

# Title II Higher Education Act

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University of South Carolilna - Upstate  
Traditional Program  
2009-10

### Print Report Card

### Program Information

**Name of Institution:** University of South Carolilna - Upstate

**Institution/Program Type:** Traditional

**Academic Year:** 2009-10

**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	No	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 2009-10:	1215
Unduplicated number of males enrolled in 2009-10:	308
Unduplicated number of females enrolled in 2009-10:	906

<b>2009-10</b>	<b>Number enrolled</b>
<i>Ethnicity</i>	
Hispanic/Latino of any race:	30
<i>Race</i>	
American Indian or Alaska Native:	16
Asian:	0
Black or African American:	250
Native Hawaiian or Other Pacific Islander:	0
White:	901
Two or more races:	29

### Section I.c Supervised Experience

**Provide the following information about supervised clinical experience in 2009-10.**

Average number of clock hours required prior to student teaching	100
Average number of clock hours required for student teaching	490
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	208

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

### Section I.d Teachers Prepared

**Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))**

<b>Academic major</b>	<b>Number prepared</b>
Art	1
Biology	4
Early Childhood	71

Elementary	55
Middle Level	26
Physical Ed	8
Secondary Ed	26
Special Ed (LD)	17
TOTAL	208

Subject area	Number prepared
Biology	4
Chemistry	0
English	7
Mathematics	7
Social Studies/History	7
Spanish	5
TOTAL	26

### Section I.e Program Completers

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

2009-10: 244

2008-09: 167

2007-08: 147

### 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	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> Offer Dual Degree Options</p> <p><b>Goal met?</b> Yes</p>

	<p><b>Description of strategies used to achieve goal:</b></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><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></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><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> Offer Dual Degree Option</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></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><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></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><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> Increase Sp. Ed. Majors</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></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><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></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	<p><b>Academic year:</b> 2011-12</p> <p><b>Goal:</b> ESOL Courses</p>

<p>proficient students</p>	<p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>We are in the process of lowering the course numbers for five ESOL graduate courses to the 500 level so undergraduates in their senior year may elect to take one or more.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>Paperwork is being completed by the Director of Graduate Programs. Once approved, we can move forward with this initiative.</p>
<p>Other</p>	<p><b>Academic year:</b></p> <p><b>Goal:</b></p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>

**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**

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>	<b>State Average pass rate (%)</b>	<b>State Average scaled score</b>
ETS0133 - ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				98	171
ETS0133 - ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	172
ETS0131 - ART MAKING Educational Testing Service (ETS) All program completers, 2009-10	1				96	164
ETS0131 - ART MAKING Educational Testing Service (ETS) All program completers, 2008-09	1				97	164
ETS0030 - BIOLOGY AND GENERAL SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	3					
ETS0030 - BIOLOGY AND GENERAL SCIENCE Educational Testing Service (ETS) All program completers, 2009-10	2				100	684
ETS0030 - BIOLOGY AND GENERAL SCIENCE Educational Testing Service (ETS) All program completers, 2008-09	3				100	697
ETS0353 - ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2				100	172

ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2009-10	16	182	16	100	100	178
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2008-09	18	177	18	100	100	178
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2007-08	6				99	174
ETS0382 -ED OF EXCEPTIONAL STUDENTS: LEARNING DISABILITIES Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2					
ETS0382 -ED OF EXCEPTIONAL STUDENTS: LEARNING DISABILITIES Educational Testing Service (ETS) All program completers, 2009-10	16	172	16	100	100	174
ETS0382 -ED OF EXCEPTIONAL STUDENTS: LEARNING DISABILITIES Educational Testing Service (ETS) All program completers, 2008-09	18	177	18	100	100	175
ETS0382 -ED OF EXCEPTIONAL STUDENTS: LEARNING DISABILITIES Educational Testing Service (ETS) All program completers, 2007-08	6				100	175
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	23	180	23	100	99	180
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2009-10	74	179	73	99	100	183
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2008-09	61	180	61	100	100	183
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2007-08	59	181	59	100	100	183

ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	8				98	156
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) Other enrolled students	1				91	154
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2009-10	58	155	58	100	99	157
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2008-09	34	158	34	100	99	158
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2007-08	40	159	40	100	100	158
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	7				90	177
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	1				74	172
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	57	177	52	91	98	178
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	34	177	33	97	99	178
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	39	178	38	97	99	179
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	7				97	181

ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	8				99	181
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	6				100	183
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2009-10	7				97	160
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2008-09	8				99	159
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2007-08	6				100	160
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				100	159
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2009-10	4				100	166
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2008-09	4				100	168
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2007-08	2				100	165
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				73	141
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				96	157
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS)	4				100	155

All program completers, 2008-09						
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2				100	156
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	3					
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2009-10	14	172	13	93	96	172
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2008-09	6				100	174
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2007-08	7				98	174
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2					
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1				89	165
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	9				100	174
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	7				97	174
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	9				95	172
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all	1					

nonclinical courses						
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	1				95	160
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2009-10	8				97	161
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2008-09	5				100	162
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2007-08	10	156	8	80	87	159
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	5					
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2009-10	15	170	12	80	89	165
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2008-09	11	168	10	91	98	170
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2007-08	11	166	9	82	86	164
ETS0093 -PHYSICAL ED VIDEO EVALUATION Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				94	166
ETS0093 -PHYSICAL ED VIDEO EVALUATION Educational Testing Service (ETS) All program completers, 2009-10	8				98	167
ETS0093 -PHYSICAL ED VIDEO EVALUATION Educational Testing Service (ETS) All program completers, 2008-09	8				99	166
ETS0093 -PHYSICAL ED VIDEO EVALUATION Educational Testing Service (ETS)	8				99	166

All program completers, 2007-08						
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				100	158
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	9				100	160
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	8				100	159
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	8				99	159
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1				96	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	1				90	178
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	1				92	176
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2009-10	24	170	20	83	89	172
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2008-09	16	171	16	100	97	173
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2007-08	22	170	21	95	97	173
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2				93	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12	2				86	174

Educational Testing Service (ETS) Other enrolled students						
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	16	172	13	81	95	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	27	173	26	96	98	176
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	16	175	16	100	98	176
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	16	170	12	75	90	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	1				86	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	143	176	132	92	97	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	115	177	112	97	98	178
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	108	177	107	99	99	178
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	3				81	170
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				81	167
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE	4				97	171

Educational Testing Service (ETS) All program completers, 2009-10						
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	8				97	170
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	6				100	170
ETS0083 -SOCIAL STUDIES: INTERPRET MATERIALS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2				88	168
ETS0083 -SOCIAL STUDIES: INTERPRET MATERIALS Educational Testing Service (ETS) Other enrolled students	1				88	165
ETS0083 -SOCIAL STUDIES: INTERPRET MATERIALS Educational Testing Service (ETS) All program completers, 2009-10	4				98	169
ETS0083 -SOCIAL STUDIES: INTERPRET MATERIALS Educational Testing Service (ETS) All program completers, 2008-09	9				99	170
ETS0083 -SOCIAL STUDIES: INTERPRET MATERIALS Educational Testing Service (ETS) All program completers, 2007-08	6				100	171
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				94	174
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	173
ETS0191 -SPANISH CONTENT KNOWLEDGE	1				100	173

Educational Testing Service (ETS) All program completers, 2007-08						
ETS0192 -SPANISH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					
ETS0192 -SPANISH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2008-09	1				85	171
ETS0192 -SPANISH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2007-08	1				94	172

### Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	200	177	89	95
All program completers, 2008-09	165	158	96	97
All program completers, 2007-08	146	143	98	99

### 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.

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**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.**

### Supporting Files

University of South Carolina - Upstate  
Traditional Program  
2009-10

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