

Title II Higher Education Act

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University of South Carolilna - Upstate
Traditional Program
2008-09

Print Report Card

Program Information

Name of Institution: University of South Carolilna - Upstate

Institution/Program Type: Traditional

Academic Year: 2008-09

State: South Carolina

Address: 800 University Way

Spartanburg, SC, 29303

Contact Name: Dr. Pamela Wash

Phone: 864-503-5513

Email: pwash@uscupstate.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	NA
Fee/Payment	No	NA

Transcript	Yes	NA
Fingerprint check	No	NA
Background check	Yes	NA
Experience in a classroom or working with children	No	NA
Minimum number of courses/credits/semester hours completed	Yes	NA
Minimum high school GPA	No	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	Yes	NA
Minimum GPA in professional education coursework	Yes	NA
Minimum ACT score	Yes	NA
Minimum SAT score	Yes	NA
Minimum GRE score	No	NA
Minimum basic skills test score	Yes	NA
Subject area/academic content test or other subject matter verification	No	NA
Minimum Miller Analogies test score	No	NA
Recommendation(s)	Yes	NA
Essay or personal statement	No	NA
Interview	No	NA
Resume	No	NA
Beachelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test (e.g.,Myers-Briggs Assessment)	No	NA
Other (specify: not applicable)	No	NA

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

<http://www.uscupstate.edu/academics/education/default.aspx?id=31034>

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

Sophomore year not applicable

Does your initial teacher certification program conditionally admit students? Yes

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

We allow a one semester grace period ONLY for second-degree students seeking initial certification or certification only. These students already possess a BA/BS.

Section I.b Program Enrollment

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.

Total number of students enrolled in 2008-09:	1126
Unduplicated number of males enrolled in 2008-09:	292
Unduplicated number of females enrolled in 2008-09:	834

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	20
<i>Race</i>	
American Indian or Alaska Native:	2
Asian:	14
Black or African American:	227
Native Hawaiian or Other Pacific Islander:	0
White:	755
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	100
Average number of clock hours required for student teaching	480
Number of full-time equivalent faculty in supervised clinical experience during this academic year	27
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	3
Number of students in supervised clinical experience during this academic year	167

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

Each of our programs requires 100+ hours distributed over two to three clinical experiences prior to Directed Teaching.

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/ licensed	Number certified/ licensed	Number certified/ licensed

	2008-09	2007-08	2006-07
TOTAL (all areas/subjects)	380	276	288
Early Childhood	128	86	90
Elementary	86	73	83
English	8	14	12
Spanish	1	0	2
Mathematics	6	6	7
Biology/General Science	1	2	2
Chemistry	6	1	2
ML ELA	23	7	20
ML Mathematics	18	7	7
ML Science	26	10	13
ML Social Studies/History	28	19	15
Social Studies/History	20	13	15
Special Education - LD	17	21	12
PE	12	13	8

Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2008-09: 167

2007-08: 147

2006-07: 162

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	Academic year: 2009-10

	<p>Goal: Offer Dual Degree Options</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>In collaboration with the mathematics department, we have created a program of study outlining how to graduate with two B.S. degrees - one in mathematics and one in mathematics education. This was just finalized Spring 2010 will full implementation fall 2010.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We anticipate making this dual degree option available Fall 2010. Our goal is to attract any math majors into teacher education as a viable option by providing a clear path for completing both degrees in a timely manner.</p>
Science	<p>Academic year: 2009-10</p> <p>Goal: Offer Dual Degree Option</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>In collaboration with the Natural Sciences and Engineering department, we have created programs of study outlining how to graduate with two B.S. degrees - one in biology or chemistry and one in biology or chemistry education. This was just finalized Spring 2010 will full implementation fall 2010.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We anticipate making this dual degree option available Fall 2010. Our goal is to attract any biology/chemistry majors into teacher education as a viable option by providing a clear path for completing both degrees in a timely manner.</p>
Special education	<p>Academic year: 2009-10</p> <p>Goal: Increase Sp. Ed. Majors</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Through the Project Create grant and an OSEP Grant, USC Upstate is redesigning the Special Education LD program to allow students to also complete add-on certification in either Early Childhood Education or Elementary Education.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>The program sheets have been sent to Faculty Senate for approval March 2010. If approved, the new program of study guidelines will take affect Fall 2010 for all new Special Education majors.</p>

Instruction of limited English proficient students	Academic year: Goal: Goal met? Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Other	Academic year: Goal: Goal met? Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

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

Each of our 12 initial certification programs have purposely selected key schools for each of the three key clinical experiences prior to student teaching that reflect diversity. These schools include high needs, at-risk, year round schools, high free/reduced lunch, immersion classrooms, single-gender classrooms, ESOL, and more. These practices are deliberate to assure our students are able to meet the needs of All K-12 students.

Section III. Assessment Rates

Section III. Summary Rates

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

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

NCATE

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)?

No

Section V. Technology

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
Yes
- **use technology effectively to collect data to improve teaching and learning**
Yes
- **use technology effectively to manage data to improve teaching and learning**
Yes
- **use technology effectively to analyze data to improve teaching and learning**
Yes

Provide a description of how your program 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 how your program 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 SoE students are required to complete an educational technology class in addition to the general education computer science requirement. Additionally, every SoE classroom contains a Promethean Board and student response systems in a SMART classroom package which faculty use to model effective teaching. Students also are trained to use this equipment during their presentations in the university classroom as

well as lesson implementation in their clinical settings. All methods courses require technology integration and/or projects.

SoE students complete components of a Teacher Work Sample (TWS) in stages as they progress through their clinical sequence with a final TWS due at the completion of student teaching. Several of the components of the TWS require students to develop and administer a pre/post assessment. All collected data must be entered into Excel, graphed and analyzed.

Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of how your program 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 education majors are required to take SEDF 341 - Introduction to Exceptional Learners/Special Education. As a requirement for this course, students must participate in the IEP process at a designated school placement as well as mock simulations in the university classroom.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of how your program 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; 54 hours comprise of

professional education courses 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, 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) and is systematically designed for candidates to acquire, practice, and refine competencies in a developmental, recursive manner. The focus for each course is categorized into one of four groups: 1) content, 2) skill, 3) skill- theory, and 4) a complete immersion in a 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.

Section VII. 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

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University of South Carolina - Upstate

Traditional Program

2008-09

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Title II, Higher Education Act

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