

2015 Title II Report

Name of Institution: University of South Carolina - Upstate

Institution/Program Type: Traditional

Academic Year: 2013-14

State: South Carolina

Address: School of Education

800 University Way

Spartanburg, SC, 29303

Contact Name: Dr. Don Stowe

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art Education	No
Early Childhood Education	No
Elementary Education	No
Middle Level Education	No
Physical Education	No

Secondary Biology Education	No
Secondary Chemistry Education	No
Secondary English Education	No
Secondary Mathematics Education	No
Secondary Social Studies Education	No
Secondary Spanish Education	No
Special Education - Visual Impairment	No
Special Education/Learning Disabilities	No
Total number of teacher preparation programs: 13	

Section I.b Admissions

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

Sophomore year end of sophomore year

Does your initial teacher certification program conditionally admit students?

Yes

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>

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

The School of Education (SoE) allows a one-semester probationary admission only for two categories of students: 1. those who transfer into our program from another program to which they had "fully admitted" status; and 2. those who already possess a baccalaureate degree and seek initial teacher certification only.

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Transcript	Yes	No
Fingerprint check	No	No
Fingerprint check	No	No
Background check	Yes	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes

Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	No
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	Yes	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes

Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Recommendation(s)	Yes	No
Essay or personal statement	No	No
Essay or personal statement	No	No
Interview	No	No
Interview	No	No
Other An essay on Progressivism is required in EDFO U200.	Yes	No
Other	No	No

What is the minimum GPA required for admission into the program?

2.6

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.2

What is the minimum GPA required for completing the program?

2.6

What was the median GPA of individuals completing the program in academic year 2013-14

Please provide any additional comments about the information provided above:

Section I.c 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.

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

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2013-14:	236
Unduplicated number of males enrolled in 2013-14:	57
Unduplicated number of females enrolled in 2013-14:	179
2013-14	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	8
<i>Race</i>	

American Indian or Alaska Native:	0
Asian:	0
Black or African American:	40
Native Hawaiian or Other Pacific Islander:	0
White:	174
Two or more races:	10

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	490
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	0
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	23
Number of students in supervised clinical experience during this academic year	148

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. 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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	9
Teacher Education - Early Childhood Education	29
Teacher Education - Elementary Education	47
Teacher Education - Junior High/Intermediate/Middle School Education	25
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	4

Teacher Education - Business	
Teacher Education - English/Language Arts	7
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	2
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	10
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	7
Teacher Education - Technical Education	

Teacher Education - Computer Science	
Teacher Education - Biology	3
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	1
Teacher Education - Physics	
Teacher Education - Spanish	1
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	

Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. 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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	9
Teacher Education - Early Childhood Education	29
Teacher Education - Elementary Education	47
Teacher Education - Junior High/Intermediate/Middle School Education	25
Teacher Education - Secondary Education	20
Teacher Education - Agriculture	

Teacher Education - Art	4
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	10
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	

Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	1
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	

Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	

History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	

Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

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

2013-14: 145

2012-13: 184

2011-12: 195

Section II Annual Goals - Mathematics

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

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

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

Academic year 2013-14

Did your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

1

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

Provide clear and precise advisement for students interested in becoming a mathematics teacher. Meet with the teaching fellows to discuss the middle and high school mathematics teacher tracks. Have students interested in Math and Science volunteer for the regional science fair.

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

Many underclassmen that are interested in becoming a mathematics teacher do not begin their mathematics courses until their sophomore year. This sequence becomes an issue when students need to take upper level mathematics courses and can lead to frustration, additional semesters, and dropping out of the program. Students will be advised to begin their mathematics course work during their first year.

Increase middle school and high school presence to promote the mathematics education programs. The mathematics educator has begun to conduct research in different middle and high school classrooms. This activity shows that the University is developing new methods/techniques for teaching mathematics and that the preparation of new mathematics teachers is based on current research tested in schools. This activity has peaked several students' interests in the University and lead to some good conversations about learning mathematics between high school students and the mathematics educator.

Provide any additional comments, exceptions and explanations below:

Talks with the College of Arts & Sciences regarding a future MAT program are in the beginning phases.

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

2

Provide any additional comments, exceptions and explanations below:

We hired new Mathematics Education professor who will be the point person for recruitment of math students into the Math teacher preparation program.

Academic year 2015-16

Will your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers does your program plan to add in mathematics in 2015-16?

2

Provide any additional comments, exceptions and explanations below:

The mathematics educator and science educator have written an NSF grant to provide scholarships for students considering secondary mathematics or science teaching. These scholarships are intended to increase the number of highly effective mathematics and science teachers in the region. This grant will be submitted in August of 2015 and if funded, will contribute to an additional 15 secondary mathematics teachers over 5 years.

Section II Annual Goals - Science

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

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

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

Academic year 2013-14

Did your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

1

Did your program meet the goal for prospective teachers set in science in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

Faculty are actively involved in the Piedmont Region Three Science Fair which is sponsored by Rotary International. Through the USC-Upstate Foundation scholarships are offered to winners in categories and to overall winners. Faculty visit local community colleges on career days and invite students to consider science education upon transfer to USC-Upstate.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

2

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers does your program plan to add in science in 2015-16?

2

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

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

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

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

Academic year 2013-14

Did your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers did your program plan to add in special education in 2013-14?

10

Did your program meet the goal for prospective teachers set in special education in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

10

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in special education in 2015-16?

Yes

How many prospective teachers does your program plan to add in special education in 2015-16?

10

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

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

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

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

Academic year 2013-14

Did your program prepare teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2015-16?

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances.

(§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

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

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS0135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS0135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0133 -ART CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0131 -ART MAKING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0030 -BIOLOGY AND GENERAL SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
ETS0030 -BIOLOGY AND GENERAL SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	3			

ETS0030 -BIOLOGY AND GENERAL SCIENCE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0070 -CHEM PHYSICS AND GENERAL SCIENCE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0382 -ED OF EXCEPTIONAL STUDENTS LEARNING DISAB Educational Testing Service (ETS) All program completers, 2011-12	15	172	15	100
ETS5021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	5			
ETS5021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2013-14	27	185	27	100
ETS5021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2012-13	37	181	37	100
ETS5021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2011-12	54	180	54	100
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2011-12	2			

ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS5015 -ELEM ED INSTR PRACTICE AND APPL Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5015 -ELEM ED INSTR PRACTICE AND APPL Educational Testing Service (ETS) Other enrolled students	4			
ETS5015 -ELEM ED INSTR PRACTICE AND APPL Educational Testing Service (ETS) All program completers, 2013-14	44	175	43	98
ETS5015 -ELEM ED INSTR PRACTICE AND APPL Educational Testing Service (ETS) All program completers, 2012-13	37	172	36	97
ETS5015 -ELEM ED INSTR PRACTICE AND APPL Educational Testing Service (ETS) All program completers, 2011-12	57	177	57	100
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All program completers, 2012-13	7			
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All program completers, 2011-12	2			

ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) Other enrolled students	1			
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2011-12	5			

ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS5161 -MATHEMATICS: CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5161 -MATHEMATICS: CK Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2013-14	8			
ETS5049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS5049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2011-12	10	168	10	100

ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	8			
ETS0069 -MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS0069 -MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS0069 -MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	9			
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2013-14	1			

ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2012-13	8			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2011-12	9			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2013-14	10	170	8	80
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2012-13	9			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2011-12	10	175	10	100
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0093 -PHYSICAL ED VIDEO EVALUATION (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2013-14	25	173	24	96

ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2012-13	13	174	13	100
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2011-12	23	168	22	96
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	3			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	16	171	15	94
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2012-13	30	171	29	97
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2011-12	25	170	23	92
ETS0524 -PRINC LEARNING AND TEACHING 7-12 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students	2			

ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2013-14	29	166	27	93
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2012-13	42	168	41	98
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2011-12	49	167	47	96
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	5			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	60	175	57	95
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2012-13	54	173	53	98
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2011-12	76	173	75	99

ETS0522 -PRINC LEARNING AND TEACHING K-6 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) Other enrolled students	1			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2012-13	18	175	18	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2011-12	15	176	15	100
ETS5383 -SE TEACH STUDENTS W LEARNING DISAB Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5383 -SE TEACH STUDENTS W LEARNING DISAB Educational Testing Service (ETS) All program completers, 2013-14	8			

ETS5383 -SE TEACH STUDENTS W LEARNING DISAB Educational Testing Service (ETS) All program completers, 2012-13	17	170	17	100
ETS5282 -SE TEACHING STU WVISUAL IMPAIRMENT Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) Other enrolled students	2			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2013-14	6			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2012-13	11	159	10	91
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			

ETS0083 -SOCIAL STUDIES INTERPRET MATERIALS Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2011-12	4			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	133	122	92
All program completers, 2012-13	142	135	95
All program completers, 2011-12	187	181	97

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:

State

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 Use of Technology

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.

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 the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

All School of Education (SoE) students complete an educational technology course in addition to the general education computer science requirement (3 semester hours). Additionally, every SoE classroom contains a Promethean Board and student response systems in a SMART classroom package which faculty use to model effective teaching. Students also practice using this equipment during their presentations in the university classroom as well as lesson implementation in their clinical settings. All methods courses require technology integration projects and presentations. All programs align curricula with ISTE standards.

Teacher candidates complete components of a Teacher Work Sample in stages as they progress through their clinical sequence with a final Teacher Work Sample due at the completion of student teaching.

Several of the components of the Teacher Work Sample require students to develop and administer, analyze, and interpret a pre/post assessment. All collected data must be entered, graphed, analyzed, interpreted, and presented, using database and graphing/presentation software.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

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

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

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

The School of Education's Bachelor of Science degree in Special Education specifically prepares candidates to meet the South Carolina certification and highly qualified requirements for licensure in Learning Disabilities (K-12). It is a state approved program and has accreditation by the Council for Exceptional Children (CEC). The program of study consists of 122 hours of coursework, comprised of 54 hours in professional education in the areas of learning disabilities (LD) and literacy. In addition to aligning its curriculum offerings with the CEC Content and LD Performance-based Standards, Special Education teacher candidates also design and implement instruction in accordance with the state content standards and demonstrate the professional dispositions defined by the South Carolina Department of Education Standards of Conduct.

The LD Program of study consists of four stages (semesters), systematically designed for Special Education teacher candidates to acquire, practice, and refine competencies in a developmental and recursive manner. The focus for each course is categorized into one of four groups: 1) content, 2) skill, 3) skill-theory, and 4) complete immersion field experience. The content-based courses target corresponding CEC Standards to establish the candidates' knowledge in those areas (i.e., LD Characteristics [stage I], Assessment [stage II], Organization and Management of the Diverse Classroom [stage III], and Issues and Trends in Exceptionalities [IV]). The skill-based classes include field placements where candidates apply multiple CEC Standards that focus on teaching methods for individual content areas (i.e., LD Math and Literacy I [stage I], Literacy II [stage II], LD Reading and LD Language Disorders [stage III]). The skill-theory classes have candidates apply principles of behavioral and cognitive theory (i.e., LD Methods [stage I] and LD Curriculum [stage II]) and the two field-based courses require activities beyond the assignments completed in the method skill-based course practicums (stages II and IV).

The over-arching paradigm shaping all instruction in the LD Program is the principle that a teacher's actions are to be research-based. Student outcomes are measured by what the IDEA refers to as Responsiveness-to-Intervention (RtI) practices. This methodological approach ensures that candidates gain the knowledge and skills proven most likely to accomplish desired student-learning outcomes. Candidates in turn are held accountable for their teaching performances. To accomplish this, the LD Program provides candidates with continuous interactive experiences with schoolchildren in multiple settings, including schools with high poverty communities and student populations from multiple cultural and linguistic backgrounds. In each of their pre-student teaching placements, candidates document in quantifiable terms students' academic gains to evaluate how well their RtI practices are appropriately designed to meet the settings' and students' unique needs. This assessment model measuring overall impact on student learning provides data-driven evidence assuring that candidates employ effective practices.

In addition to working with children who have limited English proficiency in their clinical settings, candidates complete a variety of projects in the Program's Language Disorder class devoted to addressing ELL learner needs. They complete the series of IRIS modules, including its case study and response questions. Candidates also develop lesson plans for demonstrating their ability to select, adapt, and use instructional strategies and materials that address an ELL student's language deficiencies.

Candidates also receive specific training that prepares them for their future roles as members of individualized education program (IEP) teams. In the Program's, first stage, candidates complete exam essay questions regarding the diagnostic process, including the legal rights and responsibilities of participants outlined in IDEA and write four fictitious IEPs. During stage II, candidates complete an assessment report based upon formal testing that they conduct with an assigned student in their practicum setting. In the Program's practicum [stage III], candidates write IEPs for students with whom they teach and attend the IEP meetings. During the final stage, candidates are encouraged to lead an IEP meeting.

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.

On an annual basis, Program Coordinators (i.e., Elementary, Early Childhood, Learning Disabilities, Middle Level/Secondary, Art, and Physical Education) compile program candidates' performance data into a report that is submitted to the University Assessment Committee. These documents present a summary and an analysis of how the candidates' Praxis II test data, the ADEPT Exit Portfolio ratings, and Teacher Work Sample outcomes indicate program alignment with the Unit's goals, as well as the South Carolina, specialized professional, Common Core, and institutional standards. They also include narratives describing how the program has made improvements based upon the previous year's analysis of data as well as about the decisions made for modifying instruction to meet current best practices. These reports are evaluated by the University Assessment Committee and shared across to the Institution's academic community.

Supporting Files

Complete Report Card

AY 2013-14

