



North Greenville University  
Traditional Report AY 2021-22  
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

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Wright

**PHONE**

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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                           | Both            |        |
| 13.1202  | Elementary Education                                | Both            |        |
| 13.1305  | Teacher Education - English/Language Arts           | UG              |        |
| 13.1306  | Teacher Education - Foreign Language                | UG              |        |
| 13.1311  | Teacher Education - Mathematics                     | UG              |        |
| 13.1312  | Teacher Education - Music                           | UG              |        |
| 13.99    | Teacher Education - Other                           | UG              |        |
| 13.1314  | Teacher Education - Physical Education and Coaching | UG              |        |
| 13.1318  | Teacher Education - Social Studies                  | UG              |        |

**Total number of teacher preparation programs:**

9

# Program Requirements

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

## THIS PAGE INCLUDES:

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

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

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

## Undergraduate Requirements

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

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

- Yes  
 No

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

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

| Element                                                | Admission                                                     | Completion                                                    |
|--------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|
| Essay or personal statement                            | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Interview                                              | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Other Specify:<br><input type="text" value="TB test"/> | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

2.75

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

2.75

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

For Minimum ACT score, it could be used if scores are 22 or higher. Exemptions apply to specific content scores as well. For Minimum SAT score, it could be used if scores are 1100 or higher and exemptions apply to specific content scores as well.

## Postgraduate Requirements

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

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

- Yes  
 No

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

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

| Element                                                                       | Admission                                                     | Completion                                                    |
|-------------------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|
| Subject area/academic content test or other subject matter verification       | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Recommendation(s)                                                             | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Essay or personal statement                                                   | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Interview                                                                     | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Other Specify:<br><input type="text" value="TB test, Pass Praxis 2 and PLT"/> | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

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 2021-22. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes  
 No

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

| Programs with student teaching models (most traditional programs)                          |                                  |
|--------------------------------------------------------------------------------------------|----------------------------------|
| Number of clock hours of supervised clinical experience required prior to student teaching | <input type="text" value="180"/> |
| Number of clock hours required for student teaching                                        | <input type="text" value="420"/> |

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**

180

**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)**

18

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

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

5

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

197

**Number of students in supervised clinical experience during this academic year**

149

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

All seniors are placed with one cooperating teacher for the entirety of their senior year, while juniors have a different placement each semester. This accounts for the difference in the above numbers. There are other level courses with field placements as well.

# Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

**(§205(a)(1)(C)(ii))**

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

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

## Enrollment and Program Completers

| 2021-22 Total                        |     |
|--------------------------------------|-----|
| Total Number of Individuals Enrolled | 149 |
| Subset of Program Completers         | 71  |

| Gender                                    | Total Enrolled | Subset of Program Completers |
|-------------------------------------------|----------------|------------------------------|
| Male                                      | 32             | 13                           |
| Female                                    | 111            | 57                           |
| Non-Binary/Other                          | 0              | 0                            |
| No Gender Reported                        | 6              | 1                            |
| Race/Ethnicity                            | Total Enrolled | Subset of Program Completers |
| American Indian or Alaska Native          | 0              | 0                            |
| Asian                                     | 0              | 0                            |
| Black or African American                 | 4              | 0                            |
| Hispanic/Latino of any race               | 3              | 3                            |
| Native Hawaiian or Other Pacific Islander | 0              | 0                            |
| White                                     | 127            | 65                           |



| Race/Ethnicity             | Total Enrolled | Subset of Program Completers |
|----------------------------|----------------|------------------------------|
| Two or more races          | 4              | 0                            |
| No Race/Ethnicity Reported | 11             | 3                            |

## 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](#)

### 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 2021-22.

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 2021-22

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

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

| CIP Code | Subject Area                             | Number Prepared                 |
|----------|------------------------------------------|---------------------------------|
| 13.10    | Teacher Education - Special Education    | <input type="text" value="0"/>  |
| 13.1202  | Teacher Education - Elementary Education | <input type="text" value="24"/> |

| CIP Code | Subject Area                                                         | Number Prepared |
|----------|----------------------------------------------------------------------|-----------------|
| 13.1203  | Teacher Education - Junior High/Intermediate/Middle School Education | 0               |
| 13.1210  | Teacher Education - Early Childhood Education                        | 20              |
| 13.1301  | Teacher Education - Agriculture                                      | 0               |
| 13.1302  | Teacher Education - Art                                              | 0               |
| 13.1303  | Teacher Education - Business                                         | 0               |
| 13.1305  | Teacher Education - English/Language Arts                            | 2               |
| 13.1306  | Teacher Education - Foreign Language                                 | 2               |
| 13.1307  | Teacher Education - Health                                           | 0               |
| 13.1308  | Teacher Education - Family and Consumer Sciences/Home Economics      | 0               |
| 13.1309  | Teacher Education - Technology Teacher Education/Industrial Arts     | 0               |
| 13.1311  | Teacher Education - Mathematics                                      | 5               |
| 13.1312  | Teacher Education - Music                                            | 4               |
| 13.1314  | Teacher Education - Physical Education and Coaching                  | 6               |
| 13.1315  | Teacher Education - Reading                                          | 0               |
| 13.1316  | Teacher Education - Science Teacher Education/General Science        | 0               |
| 13.1317  | Teacher Education - Social Science                                   | 0               |
| 13.1318  | Teacher Education - Social Studies                                   | 8               |
| 13.1320  | Teacher Education - Trade and Industrial                             | 0               |
| 13.1321  | Teacher Education - Computer Science                                 | 0               |
| 13.1322  | Teacher Education - Biology                                          | 0               |
| 13.1323  | Teacher Education - Chemistry                                        | 0               |
| 13.1324  | Teacher Education - Drama and Dance                                  | 0               |
| 13.1328  | Teacher Education - History                                          | 0               |
| 13.1329  | Teacher Education - Physics                                          | 0               |
| 13.1331  | Teacher Education - Speech                                           | 0               |

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

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2021-22. 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 2021-22

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

| CIP Code | Academic Major                                                       | Number Prepared                 |
|----------|----------------------------------------------------------------------|---------------------------------|
| 13.10    | Teacher Education - Special Education                                | <input type="text" value="0"/>  |
| 13.1202  | Teacher Education - Elementary Education                             | <input type="text" value="24"/> |
| 13.1203  | Teacher Education - Junior High/Intermediate/Middle School Education | <input type="text" value="0"/>  |
| 13.1210  | Teacher Education - Early Childhood Education                        | <input type="text" value="20"/> |
| 13.1301  | Teacher Education - Agriculture                                      | <input type="text" value="0"/>  |
| 13.1302  | Teacher Education - Art                                              | <input type="text" value="0"/>  |
| 13.1303  | Teacher Education - Business                                         | <input type="text" value="0"/>  |
| 13.1305  | Teacher Education - English/Language Arts                            | <input type="text" value="2"/>  |
| 13.1306  | Teacher Education - Foreign Language                                 | <input type="text" value="2"/>  |
| 13.1307  | Teacher Education - Health                                           | <input type="text" value="0"/>  |

| CIP Code | Academic Major                                                   | Number Prepared                |
|----------|------------------------------------------------------------------|--------------------------------|
| 13.1308  | Teacher Education - Family and Consumer Sciences/Home Economics  | <input type="text" value="0"/> |
| 13.1309  | Teacher Education - Technology Teacher Education/Industrial Arts | <input type="text" value="0"/> |
| 13.1311  | Teacher Education - Mathematics                                  | <input type="text" value="5"/> |
| 13.1312  | Teacher Education - Music                                        | <input type="text" value="4"/> |
| 13.1314  | Teacher Education - Physical Education and Coaching              | <input type="text" value="6"/> |
| 13.1315  | Teacher Education - Reading                                      | <input type="text" value="0"/> |
| 13.1316  | Teacher Education - General Science                              | <input type="text" value="0"/> |
| 13.1317  | Teacher Education - Social Science                               | <input type="text" value="0"/> |
| 13.1318  | Teacher Education - Social Studies                               | <input type="text" value="8"/> |
| 13.1320  | Teacher Education - Trade and Industrial                         | <input type="text" value="0"/> |
| 13.1321  | Teacher Education - Computer Science                             | <input type="text" value="0"/> |
| 13.1322  | Teacher Education - Biology                                      | <input type="text" value="0"/> |
| 13.1323  | Teacher Education - Chemistry                                    | <input type="text" value="0"/> |
| 13.1324  | Teacher Education - Drama and Dance                              | <input type="text" value="0"/> |
| 13.1328  | Teacher Education - History                                      | <input type="text" value="0"/> |
| 13.1329  | Teacher Education - Physics                                      | <input type="text" value="0"/> |
| 13.1331  | Teacher Education - Speech                                       | <input type="text" value="0"/> |
| 13.1337  | Teacher Education - Earth Science                                | <input type="text" value="0"/> |
| 13.14    | Teacher Education - English as a Second Language                 | <input type="text" value="0"/> |
| 13.99    | Education - Other Specify:<br><input type="text"/>               | <input type="text" value="0"/> |
| 01       | Agriculture                                                      | <input type="text" value="0"/> |
| 03       | Natural Resources and Conservation                               | <input type="text" value="0"/> |
| 05       | Area, Ethnic, Cultural, and Gender Studies                       | <input type="text" value="0"/> |
| 09       | Communication or Journalism                                      | <input type="text" value="0"/> |

| CIP Code | Academic Major                                       | Number Prepared |
|----------|------------------------------------------------------|-----------------|
| 11       | Computer and Information Sciences                    | 0               |
| 12       | Personal and Culinary Services                       | 0               |
| 14       | Engineering                                          | 0               |
| 16       | Foreign Languages, Literatures, and Linguistics      | 0               |
| 19       | Family and Consumer Sciences/Human Sciences          | 0               |
| 21       | Technology Education/Industrial Arts                 | 0               |
| 22       | Legal Professions and Studies                        | 0               |
| 23       | English Language/Literature                          | 0               |
| 24       | Liberal Arts/Humanities                              | 0               |
| 25       | Library Science                                      | 0               |
| 26       | Biological and Biomedical Sciences                   | 0               |
| 27       | Mathematics and Statistics                           | 0               |
| 30       | Multi/Interdisciplinary Studies                      | 0               |
| 38       | Philosophy and Religious Studies                     | 0               |
| 40       | Physical Sciences                                    | 0               |
| 41       | Science Technologies/Technicians                     | 0               |
| 42       | Psychology                                           | 0               |
| 44       | Public Administration and Social Service Professions | 0               |
| 45       | Social Sciences                                      | 0               |
| 46       | Construction                                         | 0               |
| 47       | Mechanic and Repair Technologies                     | 0               |
| 50       | Visual and Performing Arts                           | 0               |
| 51       | Health Professions and Related Clinical Sciences     | 0               |
| 52       | Business/Management/Marketing                        | 0               |
| 54       | History                                              | 0               |

| CIP Code | Academic Major                                                      | Number Prepared                                             |
|----------|---------------------------------------------------------------------|-------------------------------------------------------------|
| 99       | Other Specify:<br><input data-bbox="289 121 1263 163" type="text"/> | <input data-bbox="1295 90 1572 132" type="text" value="0"/> |

# Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

## Program Assurances

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

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No  
 Program does not prepare special education teachers

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No

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

We meet the above Assurances through the following courses: - EDUC 3350 Exceptional Learner - EDUC 3410 Educational Psychology - All Field Experiences - CHST 2335 World Religion





# 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](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

## Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in mathematics in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

To continue to recruit Secondary Mathematics Majors. We would love to have 15 or more in the program. Our goal is to increase our enrollment and number of graduates. We would like to have at least 3 graduates from the Math Education program per year.

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 (2022-23)

7. Is your program preparing teachers in mathematics in 2022-23? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

We would love to have 15 or more in the program. Our goal is to increase our enrollment and number of graduates. We would like to have at least 3 graduates from the Math Education program per year.

## Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in mathematics in 2023-24? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

We would love to have 15 or more in the program. Our goal is to increase our enrollment and number of graduates. We would like to have at least 3 graduates from the Math Education program per year.

# Annual Goals: Science

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

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

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

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

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

## Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in science in 2021-22?

If no, leave remaining questions for 2021-22 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 (2022-23)

7. Is your program preparing teachers in science in 2022-23? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

## Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in science in 2023-24? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

# 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 \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

## Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in special education in 2021-22?

If no, leave remaining questions for 2021-22 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 (2022-23)

7. Is your program preparing teachers in special education in 2022-23? If no, leave the next question blank.

Yes

No

8. Describe your goal.

## Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in special education in 2023-24? If no, leave the next question blank.

Yes

No

10. Describe your goal.

# Annual Goals: Instruction of Limited English Proficient Students

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

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

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

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

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

## Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in instruction of limited English proficient students in 2021-22?

If no, leave remaining questions for 2021-22 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 (2022-23)

7. Is your program preparing teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

## Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

## Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period.  [\(§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<br>Test Company<br>Group                                                   | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--------------------------------------------------------------------------------------------------------------|---------------------|-------------------|----------------------|---------------|
| ETS5025 -EARLY CHILDHOOD EDUCATION<br>Educational Testing Service (ETS)<br>Other enrolled students           | 12                  | 169               | 11                   | 92            |
| ETS5025 -EARLY CHILDHOOD EDUCATION<br>Educational Testing Service (ETS)<br>All program completers, 2021-22   | 18                  | 173               | 18                   | 100           |
| ETS5025 -EARLY CHILDHOOD EDUCATION<br>Educational Testing Service (ETS)<br>All program completers, 2020-21   | 8                   |                   |                      |               |
| ETS5024 -EDUCATION OF YOUNG CHILDREN<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 6                   |                   |                      |               |
| ETS5024 -EDUCATION OF YOUNG CHILDREN<br>Educational Testing Service (ETS)<br>All program completers, 2019-20 | 15                  | 171               | 15                   | 100           |
| ETS7813 -ELEM ED CKT: MATHEMATICS<br>Educational Testing Service (ETS)<br>Other enrolled students            | 2                   |                   |                      |               |

| Assessment code - Assessment name<br>Test Company<br>Group                                                          | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|---------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------------|----------------------------|---------------------|
| ETS7813 -ELEM ED CKT: MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2021-22           | 10                        | 160                     | 10                         | 100                 |
| ETS7813 -ELEM ED CKT: MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2020-21           | 2                         |                         |                            |                     |
| ETS7813 -ELEM ED CKT: MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2019-20           | 1                         |                         |                            |                     |
| ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS<br>Educational Testing Service (ETS)<br>Other enrolled students         | 4                         |                         |                            |                     |
| ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS<br>Educational Testing Service (ETS)<br>All program completers, 2021-22 | 10                        | 171                     | 10                         | 100                 |
| ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 3                         |                         |                            |                     |
| ETS7814 -ELEM ED CKT: SCIENCE<br>Educational Testing Service (ETS)<br>Other enrolled students                       | 4                         |                         |                            |                     |
| ETS7814 -ELEM ED CKT: SCIENCE<br>Educational Testing Service (ETS)<br>All program completers, 2021-22               | 12                        | 167                     | 11                         | 92                  |
| ETS7814 -ELEM ED CKT: SCIENCE<br>Educational Testing Service (ETS)<br>All program completers, 2020-21               | 4                         |                         |                            |                     |
| ETS7815 -ELEM ED CKT: SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>Other enrolled students                | 3                         |                         |                            |                     |
| ETS7815 -ELEM ED CKT: SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>All program completers, 2021-22        | 12                        | 169                     | 12                         | 100                 |
| ETS7815 -ELEM ED CKT: SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>All program completers, 2020-21        | 4                         |                         |                            |                     |
| ETS7815 -ELEM ED CKT: SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>All program completers, 2019-20        | 2                         |                         |                            |                     |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS<br>Educational Testing Service (ETS)<br>Other enrolled students             | 18                        | 176                     | 16                         | 89                  |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2021-22     | 11                        | 184                     | 11                         | 100                 |

| Assessment code - Assessment name<br>Test Company<br>Group                                                            | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|-----------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2020-21       | 26                        | 174                     | 25                         | 96                  |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2019-20       | 34                        | 174                     | 34                         | 100                 |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS<br>Educational Testing Service (ETS)<br>Other enrolled students         | 16                        | 171                     | 15                         | 94                  |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS<br>Educational Testing Service (ETS)<br>All program completers, 2021-22 | 11                        | 176                     | 11                         | 100                 |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 25                        | 170                     | 24                         | 96                  |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS<br>Educational Testing Service (ETS)<br>All program completers, 2019-20 | 35                        | 168                     | 35                         | 100                 |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES<br>Educational Testing Service (ETS)<br>Other enrolled students                  | 15                        | 167                     | 12                         | 80                  |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES<br>Educational Testing Service (ETS)<br>All program completers, 2021-22          | 9                         |                         |                            |                     |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES<br>Educational Testing Service (ETS)<br>All program completers, 2020-21          | 24                        | 169                     | 23                         | 96                  |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES<br>Educational Testing Service (ETS)<br>All program completers, 2019-20          | 35                        | 172                     | 35                         | 100                 |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>Other enrolled students            | 16                        | 163                     | 13                         | 81                  |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>All program completers, 2021-22    | 9                         |                         |                            |                     |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>All program completers, 2020-21    | 24                        | 169                     | 24                         | 100                 |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>All program completers, 2019-20    | 33                        | 167                     | 33                         | 100                 |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK<br>Educational Testing Service (ETS)<br>Other enrolled students                    | 3                         |                         |                            |                     |

| Assessment code - Assessment name<br>Test Company<br>Group                                                                      | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5038 -ENGLISH LANGUAGE ARTS: CK<br>Educational Testing Service (ETS)<br>All program completers, 2021-22                      | 1                         |                         |                            |                     |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK<br>Educational Testing Service (ETS)<br>All program completers, 2020-21                      | 1                         |                         |                            |                     |
| ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS<br>Educational Testing Service (ETS)<br>Other enrolled students            | 1                         |                         |                            |                     |
| ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS<br>Educational Testing Service (ETS)<br>All program completers, 2021-22    | 1                         |                         |                            |                     |
| ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS<br>Educational Testing Service (ETS)<br>All program completers, 2020-21    | 1                         |                         |                            |                     |
| ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS<br>Educational Testing Service (ETS)<br>All program completers, 2019-20    | 2                         |                         |                            |                     |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>Other enrolled students                          | 1                         |                         |                            |                     |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2021-22                  | 6                         |                         |                            |                     |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2020-21                  | 2                         |                         |                            |                     |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2019-20                  | 1                         |                         |                            |                     |
| ETS5114 -MUSIC CONTENT & INSTRUCTION<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 2                         |                         |                            |                     |
| ETS5114 -MUSIC CONTENT & INSTRUCTION<br>Educational Testing Service (ETS)<br>Other enrolled students                            | 2                         |                         |                            |                     |
| ETS5114 -MUSIC CONTENT & INSTRUCTION<br>Educational Testing Service (ETS)<br>All program completers, 2021-22                    | 4                         |                         |                            |                     |
| ETS5114 -MUSIC CONTENT & INSTRUCTION<br>Educational Testing Service (ETS)<br>All program completers, 2020-21                    | 9                         |                         |                            |                     |
| ETS5114 -MUSIC CONTENT & INSTRUCTION<br>Educational Testing Service (ETS)<br>All program completers, 2019-20                    | 5                         |                         |                            |                     |

| Assessment code - Assessment name<br>Test Company<br>Group                                                                           | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5095 -PHYSICAL ED CONTENT AND DESIGN<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl   | 4                         |                         |                            |                     |
| ETS5095 -PHYSICAL ED CONTENT AND DESIGN<br>Educational Testing Service (ETS)<br>Other enrolled students                              | 2                         |                         |                            |                     |
| ETS5095 -PHYSICAL ED CONTENT AND DESIGN<br>Educational Testing Service (ETS)<br>All program completers, 2021-22                      | 6                         |                         |                            |                     |
| ETS5623 -PRINC LEARNING AND TEACHING 5-9<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl  | 2                         |                         |                            |                     |
| ETS5623 -PRINC LEARNING AND TEACHING 5-9<br>Educational Testing Service (ETS)<br>Other enrolled students                             | 1                         |                         |                            |                     |
| ETS5623 -PRINC LEARNING AND TEACHING 5-9<br>Educational Testing Service (ETS)<br>All program completers, 2021-22                     | 2                         |                         |                            |                     |
| ETS5623 -PRINC LEARNING AND TEACHING 5-9<br>Educational Testing Service (ETS)<br>All program completers, 2020-21                     | 6                         |                         |                            |                     |
| ETS5623 -PRINC LEARNING AND TEACHING 5-9<br>Educational Testing Service (ETS)<br>All program completers, 2019-20                     | 5                         |                         |                            |                     |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 2                         |                         |                            |                     |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12<br>Educational Testing Service (ETS)<br>Other enrolled students                            | 6                         |                         |                            |                     |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12<br>Educational Testing Service (ETS)<br>All program completers, 2021-22                    | 20                        | 174                     | 20                         | 100                 |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12<br>Educational Testing Service (ETS)<br>All program completers, 2020-21                    | 18                        | 173                     | 17                         | 94                  |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12<br>Educational Testing Service (ETS)<br>All program completers, 2019-20                    | 7                         |                         |                            |                     |
| ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD<br>Educational Testing Service (ETS)<br>Other enrolled students                     | 11                        | 167                     | 10                         | 91                  |
| ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD<br>Educational Testing Service (ETS)<br>All program completers, 2021-22             | 18                        | 166                     | 18                         | 100                 |

| Assessment code - Assessment name<br>Test Company<br>Group                                                                                  | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD<br>Educational Testing Service (ETS)<br>All program completers, 2020-21                    | 13                        | 165                     | 13                         | 100                 |
| ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD<br>Educational Testing Service (ETS)<br>All program completers, 2019-20                    | 15                        | 169                     | 15                         | 100                 |
| ETS5622 -PRINC LEARNING AND TEACHING K-6<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl         | 1                         |                         |                            |                     |
| ETS5622 -PRINC LEARNING AND TEACHING K-6<br>Educational Testing Service (ETS)<br>Other enrolled students                                    | 19                        | 172                     | 18                         | 95                  |
| ETS5622 -PRINC LEARNING AND TEACHING K-6<br>Educational Testing Service (ETS)<br>All program completers, 2021-22                            | 26                        | 173                     | 25                         | 96                  |
| ETS5622 -PRINC LEARNING AND TEACHING K-6<br>Educational Testing Service (ETS)<br>All program completers, 2020-21                            | 27                        | 174                     | 26                         | 96                  |
| ETS5622 -PRINC LEARNING AND TEACHING K-6<br>Educational Testing Service (ETS)<br>All program completers, 2019-20                            | 35                        | 174                     | 35                         | 100                 |
| ETS5625 -PRINC LEARNING AND TEACHING PRE K-12<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl    | 3                         |                         |                            |                     |
| ETS5625 -PRINC LEARNING AND TEACHING PRE K-12<br>Educational Testing Service (ETS)<br>Other enrolled students                               | 3                         |                         |                            |                     |
| ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 2                         |                         |                            |                     |
| ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION<br>Educational Testing Service (ETS)<br>Other enrolled students                            | 3                         |                         |                            |                     |
| ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION<br>Educational Testing Service (ETS)<br>All program completers, 2021-22                    | 8                         |                         |                            |                     |
| ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION<br>Educational Testing Service (ETS)<br>All program completers, 2020-21                    | 9                         |                         |                            |                     |
| ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION<br>Educational Testing Service (ETS)<br>All program completers, 2019-20                    | 3                         |                         |                            |                     |
| ETS5195 -SPANISH WORLD LANGUAGE<br>Educational Testing Service (ETS)<br>All program completers, 2021-22                                     | 1                         |                         |                            |                     |

| Assessment code - Assessment name<br>Test Company<br>Group                                              | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|---------------------------------------------------------------------------------------------------------|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5195 -SPANISH WORLD LANGUAGE<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 1                         |                         |                            |                     |
| ETS5195 -SPANISH WORLD LANGUAGE<br>Educational Testing Service (ETS)<br>All program completers, 2019-20 | 1                         |                         |                            |                     |



## 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](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

| Group                           | Number taking tests | Number passing tests | Pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|
| All program completers, 2021-22 | 67                  | 60                   | 90            |
| All program completers, 2020-21 | 66                  | 62                   | 94            |
| All program completers, 2019-20 | 62                  | 62                   | 100           |

# Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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

## Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

NCTM, NCTE, NCSS, SHAPE, ACTFL, NASM

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

- Yes
- No

# Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

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

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

## Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes

No

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

Yes

No

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

Yes

No

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

Yes

No

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

North Greenville University provides a technology-rich learning environment for students and evolves continually to stay current in learning technologies. In alignment with the broader university, the College of Education believes that technology integration and digital learning are at the heart of a 21st-century education degree. Our mission is to move toward teaching and learning in technology-enabled environments to foster high achievement for all students. Technology is at the core of pedagogical and content coursework as part of the teaching and learning processes and in supplemental experiences to enhance the overall preparation of candidates. Our technology instruction and philosophy are aligned with the ISTE standards.

# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

**(§205(a)(1)(G))**

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

## Teacher Training

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

#### a. Teach students with disabilities effectively

We have an Exceptional Learner course that is taught by a qualified special education teacher that is taken by all education majors. We have partnered with a local school that specializes in serving students with Dyslexia to provide training to our teacher candidates and faculty members. In this training, students and faculty learn to recognize characteristics of learning disabilities, specifically Dyslexia, and learn accommodations and strategies to assist these students and allow them to be successful.

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

During student teaching, most of the student teachers attend IEP meetings along with their Cooperating Teachers. They also write accommodations in all lesson plans to accommodate for IEPs and 504s.

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

Student teachers and teacher candidates must include accommodations for all ELLs.

### 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

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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 North Greenville University Teacher Education Program is driven by our university mission of creating transformational leaders for church and society. From this emanates the College of Education's conceptual framework, that prepares teachers to be effective practitioners, caring leaders, and lifelong learners. The Teacher Education Program is CAEP accredited.

## Supporting Files

|                                    |  |
|------------------------------------|--|
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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

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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. Mary Kathryn Farnham

TITLE:

Title II Director

## 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:

Dr. Nancy Caukin

TITLE:

Associate Dean for Undergraduate Education Programs