



University of South Carolina Beaufort
Traditional Report AY 2022-23
South Carolina



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

218654

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

One University Boulevard

CITY

Bluffton

STATE

South Carolina

ZIP

29909

SALUTATION

Dr.

FIRST NAME

Elizabeth

LAST NAME

Hammond

PHONE

(843) 208-8205

EMAIL

ejh49@uscb.edu

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. **(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

| CIP Code | Teacher Preparation Programs | UG, PG, or Both | Update |
|----------|---|-----------------|--------|
| 13.121 | Early Childhood Education | UG | |
| 13.1202 | Elementary Education | UG | |
| 13.1305 | Teacher Education - English/Language Arts | UG | |
| 13.1311 | Teacher Education - Mathematics | UG | |

Total number of teacher preparation programs:

4

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

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

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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

- Yes
 No

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

| Element | Admission | Completion |
|---|---|---|
| Transcript | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Fingerprint check | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Background check | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum number of courses/credits/semester hours completed | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in content area coursework | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in professional education coursework | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum ACT score | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum SAT score | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum basic skills test score | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Subject area/academic content test or other subject matter verification | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Recommendation(s) | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |

| Element | Admission | Completion |
|---|---|---|
| Essay or personal statement | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Interview | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Other Specify: <input type="text" value="TB test; Presentation for Internship Eligibility (PIE)"/> | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

2.75

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

2.75

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

In addition to the 2.75 GPA requirement for entry into the Professional Program, candidates must, also, have a 3.0 GPA in all program pre-professional courses.

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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

- Yes
 No

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

| Element | Admission | Completion |
|--|--|--|
| Transcript | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Fingerprint check | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Background check | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum number of courses/credits/semester hours completed | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in content area coursework | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in professional education coursework | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum ACT score | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum SAT score | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum basic skills test score | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |

| Element | Admission | Completion |
|---|--|--|
| Subject area/academic content test or other subject matter verification | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Recommendation(s) | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Essay or personal statement | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Interview | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Other Specify: <input type="text" value="TB test"/> | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |

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

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

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

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2022-23. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

| Programs with student teaching models (most traditional programs) | |
|--|------------------------------------|
| Number of clock hours of supervised clinical experience required prior to student teaching | <input type="text" value="312.5"/> |
| Number of clock hours required for student teaching | <input type="text" value="562.5"/> |

Are there programs in which candidates are the teacher of record?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

| Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs) |
|--|
|--|

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Years required of teaching as the teacher of record in a classroom

All Programs

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

4

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

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

4

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

45

Number of students in supervised clinical experience during this academic year

36

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

During the pre-professional course, EDCI B100 Clinical Observation and Analysis, candidates from all programs completed a 20 hour observation and analysis field experience that is the first in a series of experiences leading up to the clinical internship. Elementary and Early Childhood Education program candidates completed a minimum of 195 field hours during Methods Block 1 and Methods Block 2. In addition, early childhood candidates completed a minimum of 10 hours with children ages Birth - 3 in EDEC B340 Education of the Young Child. Both early childhood and elementary education candidates completed 22 hours in EDRD B420P Practicum in Emergent Reading, working with a struggling reader on the primary level. Secondary education program majors are required to have a minimum of 192 hours in their practicum. Beginning in the Fall of 2024, hours for secondary education program majors will be increased to between 210 and 225 hours.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

| 2022-23 Total | |
|--------------------------------------|----|
| Total Number of Individuals Enrolled | 36 |
| Subset of Program Completers | 20 |

| Gender | Total Enrolled | Subset of Program Completers |
|---|----------------|------------------------------|
| Male | 6 | 2 |
| Female | 30 | 18 |
| Non-Binary/Other | 0 | 0 |
| No Gender Reported | 0 | 0 |
| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 4 | 2 |
| Hispanic/Latino of any race | 2 | 2 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 |
| White | 29 | 15 |

| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
|----------------------------|----------------|------------------------------|
| Two or more races | 1 | 1 |
| No Race/Ethnicity Reported | 0 | 0 |

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

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

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

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2022-23.

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

What are CIP Codes?

No teachers prepared in academic year 2022-23

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

| CIP Code | Subject Area | Number Prepared |
|----------|---------------------------------------|--------------------------------|
| 13.10 | Teacher Education - Special Education | <input type="text" value="0"/> |

| CIP Code | Subject Area | Number Prepared |
|----------|--|-----------------|
| 13.1202 | Teacher Education - Elementary Education | 10 |
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | 3 |
| 13.1210 | Teacher Education - Early Childhood Education | 7 |
| 13.1301 | Teacher Education - Agriculture | 0 |
| 13.1302 | Teacher Education - Art | 0 |
| 13.1303 | Teacher Education - Business | 0 |
| 13.1305 | Teacher Education - English/Language Arts | 0 |
| 13.1306 | Teacher Education - Foreign Language | 0 |
| 13.1307 | Teacher Education - Health | 0 |
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | 0 |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | 0 |
| 13.1311 | Teacher Education - Mathematics | 0 |
| 13.1312 | Teacher Education - Music | 0 |
| 13.1314 | Teacher Education - Physical Education and Coaching | 0 |
| 13.1315 | Teacher Education - Reading | 0 |
| 13.1316 | Teacher Education - Science Teacher Education/General Science | 0 |
| 13.1317 | Teacher Education - Social Science | 0 |
| 13.1318 | Teacher Education - Social Studies | 0 |
| 13.1320 | Teacher Education - Trade and Industrial | 0 |
| 13.1321 | Teacher Education - Computer Science | 0 |
| 13.1322 | Teacher Education - Biology | 0 |
| 13.1323 | Teacher Education - Chemistry | 0 |
| 13.1324 | Teacher Education - Drama and Dance | 0 |
| 13.1328 | Teacher Education - History | 0 |
| 13.1329 | Teacher Education - Physics | 0 |

| CIP Code | Subject Area | Number Prepared |
|----------|--|--------------------------------|
| 13.1331 | Teacher Education - Speech | <input type="text" value="0"/> |
| 13.1337 | Teacher Education - Earth Science | <input type="text" value="0"/> |
| 13.14 | Teacher Education - English as a Second Language | <input type="text" value="0"/> |
| 13.99 | Education - Other Specify: <input type="text"/> | <input type="text" value="0"/> |

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

[What are CIP Codes?](#)

Does this teacher preparation provider grant degrees upon completion of its programs?

- Yes
 No

No teachers prepared in academic year 2022-23

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

| CIP Code | Academic Major | Number Prepared |
|----------|--|---------------------------------|
| 13.10 | Teacher Education - Special Education | <input type="text" value="0"/> |
| 13.1202 | Teacher Education - Elementary Education | <input type="text" value="10"/> |
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | <input type="text" value="0"/> |
| 13.1210 | Teacher Education - Early Childhood Education | <input type="text" value="7"/> |
| 13.1301 | Teacher Education - Agriculture | <input type="text" value="0"/> |
| 13.1302 | Teacher Education - Art | <input type="text" value="0"/> |
| 13.1303 | Teacher Education - Business | <input type="text" value="0"/> |
| 13.1305 | Teacher Education - English/Language Arts | <input type="text" value="2"/> |
| 13.1306 | Teacher Education - Foreign Language | <input type="text" value="0"/> |

| CIP Code | Academic Major | Number Prepared |
|----------|---|-----------------|
| 13.1307 | Teacher Education - Health | 0 |
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | 0 |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | 0 |
| 13.1311 | Teacher Education - Mathematics | 1 |
| 13.1312 | Teacher Education - Music | 0 |
| 13.1314 | Teacher Education - Physical Education and Coaching | 0 |
| 13.1315 | Teacher Education - Reading | 0 |
| 13.1316 | Teacher Education - General Science | 0 |
| 13.1317 | Teacher Education - Social Science | 0 |
| 13.1318 | Teacher Education - Social Studies | 0 |
| 13.1320 | Teacher Education - Trade and Industrial | 0 |
| 13.1321 | Teacher Education - Computer Science | 0 |
| 13.1322 | Teacher Education - Biology | 0 |
| 13.1323 | Teacher Education - Chemistry | 0 |
| 13.1324 | Teacher Education - Drama and Dance | 0 |
| 13.1328 | Teacher Education - History | 0 |
| 13.1329 | Teacher Education - Physics | 0 |
| 13.1331 | Teacher Education - Speech | 0 |
| 13.1337 | Teacher Education - Earth Science | 0 |
| 13.14 | Teacher Education - English as a Second Language | 0 |
| 13.99 | Education - Other Specify: <input data-bbox="289 1732 1258 1774" type="text"/> | 0 |
| 01 | Agriculture | 0 |
| 03 | Natural Resources and Conservation | 0 |
| 05 | Area, Ethnic, Cultural, and Gender Studies | 0 |

| CIP Code | Academic Major | Number Prepared |
|----------|--|-----------------|
| 09 | Communication or Journalism | 0 |
| 11 | Computer and Information Sciences | 0 |
| 12 | Personal and Culinary Services | 0 |
| 14 | Engineering | 0 |
| 16 | Foreign Languages, Literatures, and Linguistics | 0 |
| 19 | Family and Consumer Sciences/Human Sciences | 0 |
| 21 | Technology Education/Industrial Arts | 0 |
| 22 | Legal Professions and Studies | 0 |
| 23 | English Language/Literature | 0 |
| 24 | Liberal Arts/Humanities | 0 |
| 25 | Library Science | 0 |
| 26 | Biological and Biomedical Sciences | 0 |
| 27 | Mathematics and Statistics | 0 |
| 30 | Multi/Interdisciplinary Studies | 0 |
| 38 | Philosophy and Religious Studies | 0 |
| 40 | Physical Sciences | 0 |
| 41 | Science Technologies/Technicians | 0 |
| 42 | Psychology | 0 |
| 44 | Public Administration and Social Service Professions | 0 |
| 45 | Social Sciences | 0 |
| 46 | Construction | 0 |
| 47 | Mechanic and Repair Technologies | 0 |
| 50 | Visual and Performing Arts | 0 |
| 51 | Health Professions and Related Clinical Sciences | 0 |
| 52 | Business/Management/Marketing | 0 |

| CIP Code | Academic Major | Number Prepared |
|----------|--|--------------------------------|
| 54 | History | <input type="text" value="0"/> |
| 99 | Other Specify: <input type="text"/> | <input type="text" value="0"/> |

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

The unit works with the local school district and the Teacher Education Advisory Council (TEAC) in order to ensure collaboration with the state requirements and local needs in the preparation of teachers. Specific courses, key assessments, and seminars are required in order to assure that candidates are prepared to provide instruction for students with special needs, limited English proficiency, and those from low income families. In addition, a 25-hour Youth Experience (Service Learning) requirement is required for all students applying for the professional program. This requirement is waived for students who have completed a Teacher Cadet program.

Annual Goals: Mathematics

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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

[\(§205\(a\)\(1\)\(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Add 2 additional Secondary Mathematics teachers.

3. Did your program meet the goal?

- Yes
 No

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

We continue to recruit prospective Secondary Mathematics teachers by working with teachers in the mathematics department to identify students who may be interested in teaching Secondary Mathematics. Further, we attempt to identify students in local high school teacher cadet programs who may be interested in the Secondary Mathematics program at our institution.

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

We will continue to recruit prospective Secondary Mathematics teachers by working with teachers in the mathematics department to identify students who may be interested in teaching Secondary Mathematics, and we will continue to attempt to identify students in local high school teacher cadet programs who may be interested in the Secondary Mathematics program at our institution.

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

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Add 2 additional Secondary Education Mathematics completers.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Add 2 additional Secondary Education Mathematics completers.

Annual Goals: Science

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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

[\(§205\(a\)\(1\)\(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Annual Goals: Instruction of Limited English Proficient Students

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

[§205\(a\)\(1\)\(A\)\(i\)](#), [§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(S205\(a\)\(1\)\(B\)\)](#)

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

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Assessment Pass Rates

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all noncl | 3 | | | |
| ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2022-23 | 8 | | | |
| ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2021-22 | 4 | | | |
| ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2020-21 | 3 | | | |
| ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students | 1 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2021-22 | 3 | | | |
| ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2020-21 | 10 | 168 | 10 | 100 |
| ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl | 1 | | | |
| ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22 | 1 | | | |
| ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21 | 1 | | | |
| ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl | 1 | | | |
| ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2022-23 | 1 | | | |
| ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2020-21 | 1 | | | |
| ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2022-23 | 2 | | | |
| ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2021-22 | 3 | | | |
| ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2020-21 | 1 | | | |
| ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23 | 2 | | | |
| ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22 | 1 | | | |
| ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21 | 1 | | | |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl | 2 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23 | 9 | | | |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22 | 6 | | | |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21 | 8 | | | |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl | 2 | | | |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2022-23 | 8 | | | |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22 | 7 | | | |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21 | 8 | | | |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl | 3 | | | |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2022-23 | 7 | | | |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2021-22 | 4 | | | |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2020-21 | 8 | | | |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl | 3 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23 | 7 | | | |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22 | 6 | | | |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21 | 8 | | | |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All enrolled students who have completed all noncl | 1 | | | |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2022-23 | 2 | | | |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2020-21 | 1 | | | |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23 | 1 | | | |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22 | 1 | | | |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21 | 1 | | | |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23 | 3 | | | |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22 | 1 | | | |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2020-21 | 2 | | | |
| ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All enrolled students who have completed all noncl | 1 | | | |
| ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2022-23 | 7 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2021-22 | 7 | | | |
| ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2020-21 | 13 | 167 | 13 | 100 |
| ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all noncl | 1 | | | |
| ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2022-23 | 7 | | | |
| ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2021-22 | 7 | | | |
| ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2020-21 | 8 | | | |

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(S205\(a\)\(1\)\(B\)\)](#)

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

THIS PAGE INCLUDES:

[>> Summary Pass Rates](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Summary Pass Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|
| All program completers, 2022-23 | 20 | 19 | 95 |
| All program completers, 2021-22 | 15 | 15 | 100 |
| All program completers, 2020-21 | 24 | 24 | 100 |

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

CAEP site visit Spring 2022

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. [\(\\$205\(a\)\(1\)\(F\)\)](#)

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes

No

- b. use technology effectively to collect data to improve teaching and learning

Yes

No

- c. use technology effectively to manage data to improve teaching and learning

Yes

No

- d. use technology effectively to analyze data to improve teaching and learning

Yes

No

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

Candidates in the Early Childhood and Elementary Education programs take a required three-credit hour course entitled EDCI B243 Technology Resources for Teaching that focuses on integrating technology in the classroom. Candidates in the Secondary English and Secondary Mathematics programs take course EDCI B320: Technology Resources for Teaching which provides instructional strategies on the integration of technology in the secondary classroom. Other courses require the use of technology for course presentations including EDEC 342 and EDEL 320. Faculty use technology in a variety of ways that include supervised online discussions boards and VoiceThread via Blackboard to create learning experiences using Smart Boards or digital video teaching samples. Candidates are also prepared to use the same technologies that are available in local schools. Key assessments are submitted using LiveText, a central data management system that allows the unit to collect data to improve teaching and learning. The unit's Assessment Coordinator and Accreditation Coordinator use technology to effectively manage and analyze data (Access, LiveText, Banner, etc.). The integration of technology throughout and within the unit is a fundamental part of increasing candidate knowledge, skills, and dispositions in the preparation of teachers for a technological society. Candidates use LiveText to plan lessons and design assessment tools, such as rubrics. This allows the collection and management of student assessment data. The data are analyzed to improve teaching and learning. During the clinical internship (student teaching), candidates develop and implement a Student Learning Objective (SLO) assignment that includes comprehensive study of student population, goal setting, creation of objectives and lesson plans, assessment and progress monitoring, goal setting for students, and analysis and reflection on their students' learning outcomes. The SLO provides evidence of how candidates use technology to integrate technology (using Smart Boards; currently being updated to match the technology in local school districts) into their teaching, collect P-6 student data, develop multiple

assessments, analyze P-6 student learning, and reflect upon their own practice to make informed decisions. Program completers and employers are surveyed, annually, on their satisfaction of the completer's ability to effectively integrate instructional technology in the K-12 classroom. Overall, responses from both completers and employers demonstrate satisfaction with the preparation candidates receive in relation to the implementation of instructional technology in the classroom.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

Candidates are required to take EDEX B300, Introduction to the Exceptional Learner. This course provides needed training for working with students with disabilities effectively and to build on these strategies throughout their methods courses and clinical internship. During the internship (EDEC B469; ELEM B470; EDEM B469; and ENGL B483), interns participate in an Individualized Education Plan team meeting for a student identified with a disability whenever possible. All lesson plans require candidates to differentiate instruction and plan teaching/learning accommodations or modifications for students with special needs and/or limited English proficiency.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

During the internship (EDEC B469; ELEM B470; EDEM B469; and ENGL B483), interns participate in an Individualized Education Plan team meeting for a student identified with a disability whenever possible. All lesson plans require candidates to differentiate instruction and plan teaching/learning accommodations or modifications for students with special needs and/or limited English proficiency.

c. Effectively teach students who are limited English proficient.

In the pre-professional course, EDCI B100, Clinical Observation and Analysis, pre-candidates are required to learn instructional strategies for working with students who have limited English proficiency and to build on these strategies throughout their methods courses and clinical internship. Additionally, meeting the needs of students with limited English proficiency is one focus in EDEX B300, Introduction to the Exceptional Learner, and EDCI B322, Cultural Diversity in Education. All lesson plans require candidates to differentiate instruction and plan teaching/learning accommodations or modifications for students with special needs and/or limited English proficiency.

2. Does your program prepare special education teachers?

- Yes
 No

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

a. Teach students with disabilities effectively

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

c. Effectively teach students who are limited English proficient.

Contextual Information

THIS PAGE INCLUDES:

>> [Contextual Information](#)

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Contextual Information

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

The USCB EPP is the professional education unit nationally accredited by CAEP. In Spring 2022, we completed our CAEP visit. The CAEP Board of Examiners and state team reported that our unit met all CAEP Standards with no areas for improvement (AFIs). The Department has grown from six full time faculty (including a department chair, a placement coordinator, and an accreditation coordinator) to nine full time faculty. The three additional faculty are funded through a Teacher Quality Partnership (TQP) grant ("MASTERY"; Melding Academics Support and Training of Educators for Higher Retention Yields). Our programs are partnering with Beaufort County School District (BCSD) to recruit, prepare, support, and retain highly qualified teachers to serve in 15 high-need elementary and high schools in BCSD. Schools included in the grant partnership have a poverty rate of 71%, 13% are students with disabilities, and 17% are multi-lingual learners, and 68% of the students in these schools did not score proficient on the Fall 2021 benchmark testing. The Department, also, has five adjunct faculty and 1 part-time administrative assistant. In addition, faculty from the secondary content areas: Mathematics (one faculty member) and English (one faculty member) serve as program coordinators for the respective programs and teach courses in those preparation programs. The vision of the unit "is to serve as the primary resource for both aspiring educators and in-service teachers in the Lowcountry and beyond" (Educator Preparation Handbook, p.8, https://academics.uscb.edu/education/admission/pdfs/EPP_Handbook_2021_2022.pdf). The mission of the unit is "to create a legacy of engaged citizen-educators, well-equipped to respond adaptively to a broad range of student needs and primed to serve as advocates for children and young people. We focus on the acquisition of deep content knowledge, strong pedagogical skills, and professional teacher dispositions" (p.8, https://academics.uscb.edu/education/admission/pdfs/EPP_Handbook_2021_2022.pdf). The vision of the USCB DOE faculty and staff, supported by the general education faculty and university administration, is to establish USCB as the primary resource for educators and school systems in the Lowcountry. This is accomplished through partnerships with school districts and educators, outreach to the community, and the development of USCB as the recognized source of expertise and activity in education. Our philosophy is, "everything we do as an educator preparation provider -- in our course and fieldwork, our assessments, and our system of candidate progression -- is informed by our core beliefs about learning and the important role teachers play in the learning process. Specifically, we believe that: -learning is constructed by learners in social contexts -- not received passively by them; -learning is more enduring, more in-depth, and more powerful when students are engaged in inquiry and discovery than when they are asked simply to accumulate and memorize information; -learning requires nurturing, supportive and safe classroom spaces; -learning is developmental, and continues throughout the lifespan; -teachers must embrace the richness of student diversity; -teachers must possess deep content knowledge, strong pedagogical skills, and proficiency with educational technology; -teachers must model the pursuit of learning in their own personal life." (Educator Preparation Handbook link above), Specifically, we envision an education unit that educates and trains prospective teachers based on accepted research and developmental practices strengthened by professional preparation experiences in the public schools of the region. We envision faculty who educate and train prospective teachers, are recognized leaders in the educational community, and who add to the knowledge base of education through research. We envision graduates who have the professional knowledge base, pedagogical expertise, and the dispositions to synthesize these abilities to work effectively in the everyday environment of the education system. These graduates, working in diverse settings with diverse populations, will accept all students in the learning process and devise a learning environment that will enable each student to reach his or her potential. The Early Childhood Education, Elementary Education, Secondary English, and Secondary Mathematics programs are recognized by the South Carolina Department of Education. The Secondary English program is approved by the South Carolina Department of Education and will undergo cyclical review at the time of the EPP's next program recognition process (Spring 2026). In 2021, the Department of Education began offering a Masters of Education in Literacy to meet the needs of regional teachers. The Department offers graduate courses for in-service teachers seeking add-on certification in English as a Second Language (ESL) and Gifted and Talented (GT). In addition, the DOE supports and models the USCB Core Values of integrity, collaboration, innovation, responsiveness, accountability, and excellence. Our programs have been designed to support and fulfill USCB's mission to "offer baccalaureate degrees which respond to regional needs, draw upon regional strengths, and prepare graduates to participate successfully in the local as well as global community."

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Elizabeth Hammond

TITLE:

Assessment Coordinator

Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Bruce Marlowe

TITLE:

Department of Education Chair