title II higher education act

2025 TITLE II REPORTS
National Teacher Preparation Data

SC

The Citadel
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

217864

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

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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

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
13.1203	Junior High/Intermediate/Middle School Education and Teaching	PG	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	UG	
13.1305	Teacher Education - English/Language Arts	PG	
13.1311	Teacher Education - Mathematics	PG	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

10

Program Requirements

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

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	
	Yes	No	Yes	No
Essay or personal statement	○	●	○	●
Interview	○	●	○	●
Other Specify:	○	●	○	●

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

2.75

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

2.75

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

South Carolina law requires that a minimum 2.75 cumulative GPA on a 4.00 scale for admission into an undergraduate preparation program. However, the dean has the discretion to approve admission of a candidate with a cumulative GPA as low as 2.50 if compelling evidence indicates that the candidate will be successful in the preparation program.

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	
	Yes	No	Yes	No
Transcript	●	○	●	○
Fingerprint check	○	●	●	○
Background check	○	●	●	○
Minimum number of courses/credits/semester hours completed	○	●	●	○
Minimum GPA	●	○	●	○
Minimum GPA in content area coursework	●	○	●	○
Minimum GPA in professional education coursework	○	●	●	○
Minimum ACT score	○	●	○	●
Minimum SAT score	○	●	○	●

Element	Admission		Completion	
	Yes	No	Yes	No
Minimum basic skills test score	○	●	○	●
Subject area/academic content test or other subject matter verification	○	●	●	○
Recommendation(s)	●	○	○	●
Essay or personal statement	○	●	○	●
Interview	○	●	○	●
Other Specify: _____	○	●	○	●

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.)

2.5

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

2.5

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

The Citadel requires candidates to meet the undergraduate admission requirement of holding a Bachelor's degree from an accredited institution with an earned cumulative GPA of 2.50 or higher. Thus, the requirement for undergraduate admission GPA of 2.75 does not apply for graduate admissions. Rather, the state requires that the admission requirements for initial education programs at the graduate level are similar to other graduate programs at the institution (SC Program Admission Requirements, 2021, p. 1).

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)

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

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	4
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	1
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	15
Number of students in supervised clinical experience during this academic year	15

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

Per South Carolina Law, undergraduate teacher candidates are required to clock 100 hours of clinical experiences prior to student teaching, while Master of Arts in Teaching candidates are required to complete 75 hours. At both levels, however, candidates often complete more than the required hours prior to internship as well as during the student teaching internship. The student teaching internship is a required minimum of 60 full time days. Over the course of both pre-student teaching internship and the student teaching internship, Citadel teacher candidates have clinical experiences in urban, suburban, and rural schools.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

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

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2023-24 Total	
Total Number of Individuals Enrolled	61
Subset of Program Completers	15

Gender	Total Enrolled	Subset of Program Completers
Male	43	12
Female	18	3
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	10	2
Hispanic/Latino of any race	2	1
Native Hawaiian or Other Pacific Islander	0	0
White	44	11
Two or more races	2	1

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	3	0

Teachers Prepared

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

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

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

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

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 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**	
13.1202	**Teacher Education - Elementary Education**	

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
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	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	7
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	7
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
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	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
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	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	7
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	7
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
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:	

Program Assurances

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

Program Assurances

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

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ○ Yes
   ○ No
   ● **Program does not prepare special education teachers**

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   The Citadel's Zucker Family School of Education (ZFSOE) continues to have close relationships with Lowcountry school districts and the State Department of Education through a variety of programs and partnerships. Local school superintendents serve on the ZFSOE's Developmental Advisory Board. Local teachers, administrators, and interdisciplinary faculty from both the School of Humanities and Social Sciences and the Swain Family School of Science and Mathematics serve on the ZFSOE's Professional Education Board. Qualified school personnel teach courses leading to certification. Citadel faculty members serve on local school improvement councils, school boards, and state advisory boards, enabling them to listen to current concerns/needs from multiple constituent groups and to be responsive change agents for ensuring appropriate and equitable teaching and learning. The majority of program completers are hired into Lowcountry school districts. However, some completers first meet military obligations, and

then transition into teaching careers. Candidates in both undergraduate and graduate programs are prepared to provide instruction to students with disabilities in EDUC 312: The Exceptional Learner and EDUC 514: Exceptional Children in School, respectively. For example, one of the course activities requires the development of a Multi-tiered System of Support (MTSS) portfolio with five resources to five different focus areas. Candidates are required to include students with a gifted and talented profile, autism, reading difficulties, and two other areas of focus. The final MTSS portfolio consists of scholarly articles and resources that contain activities and strategies for working with students with exceptionalities specific to candidates' content areas and grade levels. As well, candidates are to provide additional examples of accommodations, modifications, and uses of technology. This activity is just one of three that are completed by candidates during the ten hours of field experiences occurring within EDUC 312 and EDUC 514. Also included in the course learning outcomes is ensuring candidates gain an understanding of the ideologies and characteristics associated with differentiated instruction and universal design for learning (UDL). To ensure candidate preparation to provide instruction to students with limited English proficiency, the Zucker Family School of Education (ZFSOE) has added two courses to our course offerings. One course is focused on Principles and Strategies for Teaching Multilanguage Learners, K-12 (EDUC 668) and the other is called Cultural and Linguistic Diversity in Education (EDUC 665). These courses can be used to earn the state of South Carolina's add-on endorsement in ESOL Education, and they are required of those preservice teachers who are supported by our Grow Your Own grant. Thus, these preservice teachers earn both an initial teaching license and take the coursework that leads to the add-on endorsement in ESOL Education when they are enrolled in our MAT programs in science and mathematics. As of fall of 2024, EDUC 665: Cultural and Linguistic Diversity in Education became a required course in all of our MAT programs, and EDUC 668: Principles and Strategies for Teaching Multilanguage Learners, K-12 is an available elective. This course assesses candidates' understanding of how to work with multilanguage learners and learners from non-dominant communities through multiple means, including an analysis of existing curricula using New York University's Culturally Responsive-Sustaining Scorecard, candidates' own writing about their own development of cultural identities, and lesson and unit plans in which candidates explicitly outline how their instructional planning leverages the strengths and addresses the needs of both multilanguage learners and learners from non-dominant communities. At the undergraduate level, candidates explicitly outline how their instructional planning leverages the strengths and addresses the needs of both multilanguage learners and learners from non-dominant communities in EDUC 306: Teaching Reading and Writing in Middle and High School Classrooms. Within the context of the Lowcountry region (southeastern South Carolina), there is a widely diverse population in regard to socioeconomic status (SES) and exposing teacher candidates to varying SES communities positions them to have a multitude of experiences in different educational settings. All pre-internship education courses consist of a minimum of 10 to 20 hours of field experience which are evenly divided among rural, suburban, and urban environments in and around Charleston. These placements ensure our completers have the experience of working with students from multiple cultures, language backgrounds, and varied socioeconomic status. Along with each experience, candidates are expected to reflect in writing about those experiences and share their perspectives with others. In doing so, they share stories of success as well as concerns that they observe. These candid discussions along with regular communication with P-12 cooperating teachers allow the faculty to have windows of understanding about the realities of teaching that our program completers face.

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.

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 goal is to retain these five candidates, supporting them through graduation, while actively recruiting additional mathematics education majors.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

The EPP was able to retain five candidates who are being prepared to teach Mathematics and successfully enrolled two more Mathematics candidates.

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

In the graduate program (e.g., MAT Middle Grades Mathematics or MAT Secondary Mathematics), the ZFSOE will be asking the South Carolina Department of Education to agree to a two-year extension on its participation in the SC GYO Grant. This grant would allow the ZFSOE to further promote interest in those seeking initial certification in either the MAT Middle Grades or Secondary program. The faculty and staff are also working to streamline advising practices to ensure that candidates can complete the courses and licensure exams on a timeline that aligns with their goals.

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

The Grow Your Own program is a grant from the South Carolina Commission on Higher Education and is providing financial support to help paraprofessionals obtain their teaching certification.

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.

Move existing candidates towards graduation while maintaining candidate numbers and working to recruit additional candidates.

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.

Move existing candidates towards graduation while maintaining candidate numbers and working to recruit additional candidates.

Annual Goals: Science

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

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

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

- Quantifiable Goals

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.

Yes, we have retained four (three middle grades, one secondary) science majors in the 2023-2024 academic year. Our goal is to retain these four candidates, supporting them through graduation, while actively recruiting additional science education majors.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

Yes, we have retained all four candidates and were able to enroll two more secondary candidates.

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

The ZFSOE is continuing to recruit and retain more candidates to pursue either their undergraduate or graduate degree in a science-based content area. In the undergraduate program, the school developed an education minor in the hopes of drawing in students from other majors to either change their major or to consider double majoring. At the writing of this response, the ZFSOE currently has approximately 35 education minors. Additionally, for those already in the program, teacher education faculty and staff are actively participating in training in relation to the Quality Enhancement Plan (QEP).

This supports freshmen and sophomore students for strategically applied advising practices. In the graduate program (e.g., MAT Middle Grades Science or MAT Secondary Biology), the ZFSOE will be asking the SC Department of Education to agree to a two-year extension on its participation in the South Carolina Grow Your Own Grant. This grant would allow the ZFSOE to further promote interest in those seeking initial certification in either the MAT Middle Grades or Secondary program. The faculty and staff are also working to streamline advising practices to ensure that candidates can complete the courses and licensure exams on a timeline that aligns with their goals.

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

The Grow Your Own program is a grant from the South Carolina Commission on Higher Education and is providing financial support to help paraprofessionals obtain their teaching certification.

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 have seen growth in our numbers of middle grades science majors. As of this report, we have three candidates enrolled in middle grades science and one candidate enrolled in secondary science. Our goal is retain these four candidates while actively recruiting additional science education majors.

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.

Move existing candidates towards graduation while maintaining candidate numbers and working to recruit additional candidates.

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

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.**

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 special education 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 special education in 2025-26? If no, leave the next question blank.

○ Yes
● No

10. Describe your goal.

Annual Goals: Instruction of Limited English Proficient Students

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

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

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

- Quantifiable Goals

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.

Assessment Pass Rates

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

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 enrolled students who have completed all noncl	1			
ETS5236 -BIOLOGY Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) Other enrolled students	1			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2023-24	7			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2022-23	12	171	8	67
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2021-22	6			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2021-22	1			
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	11	172	10	91
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23	24	169	20	83
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22	10	174	10	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2023-24	1			

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) All program completers, 2021-22	4			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2023-24	3			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2022-23	8			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2021-22	8			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	6			

Summary Pass Rates

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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2023-24	15	10	67
All program completers, 2022-23	24	15	63
All program completers, 2021-22	18	12	67

Low-Performing

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

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

Low-Performing

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

- 🔘 Yes
- ⚪ No

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

- ☑ State
- ☑ CAEP
- ☐ AAQEP
- ☑ Other specify:

SACSCOC

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

- ⚪ Yes
- 🔘 No

Use of Technology

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

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

Use of Technology

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

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   The ability for teacher candidates to integrate technology effectively into the curricula and instruction, and use it to effectively collect, manage, and analyze data in order to improve teaching and learning are requirements by not just The Citadel, but also requirements of the state of South Carolina and CAEP. Citadel teacher candidates are expected to first utilize technology to learn and then to integrate technology into their own lesson preparation and instruction. They are then asked to share their planning and reflections about their impact on P-12 student learning in both face-to-face experiences as well as through the electronic assessment and data management system. In addition, our candidates gain virtual teaching and learning experiences in their field experiences to prepare them for today's changing demands. Faculty integrate multiple forms of technology during instruction. These include (1) the Canvas learning management system (LMS) for communication, instruction, or assignment submission; (2) Student Learning and Licensure assessment system for completing program and unit assessments; (3) instructor computer stations, projection system, SmartBoards® for classroom instruction; (4) portable computers with internet connections for mobile instruction; (5) electronic research databases for papers and projects; and (6) professional web resources. Universal Design for Learning: Teacher candidates create lesson plans using a standard format. Each plan includes universal components such as (1) standards, (2) objectives, (3) background knowledge, (4) assessment, (5) accommodations for learning differences, (6) technology use, and (7) career connections. Candidates create supplemental materials using active learning systems such as Kahoot!, Padlet, Mural, FlipGrid, etc. Candidates are required to place lesson plans and supplemental materials in the Student Learning and Licensure assessment system. Candidate competence is monitored through formative and summative evaluation of work samples, self-evaluation, and cooperating teacher observations. As is emphasized in our conceptual framework, candidates are expected to: (1) utilize the knowledge gained from developmental and

learning theories to establish and implement an educational program that is varied, creative, and nurturing; (2) model instructional and/or leadership theories of best practice; and (3) integrate appropriate technology to enhance learning. They should be able to apply their understanding of both context and research to plan, structure, facilitate, and monitor effective teaching and learning in the context of continual assessment and research their practice by reflectively and critically asking questions and seeking answers. As part of South Carolina's SC Teaching Standards evaluation system, teacher candidates use P-12 student assessment data to develop long-range plans based on expected content standards. This information may come from specific test data such as state required tests (PASS and HSAP), district testing such as the Measures of Academic Progress (MAPS), grades in previous courses, Individualized Graduation Plans (IGPs), Individualized Education Plans (IEPs), 504 Plans and in class surveys that use universal design for learning (UDL). Candidates are expected to reflect and modify plans based on assessment measures. For short-range instructional planning and assessment data utilization, candidates reflect on their instruction using a set of questions that help them move from grading and returning work, to a teacher-researcher model that helps them redefine how best to teach and if needed, re-teach their students.

Teacher Training

Provide the following information about your teacher preparation program.
(§205(a)(1)(G))

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

Teacher Training

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

    a. **Teach students with disabilities effectively**

    The initial teacher preparation program requires undergraduate education candidates to complete EDUC 312: Teaching Students with Special Needs and graduate education candidates to complete EDUC 514: The Exceptional Child in the School. These courses focus on exceptional learners and were overhauled in light of new policies and best practices related to Universal Design for Learning (UDL) in an effort to reach the needs of all learners. Undergraduate education candidates in Physical Education take PHED 203: Accommodating Persons with Disabilities within Sport and Physical Activity and graduate education candidates take HESS 534: Accommodating Persons with Disabilities within Sport and Physical Activity. An additional course, EDUC 306: Teaching Reading and Writing in the Middle and High School and EDUC 592: Teaching Reading and Writing in the Middle and High School is required for undergraduate and graduate education candidates, respectively. These courses prepare candidates to teach students with varying disabilities and learning differences, which may span from profound physical or mental limitations to giftedness. Education candidates learn how to modify instructional methods and implement classroom management strategies to address the academic, social and emotional, and cognitive differences of students with special needs. Physical Education education candidates learn the legal, ethical, and practical definitions of involving students with disabilities in physical activity, physical education, and sport settings. Field experiences that include exposure to self-contained and resource special education classrooms are required for these courses.

    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.***

    The initial teacher preparation program requires undergraduate education candidates to complete EDUC 312: Teaching Students with Special Needs while graduate education candidates complete EDUC 514: The Exceptional Child in the School. Our programs, which are comprised of "regular education" candidates, are intended to provide guidance relative to serving as a member of the IEP team. The courses aforementioned have several course learning outcomes that align to candidates' understanding related to being an active member of the IEP team. This includes, 1. Articulating the general historical framework from which current law evolved and special education processes; 2. Identifying factors that should guide planning and placement decisions for students with various disabilities; 3. Identifying modifications and accommodations that would be made as a general classroom teacher to best serve students with various exceptionalities; and 4. Explaining the nuances of communication and collaboration with professional and families of exceptional learners. These classes require candidates to actively participate in a specific number of field experience/practicum hours. In these experiences, candidates observe both general classroom teachers as well as teachers whose primary responsibility is working with students with exceptionalities.

    c. **Effectively teach students who are limited English proficient.**

    The Zucker Family School of Education (ZFSOE) has added two courses to our course offerings. One course is focused on Principles and Strategies for Teaching Multilanguage Learners, K-12 (EDUC 668) and the other is called Cultural and Linguistic Diversity in Education (EDUC 665). These courses can be used to earn the state of South Carolina's add-on endorsement in ESOL Education, and they are required of those preservice teachers who are supported by our Grow Your Own grant. Thus, these preservice teachers earn both an initial teaching license and take the coursework that leads to the add-on endorsement in ESOL Education when they are enrolled in our MAT programs in science and mathematics. Beginning in the fall of 2024, EDUC 665: Cultural and Linguistic Diversity in Education will be a required course in all of our MAT programs, and EDUC 668: Principles and Strategies for Teaching Multilanguage Learners, K-12 will be an available elective. This course assesses candidates' understanding of how to work with multilanguage learners and learners from non-dominant communities through multiple means, including an analysis of existing curricula using New York University's Culturally Responsive-Sustaining Scorecard, candidates' own writing about their own development of cultural identities, and lesson and unit plans in which candidates explicitly outline how their instructional planning leverages the strengths and

addresses the needs of both multilanguage learners and learners from non-dominant communities. At the undergraduate level, candidates explicitly outline how their instructional planning leverages the strengths and addresses the needs of both multilanguage learners and learners from non-dominant communities in EDUC 306: Teaching Reading and Writing in Middle and High School Classrooms.

2. **Does your program prepare special education teachers?**

○ Yes
● No

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

a. Teach students with disabilities effectively

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

c. Effectively teach students who are limited English proficient.

Contextual Information

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

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

Contextual Information

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

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:

Dr. Leonard Annetta

TITLE:

Dean, Zucker Family 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 J. Dix

TITLE:

Director of Educational Assessment and Accreditation