

In compliance with state requirements for submission of reports under Title II of the Higher Education Act, the following report is submitted to the Division of Teacher Quality, South Carolina State Department of Education:

Institutional Report

April 7, 2009

University of South Carolina Columbia



U N I V E R S I T Y O F
SOUTH CAROLINA®

APPENDIX C
Institutional Survey
For Use in Preparing the Institutional Report

Office of Postsecondary Education
U.S. Department of Education

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2007-2008

Institution name: University of South Carolina
Respondent name and title: Les Sternberg, Dean, College of Education
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Section 207 of Title II of the Higher Education Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. The first Secretarial report is due April 7, 2002. Annual state reports to the Secretary are first due on October 7, 2001. Data from institutions with teacher preparation programs are due to states annually, beginning April 7, 2001, for use by states in preparing annual report cards to the Secretary.

Paperwork Burden Statement

This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date: 6/30/2009). The time required for institutions to complete this information collection is estimated to average 69 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 7115, Washington, DC 20006.

Note: The procedures for developing the information required for these tables are explained in the *Higher Education Act, Title II: Reporting Reference and User Manual*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the manual.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2009, the relevant information is for those completing program requirements in academic year 2007-2008. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See manual pages 5 and 6.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

University of South Carolina Columbia Reporting Requirements 2008 Institutional Report

(*) Indicates that additional, explanatory information is provided

Institutional Single Assessment Summary Table **See Table C1, Section I, Attached
2007-08 Cohort
Follow-up for 2004-05 also included***

Institutional Aggregate and Summary Pass-rate Data Table **See Table C2, Section I, Attached
2007-08 Cohort
Follow-up for 2004-05 also included***

Total Number of Students in Supervised Teaching Programs **1,491**
(July 1, 2007 – June 30, 2008)

Average Number of Hours of Supervised Practice Teaching:* **600**

Full-Time Faculty in Professional Education:* **59**

Part-Time Faculty in Professional Education & Full-Time in Institution:* **35**

**Part-Time Faculty in Professional Education not Otherwise
Employed by Institution:*** **45**

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Student/Faculty Ratio in Supervised Practice Teaching * **4:1**

Average Hours/Week in Supervised Student Teaching: **540**

Institution's Accreditation Status **Continuing Accreditation**
The College of Education at the University of South Carolina is fully-accredited by the State- of South Carolina and the National Council for Accreditation of Teacher Education (NCATE). The next accreditation visit is scheduled for fall 2010.

Institution's Designation as Low Performing **Not applicable**

Institution's Definition of Program Completer

A program completer at the University of South Carolina Columbia is a student who has successfully completed degree program components and met graduation requirements.

SECTION I. PASS RATES.

Please provide the information in the attached Institutional Report Tables C1, C2, C1a and C2a on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state. This information will be provided to your institution by the state or the testing company.

Table C1 – Single-Assessment Institution Level Pass-Rate Data: Regular Teacher Preparation Program

Institution Name		UNIVERSITY OF SOUTH CAROLINA - COLUMBIA					
Institution Code		5818					
State		South Carolina					
Number of Program Completers Submitted		352					
Number of Program Completers found, matched, and used in passing rate Calculations ¹		348					
					Statewide		
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Professional Knowledge							
PRINCIPLES LEARNING & TEACHING K-6	522	229	221	97%	1457	1422	98%
PRINCIPLES LEARNING & TEACHING 5-9	523	29	25	86%	131	118	90%
PRINCIPLES LEARNING & TEACHING 7-12	524	82	78	95%	501	482	96%
Academic Content Areas							
ELEM ED CURR INSTRUC ASSESSMENT	011	119	115	97%	749	733	98%
ELEM ED CONTENT AREA EXERCISES	012	119	119	100%	748	743	99%
EDUCATION OF YOUNG CHILDREN	021	85	85	100%	565	564	100%
BIOLOGY AND GENERAL SCIENCE	030	6			43	41	95%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	18	18	100%	121	117	97%
ENG LANG LIT COMP ESSAYS	042	18	18	100%	120	116	97%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049	1			37	35	95%
TECHNOLOGY EDUCATION	050				3		
MATHEMATICS: CONTENT KNOWLEDGE	061	7			70	67	96%
MATH PROOFS MODELS PROBLEMS PART 1	063	7			69	68	99%
MIDDLE SCHOOL MATHEMATICS	069	9			28	26	93%
CHEM PHYSICS AND GENERAL SCIENCE	070	1			7		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	20	18	90%	143	131	92%
SOCIAL STUDIES: INTERPRET MATERIALS	083	20	20	100%	143	136	95%
MIDDLE SCHOOL SOCIAL STUDIES	089	1			32	27	84%
PHYSICAL ED: CONTENT KNOWLEDGE	091	12	12	100%	101	99	98%
PHYSICAL ED VIDEO EVALUATION	093	12	12	100%	100	91	91%
BUSINESS EDUCATION	100	12	12	100%	13	13	100%

March 12, 2008

Table C1 – Single-Assessment Institution Level Pass-Rate Data: Regular Teacher Preparation Program

Institution Name	UNIVERSITY OF SOUTH CAROLINA - COLUMBIA
Institution Code	5818
State	South Carolina
Number of Program Completers Submitted	352
Number of Program Completers found, matched, and used in passing rate Calculations¹	348

March 12, 2008

<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	Statewide		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
MUSIC CONCEPTS AND PROCESSES	111	23	21	91%	92	86	93%
MUSIC CONTENT KNOWLEDGE	113	23	23	100%	92	90	98%
ART MAKING	131	16	15	94%	54	53	98%
ART CONTENT KNOWLEDGE	133	17	17	100%	54	54	100%
FRENCH PRODUCTIVE LANGUAGE SKILLS	171	1			4		
FRENCH CONTENT KNOWLEDGE	173	1			4		
GERMAN CONTENT KNOWLEDGE	181				1		
GERMAN PRODUCTIVE LANGUAGE SKILLS	182				1		
SPANISH CONTENT KNOWLEDGE	191				19	19	100%
SPANISH PRODUCTIVE LANGUAGE SKILLS	192				19	12	63%
MIDDLE SCHOOL SCIENCE	439				18	18	100%
HEALTH EDUCATION	550	1			1		
Teaching Special Populations							
ED OF DEAF & HARD OF HEARING	271				2		
SE STUDENTS W/MENTAL RETARDATION	321	2			30	30	100%
SPEECH-LANGUAGE PATHOLOGY	330				2		
EDUC. EXCEPTIONAL STUDENTS: CK	353	13	13	100%	148	147	99%
SE BEHAVIORAL/EMOTIONAL	371	5			24	24	100%
ED OF EXCEPT STUDENTS: LEARNING DISABIL	382	2			66	65	98%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542				16	15	94%
ED EXCEPT STUDENTS: SEV. PROFND DISABIL	544	2			2		

Table C2 – Aggregate and Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2006-07

Institution Name	UNIVERSITY OF SOUTH CAROLINA -COLUMBIA					
Institution Code	5818					
State	South Carolina					
Number of Program Completers Submitted	352					
Number of Program Completers found, matched, and used in passing rate Calculations¹	348					
				<i>March 12, 2008</i>		
				Statewide		
<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills						
Aggregate - Professional Knowledge	340	324	95%	2089	2022	97%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	333	322	97%	2102	2022	96%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)						
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	13	13	100%	207	204	99%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	348	325	93%	2195	2070	94%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total passrate.

Table C1 – Single-Assessment Institution Level Pass-Rate Data: Regular Teacher Preparation Program – 2004-2005 Cohort Follow up
This table was copied and pasted from the 2006 Appendix C sent to the State

University of South Carolina and State Pass Rate Information

Initial Teacher Education Programs

Academic Year 2004-2005

The following pass rate information reflects pass rates on particular exams that were taken by USC's 2004-2005 list of program completers, but prior to August 31, 2005. The darkened areas are examinations for which USC Columbia had less than 10 tests (regulations do not require individual reports for less than 10) or for which there were no examinees during the cohort year. Statewide pass rates were not available from the State Department of Education for this report.

- Note:**
- All program completers have taken and passed the Praxis I exam, otherwise known as a Basic Skills exam. This must be passed in order to enter the professional program.
 - During the time period represented below, USC did not require the Professional Knowledge exams.
 - Of the 208 program completers, only 198 sat for any type of examination.

Type of Assessment	ETS Test Code	USC-Columbia 208 in cohort			Statewide		
		Total Exams	Total Passed	% Pass	Total Exams	Total Passed	% Pass
Academic Content Area							
Biology and General Science	0030			100			
English Lang., Lit., & Comp.: Content Knowledge	0041	13	12	92			
English Lang., Lit., & Comp: Essays	0042	13	13	100			
Mathematics	0060	-	-	-			
Mathematics: Content Knowledge	0061			100			
Mathematics: Proofs, Models, and Problems	0063			100			
Chemistry, Physics and General Science	0070			100			
Social Studies: Content	0081	30	29	97			
Social Studies: Interpretation of Materials	0083	30	29	97			
Physical Education	0090			100			
Physical Education: Content Knowledge	0091	13	13	100			
Physical Education: Movement, Forms and Video	0093	14	12	86			
Music: Concepts and Processes	0111	18	15	83			
Music: Content Knowledge	0113	20	20	100			
Art: Art Making	0131	16	15	94			
Art: Content Knowledge	0133	16	16	100			
French	0170			100			
French: Productive Skills	0171			100			
French: Content Knowledge	0173			100			
Spanish: Content Knowledge	0191			100			
Spanish: Productive Language Skills	0192			100			

Type of Assessment	ETS Test Code	USC-Columbia			Statewide		
		Total Exams	Total Passed	% Pass	Total Exams	Total Passed	% Pass
Basic Skills		208	208	100%			
Other Content Areas							
Business Education	0100	5	5	100			
Elementary Ed.: Curriculum Instruction and Assess.	0011	56	56	100			
Elementary Ed: Content Area Exercises	0012	56	56	100			
Early Childhood Education	0020	15	15	100			
Education of the Young Child	0021	1	1	100			
Health Education	0550	0 Tests Reported					
Professional Knowledge		<i>Not required</i>					
Teaching Special Populations							
Education of Exception Student: Core Content Knowledge	0353	5	5	100			
Ed. Of Ex. Stu.: Teaching Students/Behavior Disorders	0371	4	4	100			
Ed. of Ex. Stu.: Teaching Students/Learning Disabilities	0382	1	1	100			

Table C2a: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2004-2005 Cohort Follow up
 This table was copied and pasted from the 2006 Appendix C sent to the State

University of South Carolina and State Pass Rate Information
Initial Teacher Education Programs

Academic Year 2004-2005

The following pass rate information provides aggregated pass rates on test-takers in particular areas. The Institutional Pass Rate is based on the total number of program completers and is **not** the average of the other areas. Similar to Table 1, the areas in which there were less than 10 test takers have been darkened. Per past instructions, if one test taker did not pass all tests that he/she sat for within the test category, that person is counted as a “Fail” for the purposes of this table.

Aggregate Category	USC Columbia			Statewide		
	Total Tested	Total Pass	% Pass	Total Tested	Total Pass	% Pass
Academic Content Area	110	102	93%			
Basic Skills	208	208	100%			
Other Content Area	80	80	100%			
Professional Knowledge	<i>Not required</i>					
Teaching Special Populations	[REDACTED]		100%			
Institutional Pass Rate						
Summary Count*	198	190	96%			

* Only 198 of the 208 completers sat for any kind of examination beyond a Basic Skills test. In order to progress through the professional program and complete graduation, a passing score on the Basic Skills exam is required of USC students.

SECTION II. PROGRAM INFORMATION.

(A) Number of students in the regular teacher preparation program at your institution:

The total number of students in the program on the first page of this report reflects students who were enrolled in a teacher-preparation program at USC at the undergraduate or graduate level. These figures suggest that the College continues to retain and enroll a large number of eligible teacher candidates, allowing a rich pool of candidates throughout the year.

Enrollment figures for the 2007-08 academic year, provide an overview of the number of students matriculating through the teacher preparation programs during the year. The numbers listed on the first page of this report and explained above are represented in these enrollment figures for the entire year. Institutional data show that the enrollment figures during that period were:

	Undergraduate	Graduate
Fall 2007	1338	153
Spring 2008	1273	168
Summer I 2008	380	124
Summer II 2008	242	93

Minority Participation. The Professional Education Unit at USC continues to strive to encourage minority participation in all of its programs. The three most recent academic years have seen the following minority numbers in undergraduate enrollments, all of which are teacher-preparation programs in elementary, early childhood, middle level, physical education, music education, and art education. Two new additional undergraduate programs in dance and business education will also enhance future minority participation.

Fall 2005	16% minority enrollment for undergraduate bachelors programs
Fall 2006	16% minority enrollment for undergraduate bachelors programs
Fall 2007	17% minority enrollment for undergraduate bachelors programs

Graduate minority participation in teacher-preparation programs has been:

Fall 2005	13% minority enrollment for graduate teacher-preparation programs
Fall 2006	13% minority enrollment for graduate teacher-preparation programs
Fall 2007	12% minority enrollment for graduate teacher-preparation programs

(B) Information about supervised student teaching:

The average reflected on the first page of this report includes the state requirement of 60 days in the school system during the directed teaching semester and additional program hours. The College adheres to the State Department of Education's requirement, but recognizes that much more time is spent in the schools. When these 60 days are equated into hours based on at least a 7-hour workday, the hours spent in schools during directed teaching are approximately 420 hours. However, all programs have many additional hours in practica or as part of full-year internships that range from 120-215.

Completion of Teacher Preparation Exams and Certification. Undergraduate students who seek acceptance to the professional education program in physical education, art, and music must take and pass three portions of the Praxis I exams. If each part of this exam is not passed, a student can be denied acceptance to the program. Currently, graduate students who seek acceptance to the professional education program and later desire to seek licensure upon completion of the program must take and pass their specific content area exam(s) and the professional learning and teaching exam.

The College of Education's Office of Student Affairs provides continuous assistance and guidance to students seeking certification. The Student Affairs Office organizes and submits all interested students' completed certification applications to the State Department of Education in an effort to assist students through this point in certification process.

Faculty. The College employs the expertise of full-time, part-time, and adjunct faculty within the Professional Education Unit to supervise student teachers and enjoyed an actual ratio of faculty to students of 4:1 during the 2007-08 academic year. All adjunct faculty are afforded appropriate training at the university level and are consulted frequently by full-time and part-time university faculty and administration through periodic meetings. The numbers below represent faculty only one time during the academic year, although they may have supervised during each semester.

- 59 Appointed full-time faculty in professional education
- 35 Appointed part-time faculty in professional education and full-time in the institution
- 45 Appointed part-time faculty in professional education, not otherwise employed by the institution

(C) Information about state approval or accreditation of teacher preparation programs:

The Professional Education Unit at the University of South Carolina is fully-approved by the State of South Carolina and fully-accredited by the National Council for Accreditation of Teacher Education (NCATE). The next state review and accreditation visit is scheduled for October 2010.

SECTION III – ADDITIONAL INFORMATION

The College of Education at the University of South Carolina Columbia is dedicated to providing the highest quality education for prospective educators and experienced professionals. The College maintains a clear commitment to professional education based on well-defined candidate dispositions, essential content and pedagogical knowledge, and sound professional practice. It prepares its teacher candidates as “Collaborative Educational Leaders” through a dynamic and continuing process that accommodates the changing needs of society, new knowledge, and appropriate technology.

The University’s College of Education is an active member of the National Network for Educational Renewal and leader of the National Association for Professional Development Schools. Consistent with these associations, the College actively collaborates with P-12 educators to improve both teacher education and P-12 schools. At the state level, the College works toward educational excellence through such initiatives as the South Carolina Network for Educational Renewal, the South Carolina Reading Initiative, the Teacher Cadet Program, and Title II Teacher Quality Partnership Grant.

Conceptual Framework. The College of Education recognizes that the preparation of collaborative educational leaders is a shared responsibility and works in cooperation with other colleges and schools throughout the University. The College of Education’s collaboration with P-12 schools and with the other colleges and schools throughout the University is organized as the Professional Education Unit (PEU). The PEU consists of the College of Education, five other colleges and schools within the University, and P-12 representatives at the district and school levels. This organization has allowed the College to develop strong relationships across the University and in the school systems.

PDS and Partnership Network. The College of Education has defined and supported a strong system of Partnership Sites and Professional Development Schools(PDS). These collaborative partnerships between local schools and centers and the College create a continuous examination and renewal of teacher education and P-12 schooling. The mission of each Partnership/PDS site is to provide an exemplary learning community where future teachers receive the best possible preparation for their roles as educators. In addition, Professional Development Schools focus on targeted, professional development of in-service teachers and educational research. The leadership of USC in PDS work ultimately led to the creation of the National Association for Professional Development Schools, complete with a refereed journal, *School-University Partnerships*.

During the 2007-08 academic year, the PEU at USC continued its dedication to quality assurance and continued assessments through the work of its Quality Assurance Committee (QCom). Through this committee, assessment plans and data are reviewed for each program and support office so the highest level of quality and data-based decision-making is maintained throughout the PEU.

Admission Requirements. All details concerning acceptance to an undergraduate or graduate program of study in the College of Education can be obtained by consulting the Undergraduate and Graduate Student Bulletins. Both may be found online at: <http://www.sc.edu/bulletin>.

The purpose of the teacher preparation programs is to prepare exemplary professional educators. In all USC programs, degree completion and certification are linked. All students seeking teacher certification must:

- 1) successfully complete the requirements of the degree program;
- 2) achieve test scores at or above those established by the state on the program-appropriate exams (Praxis II Series);
- 3) submit to an FBI check for prior felony convictions; and
- 4) pay all certification fees as required.
- 5) Successfully complete ADEPT requirements with a positive recommendation for certification

The USC has enjoyed tremendous success with the advent of its newest undergraduate programs in elementary, early childhood, and middle level. Candidates in these programs, along with the established programs in secondary education and K-12 program areas who are seeking teacher certification, must adhere to the requirements listed above.

Students are required to obtain formal admission to the professional program in education prior to the internship or directed teaching experience. Students seeking teacher certification must also apply for these experiences in order to successfully complete their program of study. Placement for internship and directed teaching is made only in the Columbia metropolitan area.

SECTION IV. CERTIFICATION.

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 Act, Title II: Reporting Reference and User Manual*.

Les Sternberg, Ph.D.
Dean, College of Education

Harris Pastides, PhD.
President, University of South Carolina