is covered. This class also includes a unit in fingerspelling for basic communication skills with the hearing impaired and a unit on teaching math and reading to ELL learners. There is a thirty-hour Service Learning requirement for all Education students as partial fulfillment of requirements of the EEDA. Every lesson plan includes components-Understanding Your Learners: a. Differentiation for Diverse Learners b. Accommodations for 504 plans, IEPs, GT, and/or ELL. Data is collected on these components for

Every education candidate must take EDUC 3203 Introduction to the Exceptional Children which covers the history of educating exceptional children. An examination of the current laws and

each teacher candidate.

2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. The School of Education at Southern Wesleyan University prepares special education teachers to teach students with disabilities effectively by teaching future special education majors how to make special accommodations, how to make sure the learning modalities are used, and planning direct instruction, group instruction, collaborative learning, independent learning, enrichment, and differentiated instruction to all students who qualify for special services placement. In methods classes for elementary math, elementary reading, teaching the LD, teaching the Mild to Moderately Handicapped, teaching the B/ED, students are taught how to modify their curriculum to match the timeline for instructional purposes. This is correlated with the goals and objectives of the student's IEP. All majors taking the Introduction to Exceptional Child class are introduced to a completed psychological evaluation. Students are introduced to the screening tests used to determine achievement and to the Intelligence tests used for the IQ. Future Special Education teachers are also introduced to the process of writing overall goals and more specific objectives based on the findings of the psychological results. Emphasis is placed on response to intervention (RTI) and transitions. Students are required to write a behavior intervention plan during this time.

The School of Education at Southern Wesleyan

University prepares special education teachers to teach students with disabilities effectively by teaching future special education majors how to

3. Effectively teach students who are limited English proficient. Working with ELL students is another area dealt with in the Introduction to Exceptional Children. Ways to make accommodations and strategies for teaching ELL students are covered in one of the units from our current text. During the special education student's placement in the preclinical experience the semester before student teaching, they are required to participate in an actual placement meeting in their setting with the permission of the cooperating teacher and other required parties. During the student teaching experience, all student teachers must attend one or more placement meetings with their cooperating teacher. Reading courses that emphasize teaching reading to ELL students as

Working with ELL students is another area dealt with in the Introduction to Exceptional Children. Ways to make accommodations and strategies for teaching ELL students are covered in one of the

well as the general population are required.

2. Does your program prepare special education teachers? ☒ Yes  
☐ No

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

1. Teach students with disabilities effectively The School of Education offers teacher certification in Special Education Multicategorical according to guidelines recognized by the South Carolina State Department of Education. The program is designed to meet the requirements for the South Carolina Special Education Multi-categorical initial license (K-12) which is required to teach P-12 students with mild to moderate disabilities (attention-deficit hyperactivity disorders, emotional disabilities, learning disabilities, autism spectrum disorders, and traumatic brain injuries) in resource, self-contained, and inclusion settings. Program coursework focuses on legal aspects of the profession, characteristics and identification of mild-moderately disabled learners, procedures for special education programming, evidence-based remedial techniques methodologies, formal/informal assessment, behavior management, parent and teacher collaboration, and field experiences. The program consists of a general education strand, a professional education strand, and methods courses in language arts, science, social studies, mathematics, early literacy, fine arts, physical education, and literature. The teacher candidate learns developmentally appropriate strategies for teaching and assessing P-12 students. The Special Education majors are placed in sequential field experiences

The School of Education offers teacher certification in Special Education Multicategorical according to guidelines recognized by the South Carolina State Department of Education. The

that cover all areas of the K-12 Multi-categorical certification.

2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. In their fourth year of preparation, candidates enroll in Education 4628 and 4638 (clinical experience) which requires completion of 70 full school days of professional activities and experiences in a public school special education classroom. Candidates may request the educational level (elementary, middle, and high) and the type of special education classroom (resource, self-contained, inclusion, transition) for their directed teaching placement. Throughout the programs, candidates have placements in elementary, middle, and high school. Candidates work with the local educational teams with the

In their fourth year of preparation, candidates enroll in Education 4628 and 4638 (clinical experience) which requires completion of 70 full school days of professional activities and

schools to plan for IEPs and 504 plans to meet the individualized needs of the students.

3. Effectively teach students who are limited English proficient. In their fourth year of preparation, candidates enroll in Education 4628 and 4638 (clinical experience) which requires completion of 70 full school days of professional activities and experiences in a public school in inclusive classrooms. Candidates may request the educational level (elementary, middle, and high) and the type of classroom (resource, self-contained, inclusion, transition) for their directed teaching placement. Throughout the programs, candidates have placements in elementary, middle, and high school. Candidates work with local educational teams with the schools to plan for IEPs and 504 plans to meet the individualized needs of the ELL students.

In their fourth year of preparation, candidates enroll in Education 4628 and 4638 (clinical experience) which requires completion of 70 full school days of professional activities and

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## 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

[Back To Top](#)

**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.**

None.

None.

## 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.**

Link Text

File

Choose File

No file selected

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## 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:

Sandra McLendon

Title:

Dean School 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:

Title: