

SC

University of South Carolina Aiken
Traditional Report AY 2023-24
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

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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CITY

Aiken

STATE

South Carolina

ZIP

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SALUTATION

Dr.

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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	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	UG	
13.1322	Teacher Education - Biology	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

10

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	☐ Yes ☒ No	☒ Yes ☐ No
Fingerprint check	☐ Yes ☒ No	☒ Yes ☐ No
Background check	☒ Yes ☐ No	☒ Yes ☐ No
Minimum number of courses/credits/semester hours completed	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in content area coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in professional education coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum ACT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum SAT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum basic skills test score	☒ Yes ☐ No	☒ Yes ☐ No
Subject area/academic content test or other subject matter verification	☐ Yes ☒ No	☒ Yes ☐ No
Recommendation(s)	☐ Yes ☒ No	☒ Yes ☐ No

Element	Admission	Completion
Essay or personal statement	☐ Yes ☒ No	☐ Yes ☒ No
Interview	☐ Yes ☒ No	☐ Yes ☒ No
Other Specify: 	☐ Yes ☐ No	☐ Yes ☐ No

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

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.)

3

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

Teacher Candidate Benchmarks The School of Education curriculum, through course work and field experiences, is designed to provide candidates opportunities to demonstrate, through multiple measures, the knowledge, the skills, and the dispositions necessary to become a Dynamic Educator. Although multiple measures are taken throughout a candidate’s career at USCA, there are five benchmarks or checkpoints that specifically monitor a candidate’s status at those times. Benchmark I: Acceptance to USCA Obtain admission to USCA through the USCA Office of Admissions. Benchmark II: Acceptance to the School of Education Professional Program Formal admission to the Professional Program in Education is required of all USC Aiken students who wish to complete the approved program leading to certification as a public school teacher in South Carolina. Prior to submitting the Professional Program application, the candidate should meet the following criteria: • Have completed 60 semester hours at the time of application • Have a “C” or better in ENGL 101, 102, and a COMM requirement • Have a minimum cumulative GPA of 2.75 • Have passing scores on the Praxis Core or exemptible score on SAT/ACT. (see below) • Have a current copy of his/her SLED check • Have a “cleared” TB test from Health Services • Have a “no records found” National Sex Offender Registry documentation. • The School of Education Professional Program Application may be completed online through the SoE website. Option 1: Praxis Core Test • To register for the test, go to <https://www.ets.org/praxis> • Register for the combined test or for the individual components: o Combined Reading, Writing, and Math Test: Code 5751 (minimum score = 464) o Reading Test: Code 5713 (minimum score = 156) o Writing Test: Code 5722 (minimum score = 158) o Mathematics Test: 5732 (minimum score = 150) Option 2: SAT Exemption • 1100+ Composite Score (Reading and Writing and Math): Candidate may exempt all three sections of Praxis Core. NOTE: SAT tests taken before 2016 must show a total score of at least 1650 (Math, Reading, and Writing) • 550+ Reading and Writing Score: Candidate may exempt Praxis Core Reading and Writing • 550+ Math Score: Candidate may exempt Praxis Core Mathematics. Option 3: ACT Exemption • 22 Composite Score: Candidate may exempt all three sections of the Praxis Core. A candidate who earned a score of at least 22 on the English Test may exempt the Reading and Writing subtests of Praxis Core. A candidate who earned a score of at least 22 on the Math Test may exempt the Math subtest of Praxis Core. The Professional Program Application Packet must include the following: • A current copy of the candidate’s criminal background clearance SLED check • A current copy of “no records found” on the National Sex Offender Registry • Documentation of a negative “cleared” TB test completed in the last 12 months • Documentation Professional Program Application Seminar completion: o School of Education Majors’ Handbook Verification Form o Dispositions Verification Form and Self Evaluation o Blackboard Professional Program Seminar gradebook page with scores for the following: Profile of SC Graduate Quiz EEDA Quiz Safe Schools Act Quiz Professionalism Quiz MCEE Verification Form Benchmark III: Acceptance into Internship The internship component of the Teacher Education Program is required by the South Carolina Department of Education and is designed to serve as the culminating experience in a candidate’s preparation for a career in education. Interns will be placed in school districts that have a cooperative agreement with USCA. Prior to being accepted into the internship the candidate must: 1. complete internship application process one year prior to internship – complete instruction and timeline provided on our USC Aiken, School of Education Website <https://www.usca.edu/education/current-students/internships/application.dot> *if due date falls on a weekend, application will be due the following business day 2. be fully admitted to the Professional Program at least 1 full semester prior to the internship semester. 3. complete all education courses (pre-professional and professional) and all subject area course requirements. 4. have no more than 12 hours of course work (general education/electives) remaining to meet graduation requirements following completion of internship. 5. have at least a 3.0 cumulative GPA in all coursework, and at least a 3.0 GPA in education courses and subject area requirements. 6. have a grade of C or better in Math 108 and STAT 201 (or course equivalents) for elementary education, special education, and early childhood education majors. 7. pass the university’s writing proficiency portfolio requirement. Candidates whose applications have been denied may appeal the decision by requesting an interview with the Professional Education Committee. Candidates may consult their advisors or the Chairperson of the Professional Education Committee concerning the procedures for appealing the decision of the committee. Benchmark IV: Internship Period A candidate accepted into internship is placed at a school in an appropriate degree department, grade level and/ or specific content area. During the internship, a candidate is supervised by a Cooperating Teacher and a University Supervisor. Together, the three comprise the TRIAD. Required Days of Internship: The candidate must complete a minimum of 60 days to satisfy SCDE requirements for internship / certification. However, USC Aiken Field Experience guidelines require the candidate to stay in the classroom for the FULL internship period (usually 70 days, specific dates provided during Orientation). The extra days provide cushion for planned and unplanned absences, and allows the Cooperating Teacher the assurance of their candidate’s attendance for classroom planning purposes. Per SCDE requirements, the candidate must teach independently a minimum of ten full days in one setting. In the case of Middle School candidates, with two subject areas, this will require two subject area settings, of 10 days each .

Observations and Evaluations: By SCDE requirements, each candidate's success is measured using the SCTS 4.0 evaluation system. Each candidate must receive formative SCTS 4.0 observations and assistance from both their Cooperating Teacher and University Supervisor. These formative observations will provide the candidate with written and oral feedback in terms of all SCTS 4.0 standards and must be based on a minimum of four classroom observations (at least two by the Cooperating Teacher and two by the University Supervisor). The candidate is observed teaching a class a minimum of 4 times by both the Cooperating Teacher and University Supervisor for a minimum total of 8 observations. After each observation, the Triad will discuss the candidate's performance, offering feedback and recommendations, requiring the candidate to be self-reflective in that process. After two observations by the Cooperating Teacher and University Supervisor, a Mid-Term evaluation will be completed. This evaluation will be discussed with the candidate, detailing a path forward for improvement, recognizing areas where they meet or exceed standards. After two more observations are completed by the Cooperating Teacher and University Supervisor, a final evaluation will be completed. This document will bring together all formative forms that proceeded and will give a clear, evidence based documentation of the candidate's performance during internship. On this form, the Cooperating Teacher and University Supervisor will make a recommendation that the candidate has either met or not met "all of the requirements to successfully complete the student internship." This document will be discussed by the TRIAD members and signed by ALL to show acceptance and approval. By SCDE requirements, each candidate's success is measured using the SCTS 4.0 evaluation system. Educator preparation units are responsible for recommending program completers for South Carolina certification. Benchmark V: Post Program Assessment Graduates from USCA School of Education are expected to be Dynamic Educators for their entire career. In order for the School of Education to assess its program, the School will measure candidate success through the following processes: 1. Principles of Learning and Teaching Exam – Currently all teacher candidates graduating from USCA are recommended to take and pass the PLT before the end of their senior year (prior to receiving their teaching certificate). 2. Alumni Survey – The School of Education will survey alumni for three years post-graduation. The survey will measure graduate perception of their preparation as a Planner, Instructor, Manager, Communicator, and Professional and their level of positive impact on student learning within their assigned classroom. 3. Employer Survey – Employers will be surveyed every year to measure their perception as to USCA School of Education graduates preparedness as a Planner, Instructor, Manager, Communicator, and Professional 4. SCTS 4.0 Teaching Standards Evaluation – Currently, the State of South Carolina uses the ADEPT NIET SCTS 4.0 Teaching Standards Evaluation system to evaluate teacher performance.

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

Element	Admission	Completion
Recommendation(s)	☐ Yes ☐ No	☐ Yes ☐ No
Essay or personal statement	☐ Yes ☐ No	☐ Yes ☐ No
Interview	☐ Yes ☐ No	☐ Yes ☐ No
Other Specify: 	☐ Yes ☐ No	☐ Yes ☐ No

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

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

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

Supervised Clinical Experience

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 2023-24. ([§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	100
Number of clock hours required for student teaching	480

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)
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Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	100
Years required of teaching as the teacher of record in a classroom	1

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	10
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	11
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	185
Number of students in supervised clinical experience during this academic year	107

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

*There was 1 internship certificate (teacher of record and internship simultaneously) candidates in AY2023-24, the remaining 48 teacher candidates completed the UCA student teaching model. USC Aiken's education programs require field experiences that provide a variety of progressive experiences in multiple settings. Candidates are placed in schools that are diverse in cultural, ethnic, linguistic, gender, and learning differences. Our candidates have field experiences in high poverty Title I public schools. Candidates are assigned a variety of class schedules to include advanced classrooms, as well as classrooms where students are on or below grade level. Candidates are exposed to Special Education programs, ELL programs, and gifted programs. Diversity is met by showing a range of differences in at least three of the five identified categories of gender, ethnicity/race, socioeconomic status (determined by percentage of student population receiving free or reduced lunch), academic exceptionalities (determined by percentage of special education students), and language diversity (determined by percentage of student population identified as ELL). Candidates participate in a variety of field experiences throughout our program in both rural and suburban placements as part of their preparation. The field placements are designed to progressively increase candidates' engagement with students across the content and grade levels appropriate to the teacher candidates' program of study. All candidates must complete a minimum of 100 practicum hours prior to formal clinical practice (student teaching internship) at the initial undergraduate level. Prior to entering the Professional Program, candidates complete a minimum 20 hours of observation in classrooms related to their specialty program area. Once accepted into the Professional Program, candidates are actively engaged in 3 additional field experiences with increasing responsibilities in the classroom. Required Days of Internship: The candidate must complete a minimum of 60 days to satisfy SCDE requirements for internship / certification. However, USC Aiken Field Experience guidelines require the candidate to stay in the classroom for the FULL internship period (usually 70 days, specific dates provided during Orientation). The extra days provide cushion for planned and unplanned absences, and allows the Cooperating Teacher the assurance of their candidate's attendance for classroom planning purposes. Per SCDE requirements, the candidate must teach independently a minimum of ten full days in one setting. In the case of Middle School candidates, with two subject areas, this will require two subject area settings, of 10 days each . Observations and Evaluations: By SCDE requirements, each candidate's success is measured using the SCTS 4.0 evaluation system. Each candidate must receive formative SCTS 4.0 observations and assistance from both their Cooperating Teacher and University Supervisor. These formative observations will provide the candidate with written and oral feedback in terms of all SCTS 4.0 standards and must be based on a minimum of four classroom observations (at least two by the Cooperating Teacher and two by the University Supervisor). The candidate is observed teaching a class a minimum of 4 times by both the Cooperating Teacher and University Supervisor for a minimum total of 8 observations. After each observation, the Triad will discuss the candidate's performance, offering feedback and recommendations, requiring the candidate to be self-reflective in that process. After two observations by the Cooperating Teacher and University Supervisor, a Mid-Term evaluation will be completed. This evaluation will be discussed with the candidate, detailing a path forward for improvement, recognizing areas where they meet or exceed standards. After two more observations are completed by the Cooperating Teacher and University Supervisor, a final evaluation will be completed. This document will bring together all formative forms that proceeded and will give a clear, evidence based documentation of the candidate's performance during internship. On this form, the Cooperating Teacher and University Supervisor will make a recommendation that the candidate has either met or not met "all of the requirements to successfully complete the student internship." This document will be discussed by the TRIAD members and signed by ALL to show acceptance and approval. By SCDE requirements, each candidate's success is measured using the SCTS 4.0 evaluation system. Educator preparation units are responsible for recommending program completers for South Carolina certification.

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))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

2023-24 Total	
Total Number of Individuals Enrolled	107
Subset of Program Completers	49

Gender	Total Enrolled	Subset of Program Completers
Male	14	6
Female	93	43
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	1	1
Black or African American	11	6
Hispanic/Latino of any race	2	1
Native Hawaiian or Other Pacific Islander	0	0
White	92	41
Two or more races	1	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	0	0

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

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

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

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

- Academic Major

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2023-24.

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 2023-24

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	6
13.1202	Teacher Education - Elementary Education	17

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	4
13.1210	Teacher Education - Early Childhood Education	16
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	2
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: 	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2023-24. 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 2023-24

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	6
13.1202	Teacher Education - Elementary Education	17
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	4
13.1210	Teacher Education - Early Childhood Education	16
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	2
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: 	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

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

CIP Code	Academic Major	Number Prepared
99	Other Specify: 	

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:

All pre-professional students are required to take Introduction to People with Exceptionalities and/or Teaching Diverse Populations courses in their program of study. The professional development schools (PDS) experience puts the students in the classroom working with a diverse population for both the professional program and student teaching/internship. All professional development schools are located in rural, suburban, high poverty, and diverse population settings. During these courses and supervised clinical experiences, teacher candidates learn how to effectively communicate with culturally diverse families, particularly families who have culturally, racially, economically, and/or linguistically diverse children. At the present time, all of our candidates have the opportunity to work with a number of English Language Learners (ELL), low SES students, and students from diverse backgrounds in different classroom contexts due to the culturally, linguistically, economically, racially, and ethnically diverse population of our professional

development schools. In addition, our candidates are taught how to effectively collaborate with a variety of school personnel, including ELL, SPED, and content area specialist teachers and teaching assistants. Finally, our SOE faculty frequently highlight the importance of systematically designing instruction using the principals of Universal Design for Learning in order to create individualized instruction for all P-12 students.

Annual Goals: Mathematics

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

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

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

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

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 (2023-24)

1. Did your program prepare teachers in mathematics in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Our 2023-24 Goals will continue to focus on STEM and integration of teaching and technology and teaching diverse learners related to math instruction and recruitment. We will analyze the proprietary and EPP-created assessment data and developed additional AY 2023-24 goals related to our science and science technology engineering and math (STEM) goals. Goal: Technology, Teaching Diverse Learners & Recruitment in STEM education We will continue to track out to when instructional strategies using educational technology and culturally responsive strategies are introduced, practiced, reinforced, and mastered (e.g., e-portfolios, IDEAL School Project). It is our intention to focus on additional STEM recruitment in the near future, including middle level education. Our 2024-25 Goals will be further developed at the end of academic year 2024-25 with the elementary, middle level and secondary faculty.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

We added a 3rd credit hour to the EDUC 245 - Technology Integration course and made it required for all professional programs. The coursework was completely updated with digital badges, integration of AI and educational software. All candidate lessons across the professional program must include the integration of technology and teaching. The coursework also aligns with the technology used in our local public schools.

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

See #4 above.

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

Review Current Year’s Goal (2024-25)

7. Is your program preparing teachers in mathematics in 2024-25? If no, leave the next question blank.

☒ Yes

☐ No

8. Describe your goal.

We will focus on diversity by adding a section of our lesson plan template and rubric. This more expansive attention should strengthen the ways candidates address students’ interests and diversity with relevant and meaningful connections. The minimal data for NCTM Standard 6, Component C, also indicates our program can improve on candidates’ engagement with families and the community. We are addressing this with more outreach methods in EDSE A446: Classroom Management and Assessment. Additionally, each year math education candidates engage in research and professional development. Our teacher candidates routinely present at state-level conferences (e.g., SC Council of Teachers of Mathematics (SCCTM) and the SC Association for Middle Level Education (SCAMLE)). For the past two years, candidates in Math Methods (EDSE A450) have co-authored published state-level peer-reviewed journal articles with the instructor.

Set Next Year’s Goal (2025-26)

9. Will your program prepare teachers in mathematics in 2025-26? If no, leave the next question blank.

☒ Yes

☐ No

10. Describe your goal.

We will continue to focus on diversity and STEM by adding a section of our lesson plan template and rubric. This more expansive attention should strengthen the ways candidates address students’ interests and diversity with relevant and meaningful connections. The minimal data for NCTM Standard 6, Component C, also indicates our program can improve on candidates’ engagement with families and the community. We are addressing this with more outreach methods in EDSE A446: Classroom Management and Assessment. Furthermore, we are revising our POS to add an additional math methods class for secondary and middle level candidates to mirror the math methods in the ECE and elementary programs. Additionally, each year math education candidates engage in research and professional development. Our teacher candidates routinely present at state-level conferences (e.g., SC Council of Teachers of Mathematics (SCCTM) and the SC Association for Middle Level Education (SCAMLE)). For the past two years, candidates in Math Methods (EDSE A450) have co-authored published state-level peer-reviewed journal articles with the instructor.

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.

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

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 (2023-24)

1. Did your program prepare teachers in science in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Our 2023-24 Goals will continue to focus on STEM and integration of teaching and technology and teaching diverse learners related to math instruction and recruitment. We will analyze the proprietary and EPP-created assessment data and developed additional AY 2023-24 goals related to our science and science technology engineering and math (STEM) goals. Goal: Technology, Teaching Diverse Learners & Recruitment in STEM education We will continue to track out to when instructional strategies using educational technology and culturally responsive strategies are introduced, practiced, reinforced, and mastered (e.g., e-portfolios, IDEAL School Project). It is our intention to focus on additional STEM recruitment in the near future, including middle level education. Our 2023-24 Goals will be further developed at the end of academic year 2022-23 with the middle level and secondary faculty. We have bi-annual quantitative and anecdotal opportunities to measure candidate performance across an array of NSTA Standards and their accompanying elements. At the end of each academic year, we reference course grades (as the academic advisor for all secondary science certifiers) and key benchmark assessments to monitor student performance relative to the NSTA Standards.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

We added a 3rd credit hour to the EDUC 245 - Technology Integration course and made it required for all professional programs. The coursework was completely updated with digital badges, integration of AI and educational software. All candidate lessons across the professional program must include the integration of technology and teaching. The coursework also aligns with the technology used in our local public schools.

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

See #4 above.

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

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in science in 2024-25? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

We will work closely with teacher candidates in the design of instruction secondary science candidates teach at least four standards-based lessons. It is during this observation window that we can directly assess the impact secondary science candidates have (or are having) on the learning opportunities of their students. Though this is clearly anecdotal in nature and cannot be solely quantified, it is an important piece in assuring that all secondary science candidates that pass-through USC Aiken are systemically and powerfully impacting the students they teach. NSTA Standard number 4 is currently being supported by having students complete an online lab safety training with 13 sections and quizzes for comprehension from FLINN Scientific, moving away from the previously used science safety portfolio. As needed, we hold meetings with the Dean of Biology & Chemistry to ensure that our students are taking the proper courses that align with the knowledge & skills required in the NSTA Standards and competency requirements.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in science in 2025-26? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

As we only had 1 completer in AY2023-24, we need more time to implement and track progress of the goals set in AY 2023-24 through AY2024-25. We will work continue to work closely with teacher candidates in the design of instruction secondary science candidates teach at least four standards-based lessons. It is during this observation window that we can directly assess the impact secondary science candidates have (or are having) on the learning opportunities of their students. Though this is clearly anecdotal in nature and cannot be solely quantified, it is an important piece in assuring that all secondary science candidates that pass-through USC Aiken are systemically and powerfully impacting the students they teach. NSTA Standard number 4 is currently being supported by having students complete an online lab safety training with 13 sections and quizzes for comprehension from FLINN Scientific, moving away from the previously used science safety portfolio. As needed, we hold meetings with the Dean of Biology & Chemistry to ensure that our students are taking the proper courses that align with the knowledge & skills required in the NSTA Standards and competency requirements.

Annual Goals: Special Education

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

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

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 \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in special education in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Special Education Goals for academic year 2023-24: First Cohort Pacer LIFE students to begin in fall 2023 Collect and analyze data from revised SPA assessments to facilitate continuous improvement. Continue to recruit for initial licensure in multi-categorical and add-on endorsement

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

The first cohort of LIFE students completed their first year. Complete revision and updating of SPA assessments based candidate data. Recruitment continues through community outreach and partnerships and through professional conference presentations by faculty, special education teacher candidates and LIFE students.

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

See 4. above

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

Review Current Year’s Goal (2024-25)

7. Is your program preparing teachers in special education in 2024-25? If no, leave the next question blank.

☒ Yes

☐ No

8. Describe your goal.

Special Education Goals for academic year 2024-25: Second Cohort Pacer LIFE students to begin in fall 2024 Continue to collect and analyze data from revised SPA assessments to facilitate continuous improvement. Continue to recruit for initial licensure in multi-categorical and add-on endorsement.

Set Next Year’s Goal (2025-26)

9. Will your program prepare teachers in special education in 2025-26? If no, leave the next question blank.

☒ Yes

☐ No

10. Describe your goal.

USCA LIFE program to be changed to a 4-year program. Continuous improvement to include revising all assessment rubrics to performance-based over product-based. Continue recruitment efforts for both Aiken and PC.

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 \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in instruction of limited English proficient students in 2023-24?

If no, leave remaining questions for 2023-24 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 (2024-25)

7. Is your program preparing teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- ☐ Yes
- ☒ No

8. Describe your goal.

Set Next Year’s Goal (2025-26)

9. Will your program prepare teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- ☐ Yes
- ☒ No

10. Describe your goal.

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact 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](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5236 -BIOLOGY Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2023-24	16	173	16	100
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2022-23	33	170	32	97
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2021-22	12	167	12	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	1			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2021-22	14	169	13	93
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	1			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1				
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	2				
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	14	174	13	93	
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	13	172	13	100	
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	10	168	9	90	
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	2				
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2023-24	13	170	12	92	
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2022-23	13	170	13	100	
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22	11	168	11	100	
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1				
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	2				
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2023-24	13	161	10	77	
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2022-23	13	171	13	100	
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2021-22	9				

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) All enrolled students who have completed all noncl	1			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	2			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2023-24	14	161	11	79
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	13	165	12	92
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	10	166	10	100
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2023-24	4			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2021-22	7			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2023-24	6			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2023-24	14	168	13	93
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2022-23	33	168	33	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2021-22	26	167	24	92

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	3			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2023-24	15	174	15	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2022-23	14	177	14	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2021-22	12	172	12	100
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2023-24	6			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2022-23	6			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2023-24	3			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2022-23	6			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2021-22	2			
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	1			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2021-22	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	3			

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact 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](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2023-24	48	43	90
All program completers, 2022-23	58	56	97
All program completers, 2021-22	53	46	87

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.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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:

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

- ☐ Yes
- ☒ No

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.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

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.

All majors must complete EDUC 245 – Technology Integration for Teaching and Learning. This course addresses the fundamentals of educational technology including the integration of instructional design, media, computers, and related technologies within the classroom setting. Students will explore and evaluate how, when, and why technology should be infused into education. The required educational technology course includes the following ISTE competencies demonstrated: facilitate and inspire student learning and creativity, design and develop digital age learning experiences and assessments, model digital age work and learning, and engage in professional growth and leadership. Special Education majors must successfully complete EDEX 440 – Assistive Technology for Diverse Populations. ECE majors complete e-portfolios related to integrating technology in ECE classrooms. In all technology classes candidates learn basic techniques of classroom technology integration, data collection and management (spreadsheets, databases, grade reports, etc.). In addition, candidates in all programs have classes on assessment and how to use assessment data to inform their instruction. Candidates in our program also must submit a Student Learning Objective (SLO) with the main objective of reflecting on the candidate's impact on student achievement through technology-based, data-driven instructional decision making. In addition to the above, our program emphasizes the importance of providing instruction for all children so that all children learn. Therefore our curriculum is designed to provide instruction on how to modify and accommodate instruction as appropriate. Candidates must provide evidence that they can design lessons that meet the needs of all children. In our common lesson plan format, candidates must specifically address how they are meeting the needs of all children and integrating technology into all instruction. Further, in AY 2020-21, 2021-22, 2022-23, and 2023-24 our EPP implemented data collection on technology integration by junior and senior block instructors and teacher candidates. Opportunities to integrate technology throughout coursework were identified by EPP

faculty and teacher candidates including where and when can various aspects of technology integration is introduced, reinforced, and mastered.

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

General education candidates are expected to meet the needs of all children. Our curriculum is designed to provide both content and experiences with working in diverse settings. Our early childhood, elementary, secondary, and middle level candidates all take EDEX 200 – Introduction to People with Exceptionalities. This course is a survey of the development of special education, the current legal guidelines with emphasis on public school mandates, and the various clusters of exceptionalities: definitions, classifications, identification, prevalences, causes, characteristics, and educational needs, including inclusion in general education classrooms. We also have a common EPP-created USCA Lesson Plan assessment that is utilized in all professional program methods classes (courses with clinical practicum hours). One section of the lesson plan and corresponding rubric is devoted to differentiation, modification, and accommodations for students with exceptionalities.

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*.

Candidates get their first exposure to IEP’s and intervention teams in this EDEX 200 and in all clinical practice settings. Candidates observe and student teacher interns participate in individualized education program teams as a part of their clinical experiences. In all of our programs, during field and clinical experiences, candidates are placed in classrooms where they have students with exceptionalities and students with limited English proficiencies. All lesson plans must include a section that include accommodations and modifications that meet the needs of all students. During student teaching/internship, candidates completed a Student Learning Objective evaluation in AY 2022-23 that included an analysis of student subgroups (including students with exceptionalities) to check for achievement and the teacher candidate's impact on student learning.

c. Effectively teach students who are limited English proficient.

All EPP Candidates are expected to facilitate the learning of culturally and linguistically diverse students as follows: . Understand other cultures and their impact on student learning . Understand and use various teaching strategies to accommodate diverse populations of students . Is respectful, compassionate, and free of bias when working with students from diverse backgrounds (demonstrates cultural competency) All EPP candidates engage in critical reflection and discourse about culture, pedagogy, and classroom practice in a series of three diversity workshops focused on anti-bias education practices and cultural competency for preservice teachers. Further, all students are required to take diversity courses in their primary program of study. In addition, all EPP student teacher interns participate in a required Diversity Conference and complete reflection papers as an internship requirement. The data from academic years 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2022-23, and 2023-24 indicate a 100% passing score on all interns' diversity reflection papers. Employers have also expressed that EPP completers are well-prepared to teach in diverse populations. Further, the EPP Lesson Plan was revised to ensure candidates can design lessons that meet the needs of all children. Further, all EPP candidates are placed in diverse field and clinical experiences as preparation for becoming culturally competent educators who positively impact diverse P-12 students. Diversity is met by showing a range of differences in at least three of the five identified categories of gender, ethnicity/race, socioeconomic status, academic exceptionalities (SPED and GT), and language diversity (ELL). Candidates participate in a variety of field experiences throughout our program in both rural and suburban placements as part of their preparation. USC Aiken’s education programs require field experiences that provide a variety of progressive experiences in multiple settings. Field and Clinical experiences are planned through our collaboration with our school and district partners. Aiken County Public School District (ACPSD) have had an increasing ELL population over the last 6 years and now exceed the state average with 8.65% of their total population considered ELLs. ACPSD ESOL Department personal communication). On numerous occasions over the last few years, the EPP has discussed incorporating more culturally relevant pedagogy for ELL’s and children of poverty. It remains a growing need but with the current mandated requirements from the University, state and national levels, we are still trying to determine a path forward. The EPP offers ESOL endorsement classes at the graduate level every semester to school districts around the

state. ACPSD has a high concentration of Title I schools in the county. Thirty one of forty two Elementary schools (74%) are categorized as Title I schools. This is where the majority of EPP candidates are placement for field experiences. The USC Aiken School of Education continues striving to meet its diversity goals for teacher candidates (understanding different cultures and teaching impact, differentiating instruction for P-12 diverse students, and cultural competency). Through the ongoing continuous improvement efforts in diversity, the EPP acknowledges its strengths and challenges in this area. The EPP has presented evidence that demonstrates candidates' development as culturally competent educators prepared to teach diverse P-12 student populations.

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

Special Education Program Description Our School of Education's special education teacher candidates complete 34 hours of coursework related specifically to the characteristics and methods to teach special education prior to internship. As part of this coursework, special education candidates spend a minimum of 100 practicum hours in classroom settings working directly with K-12 students who have disabilities, including those with learning disabilities, intellectual disabilities, and emotional behavioral disorders. During these practicum courses, candidates observe and work with students with special needs. Candidates also get training on developing IEP's and intervention teams in the SpEd professional program coursework and in all clinical practice settings. Candidates observe and student teacher interns participate in individualized education program teams as a part of their clinical experiences. They also implement lessons. Prior to each lesson, candidates meet with special education faculty for a pre-conference to mimic the teacher evaluation process in many public schools, as well as to practice justifying decisions related to planning (e.g., pre-assessments) and making instructional-based decisions using data collected throughout the lesson. After the observation of the candidate, the faculty also complete a post-conference with each candidate to guide the pre-service teachers through self-reflection. In addition, candidates complete a number of assignments designed to apply the knowledge and skills necessary for effective special educators. For example, in our Assessment of People with Exceptionalities (EDEX 403) course, candidates complete a student profile and analyze assessment results. Additionally, candidates complete a Functional Behavioral Analysis (FBA) and Behavior Intervention Plan (BIP) in the Behavior Intervention and Management (EDEX 424) course in order to practice data collection related to challenging behaviors. Throughout the special education program, candidates also develop lessons using the gradual release model (I do- we do-you do) and the 17 Principles of Effective Instruction (Rosenshine, 2012). Candidates also incorporate evidence-based practices throughout each lesson in order to meet the needs of all diverse learners in the special education settings. Special Education Accomplishments In March 2019, the student chapter of the Council for Exceptional Children (CEC) was approved on campus. This student group advocates for adults and children with disabilities by promoting awareness across campus and throughout the Aiken community. Additionally, all special education teacher candidates presented undergraduate research at the University of South Carolina Scholar's Showcase on campus in spring 2020, 2021, 2022, and 2024. Candidates completed literature reviews and research and presented posters to peers and faculty across our university campus. Three candidates were named Magellan Scholars in AY 2022-23.

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*.

Candidates also get training on developing IEP's and intervention teams in the SpEd professional program coursework and in all clinical practice settings. Candidates observe and student teacher interns participate in individualized education program teams as a part of their clinical experiences. Beginning in academic year 2019-20, all special education majors are trained in the full intervention and IEP (Individualized Education Plan) process, including assessment and development of IEP goals for identified students, and BIP (Behavior Intervention Plans).

c. Effectively teach students who are limited English proficient.

Special Education EPP Candidates are expected to facilitate the learning of culturally and linguistically diverse students as follows: . Understand other cultures and their impact on student learning . Understand and use various teaching strategies to accommodate diverse populations of students . Is respectful, compassionate, and free of bias when working with students from diverse backgrounds (demonstrates cultural competency) Further, all EPP candidates engage in critical reflection and discourse about culture, pedagogy, and classroom practice in a series of three diversity workshops focused on anti-bias education practices and cultural competency for preservice teachers. Further, all students are required to take diversity courses in their primary program of study. In addition, all EPP student teacher interns participate in a required Diversity Conference and complete reflection papers as an internship requirement. The data from academic years 2016-17, 2017-18, 2018-19, 2020-21, 2021-22, 2022-23, and 2023-24 indicate a 100% passing score on all interns' diversity reflection papers. Employers have also expressed that EPP completers are well-prepared to teach in diverse populations. Further, the EPP Lesson Plan assessment was revised to ensure candidates can design lessons that meet the needs of all children. In addition, all EPP candidates are placed in diverse field and clinical experiences as preparation for becoming culturally competent

educators who positively impact diverse P-12 students. Diversity is met by showing a range of differences in at least three of the five identified categories of gender, ethnicity/race, socioeconomic status, academic exceptionalities (SPED and GT), and language diversity (ELL). Candidates participate in a variety of field experiences throughout our program in both rural and suburban placements as part of their preparation. USC Aiken's education programs require field experiences that provide a variety of progressive experiences in multiple settings. Field and Clinical experiences are planned through our collaboration with our school and district partners. Aiken County Public School District (ACPSD) have had an increasing ELL population over the last 6 years and now exceed the state average with 8.65% of their total population considered ELLs. ACPSD ESOL Department personal communication). On numerous occasions over the last few years, the EPP has discussed incorporating more culturally relevant pedagogy for ELL's and children of poverty. It remains a growing need but with the current mandated requirements from the University, state and national levels, we are still trying to determine a path forward. The EPP offers ESOL endorsement classes at the graduate level every semester to school districts around the state. ACPSD has a high concentration of Title I schools in the county. In ACPSD, 31 of the 42 schools (74%) are categorized as Title I or high poverty schools. ACPSD is where the majority of EPP candidates were placed for field and clinical experiences in AY2023-24. The USC Aiken School of Education, more specifically the Special Education professional program, continues striving to meet its diversity goals for teacher candidates (understanding different cultures and teaching impact, differentiating instruction for P-12 diverse students, and cultural competency). Through the ongoing continuous improvement efforts in diversity, the EPP acknowledges its strengths and challenges in this area. The EPP has presented evidence that demonstrates candidates' development as culturally competent educators prepared to teach diverse P-12 student populations.

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.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

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 School of Education at UofSC Aiken prepares teachers to be Dynamic Educators who are planners, managers, instructors, communicators, and professionals. The curriculum and assessments are all aligned to these five elements of the conceptual framework. Integrated within the conceptual framework is the belief that all children can learn and the curriculum is designed to provide candidates with the knowledge, skills, and dispositions to enable them to meet the needs of all children. The use of technology is integrated throughout the curriculum. The School of Education has established six professional development schools. All of the methods classes and their associated practicum in our early childhood, elementary, secondary, and middle level programs are taught at the professional development schools. The faculty, candidates, and teachers at these schools work together to make sure our candidates are well prepared to work with all students and that our presence at the schools has a positive impact on the students in those schools. As a leading teacher education program in South Carolina, the UofSC Aiken School of Education prepares highly qualified Dynamic Educators who have the knowledge, skills, and dispositions to create optimal learning environments to assist all individuals in reaching their potential. Mission Statement As an integral part of the University of South Carolina Aiken, the School of Education is committed to the University goals of active learning through excellence in teaching, faculty and candidate scholarship, and service. Candidates in the School of Education participate in a rigorous curriculum, which is anchored by a strong liberal arts and sciences component, comprised of courses in the humanities, fine arts, social sciences, mathematics, and natural sciences. These courses provide a foundation upon which the pedagogical content and pedagogy are built and dispositions such as responsible citizenship, respect for diversity, and cross-cultural understandings are developed. The School of Education faculty model instruction based on research, infused with technology, and aligned with national, state, and local standards. The School of Education collaborates with schools, school districts and community service organizations to provide numerous and varied field experiences that are structured to prepare candidates to work with all students. The teacher education faculty in the School of Education challenge candidates to acquire and develop the knowledge, skills, and dispositions necessary to become successful Dynamic Educators who can plan, instruct, manage, communicate, and grow professionally. EPP's Shared Values and Beliefs Domains of the Dynamic Educator Planner: . Understands national, state, and local standards . Has a strong content knowledge in the Liberal Arts and Sciences . Uses various forms of assessments to inform and plan instruction . Is familiar with planning documentation (e.g., FBAs, BIPs, & IEPs) necessary for working with students with special educational needs Manager : . Has knowledge of human growth theories, psychological theories, Manager theories and management techniques to facilitate learning for all children . Applies techniques and theories to create safe learning environments, manage instructional time, and manage instructional materials Instructor : . Understands national, state, and local standards . Has a strong content knowledge in the Liberal Arts and Sciences . Uses various forms of assessments to inform instruction . Has pedagogical content knowledge . Understands various learning theories that enable them to facilitate the learning for all children . Thinks critically and assesses the merits of various curricula and instructional approaches based on research. Communicator : . Has excellent oral communication skills . Has excellent written communication skills . Facilitates the learning of all children . Effectively communicates with children, parents, and colleagues Professional : . Is a reflective practitioner . Fosters relationships with school colleagues and community agencies, such as social services and mental health associations, to enhance the learning and well being of students . Displays positive dispositions with respect to: attitude, cultural awareness, enthusiasm, personal appearance, professionalism, rapport, reliability, and sensitivity . Is committed to facilitating the learning of all children . Stays informed on current trends and legislation and applies that understanding in practice . Seeks opportunities to grow professionally. Diversity and Technology are integrated throughout the program. The following are the expectations of candidates in these fields. Diversity - Candidates in the School of Education are expected to facilitate the learning of all students as follows: . Understands other cultures and their impact on student learning . Understands and uses various teaching strategies to accommodate diverse populations of students . Is respectful, compassionate, considerate, friendly, just, and free of bias when working with students from diverse backgrounds. Technology - Candidates will demonstrate acquisition of technology knowledge, skills and dispositions defined by the International Society for Technology in Education (ISTE) National Educational Technology Standards for Teachers (NETS-T) as follows: . Facilitates and inspires student learning and creativity . Designs and develops digital-age learning experiences and assessments . Models digital-age work and learning . Promotes and models digital citizenship and responsibility . Engages in professional growth and leadership Further, the data indicate that the last eight academic years have shown a consistent trend in the enrollment number of diverse candidates admitted into the professional program. In addition, the data indicate that the last four academic years have shown an upward trend in the enrollment number of diverse candidates admitted into the professional program. From fall 2017 through spring 2024, the ethnic and racial diversity of the EPP candidates averaged 20.4% (AY 2017-18: 6% male and 14% diverse candidates; AY 2018-19: 15% male and 25% diverse candidates; AY 2019-20: 11% male and 22% diverse candidates; AY 2020-21: 16% male and 23% diverse candidates; AY2021-22: 8% male and 18% diverse candidates; AY2022-23: 12.5% male and 18% diverse candidates); AY2023-24: 13% male and 14% diverse candidates. At the program level, from fall 2017-spring 2024 diversity percentage trends ranged from 14-25% for all programs. Of particular note is the EPP's recruitment of male and

diverse candidates. To further improve male and diverse candidate enrollment, the EPP collaborated with Aiken County Public Schools, Aiken Technical College and the Call Me Mister scholarship program. The first Call Me Mister cohort was admitted in the 2019-20 academic year at USCA. The EPP also focuses on the critical needs areas in South Carolina including special education, Secondary (science and math) and middle level (all content areas). The EPP is working on developing dual degree programs for science and teacher education majors. Further, the EPP's Aiken Scholars program recruits high school students identified as gifted in STEM areas. The students engage in advanced high school classwork and undergraduate level STEM courses at USCA. The EPP also has a well-established Teaching Fellows program that recruits the highest caliber of high school seniors who are interested in entering the field of education. Throughout the professional program, EPP candidates' dispositions are tracked and monitored for growth. An EPP-wide diversity focus has allowed more proactive and effective mentoring of candidates. Over the past three years, a phenomenon has occurred at our institution that was marked by an increase in the number of first-generation college students. While we value all these dimensions of diversity, our recruitment and retention plan is focused for now on setting benchmarks related to gender and race. Using this criteria, our goal is to increase the number of diverse, highly qualified teacher candidates EPP completers by a minimum of 10% across all programs by May 2026.

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:

Judith Collazo

TITLE:

Accreditation/Assessment Coordinator, USCA School of Education

Certification of review of submission

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

NAME OF REVIEWER:

Judy Beck

TITLE:

Dean, USCA School of Education