Title II Higher Education Act

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[2020-21 Academic Year Data ▼]

2022 Title II Reports National Teacher Preparation Data
The Citadel

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SC
The Citadel Traditional Report AY 2020-21 South Carolina
Report CompleteStatus: 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 [171 Moultrie Street]
Address line 2: [   ]
City [Charleston]
State
[South Carolina ▼]
Zip [29409]
Salutation
[Dr. ▼]
First Name [Evan]
Last Name [Ortlieb]
Phone [(843) 953-5871]
Email [eortlieb@citadel.edu]
[Save/Stay]

[Reset]

[Print]
Section I: Program Information

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information 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.

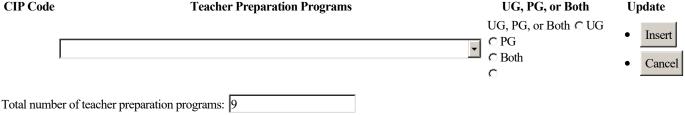- Teacher Preparation Program

This Page Includes:

- List of Programs

List of Programs

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List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1203	Junior High/Intermediate/Middle School Education and Teaching	PG	• Edit • Delete
13.1322	Teacher Education - Biology	Both	• Edit • Delete
13.1323	Teacher Education - Chemistry	UG	• Edit • Delete
13.1305	Teacher Education - English/Language Arts	PG	• Edit • Delete
13.1306	Teacher Education - Foreign Language	UG	• Edit • Delete
13.1316	Teacher Education - General Science	Both	• Edit • Delete
13.1311	Teacher Education - Mathematics	PG	• Edit • Delete
13.1314	Teacher Education - Physical Education and Coaching	Both	• Edit • Delete
13.1318	Teacher Education - Social Studies	Both	• Edit • Delete

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update

UG, PG, or Both ○ UG

○ PG

○ Both

○

- [Insert]
- [Cancel]

Total number of teacher preparation programs: [9]

Save Option

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Section I: Program Information

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

This Page Includes:

- Undergraduate Requirements
- Postgraduate Requirements
- Supervised Clinical Experience

Undergraduate Requirements

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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.

Undergraduate Requirements

Element	Admission	Completion
Transcript	Required for Entry ◉ Yes ○ No	Required for Exit ◉ Yes ○ No
Fingerprint check	Required for Entry ○ Yes ◉ No	Required for Exit ◉ Yes ○ No
Background check	Required for Entry ○ Yes ◉ No	Required for Exit ◉ Yes ○ No
Minimum number of courses/credits/semester hours completed	Required for Entry ◉ Yes ○ No	Required for Exit ◉ Yes ○ No
Minimum GPA	Required for Entry ◉ Yes ○ No	Required for Exit ◉ Yes ○ No
Minimum GPA in content area coursework	Required for Entry ○ Yes ◉ No	Required for Exit ◉ Yes ○ No
Minimum GPA in professional education coursework	Required for Entry ◉ Yes ○ No	Required for Exit ◉ Yes ○ No
Minimum ACT score	Required for Entry ◉ Yes ○ No	Required for Exit ◉ Yes ○ No
Minimum SAT score	Required for Entry ◉ Yes ○ No	Required for Exit ◉ Yes ○ No
Minimum basic skills test score	Required for Entry ◉ Yes ○ No	Required for Exit ◉ Yes ○ No
Subject area/academic content test or other subject matter verification	Required for Entry ◉ Yes ○ No	Required for Exit ◉ Yes ○ No
Recommendation(s)	Required for Entry ◉ Yes ○ No	Required for Exit ◉ Yes ○ No
Essay or personal statement	Required for Entry ◉ Yes ○ No	Required for Exit ◉ Yes ○ No

<div align="center">Undergraduate Requirements</div>

Element	Admission	Completion
Interview	Required for Entry ☐ Yes ☑ No ☐	Required for Exit ☐ Yes ☑ No ☐
Other Specify:		
Other specify: [＿＿＿＿＿]	Required for Entry ☐ Yes ☑ No ☐	Required for Exit ☐ Yes ☑ No ☐

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

[2.75]

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

[2.75]

4. Please provide any additional information about the information provided above: South Carolina law requires teacher candidate program completers to have a minimum 2.75 GPA upon graduation starting academic year 2018-2019. Completers enrolled beginning 2016-2017 and graduated in 2019-2020 have met the requirements. The admission to program data reported above is based on cumulative GPA when candidates are admitted to senior level study.

> South Carolina law requires teacher candidate program completers to have a minimum 2.75 GPA upon graduation starting academic year 2018-2019. Completers enrolled beginning

Postgraduate Requirements

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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.

<div align="center">Postgraduate Requirements</div>

Element	Admission	Completion
Transcript	Required for Entry ☑ Yes ☐ No ☐	Required for Exit ☑ Yes ☐ No ☐
Fingerprint check	Required for Entry ☐ Yes ☑ No ☐	Required for Exit ☑ Yes ☐ No ☐
Background check	Required for Entry ☐ Yes ☑ No ☐	Required for Exit ☑ Yes ☐ No ☐
Minimum number of courses/credits/semester hours completed	Required for Entry ☐ Yes ☑ No ☐	Required for Exit ☑ Yes ☐ No ☐
Minimum GPA	Required for Entry ☑ Yes ☐ No ☐	Required for Exit ☑ Yes ☐ No ☐
Minimum GPA in content area coursework	Required for Entry ☐ Yes ☑ No ☐	Required for Exit ☑ Yes ☐ No ☐
Minimum GPA in professional education coursework	Required for Entry ☐ Yes ☑ No ☐	Required for Exit ☑ Yes ☐ No ☐
Minimum ACT score	Required for Entry ☐ Yes ☑ No ☐	Required for Exit ☐ Yes ☑ No ☐
Minimum SAT score	Required for Entry ☐ Yes ☑ No ☐	Required for Exit ☐ Yes ☑ No ☐
Minimum basic skills test score	Required for Entry ☐ Yes ☑ No ☐	Required for Exit ☐ Yes ☑ No ☐
Subject area/academic content test or other subject matter verification	Required for Entry ☐ Yes ☑ No ☐	Required for Exit ☑ Yes ☐ No ☐
Recommendation(s)	Required for Entry ☐ Yes ☑ No ☐	Required for Exit ☐ Yes ☑ No ☐
Essay or personal statement	Required for Entry ☐ Yes ☑ No ☐	Required for Exit ☐ Yes ☑ No ☐
Interview	Required for Entry ☐ Yes ☑ No ☐	Required for Exit ☐ Yes ☑ No ☐
Other Specify: **Other specify:** [＿＿＿＿＿]	Required for Entry ☐ Yes ☑ No ☐	Required for Exit ☐ Yes ☑ No ☐

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

[3]

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

[3]

4. Please provide any additional information about the information provided above: Candidates are expected to meet the undergraduate admission requirement of holding a Bachelor's degree from an accredited institution with an earned GPA of 3.0 or higher and supply acceptable Graduate Record Exam or Miller Analogies

> Candidates are expected to meet the undergraduate admission requirement of holding a Bachelor's degree from an accredited institution with an earned GPA of 3.0 or higher and supply

scores.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2020-21. (§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)
Programs with student teaching models (most traditional programs)

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

If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used:

All Programs
All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)	Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) 4
Optional tool for automatically calculating full-time equivalent faculty in the system	
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	Number of adjunct faculty supervising clinical experience during this academic year (IHE staff) 0
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year 17
Number of students in supervised clinical experience during this academic year	Number of students in supervised clinical experience during this academic year 17

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 prior to student teaching. Master of Arts in Teaching candidates are required to complete 75 hours. However, at both levels, 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 experiences in urban, suburban and rural schools. Though mentoring/induction support is not required at this time, The Citadel is considering options for best providing follow up.

Per South Carolina Law, undergraduate teacher
candidates are required to clock 100 hours prior
to student teaching. Master of Arts in Teaching
candidates are required to complete 75 hours.

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Calculate Full-Time Equivalent Faculty in the System

For any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared to a full-time faculty member)

Employment Rate (%)	Number of Faculty	Update
100% (Full-Time)		
50% (Half-Time)		

75% | Employment Rate (%) | | Number of Faculty | Delete

25% | Employment Rate (%) | | Number of Faculty | Delete

Add Row

Calculate FTE

Section I: Program Information

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

This Page Includes:

- Enrollment and Program Completers

Enrollment and Program Completers

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Enrollment and Completer Totals

2020-21 Total

Total Number of Individuals Enrolled Total Number of Individuals Enrolled in 2020-21 [51]

Subset of Program Completers Subset of Program Completers in 2020-21 [17]

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment [28]	Male Completers [8]
Female	Female Enrollment [23]	Female Completers [9]
Non-Binary/Other	Non-Binary/Other Enrollment [0]	Non-Binary/Other Completers [0]
No Gender Reported	Nonreported gender Enrollment [0]	Nonreported gender Completers [0]

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	American Indian or Alaska Native Enrollment `0`	American Indian or Alaska Native Completers `0`
Asian	Asian Enrollment `1`	Asian Completers `1`
Black or African American	Black or African American Enrollment `7`	Black or African American Completers `2`
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment `3`	Hispanic/Latino of any race Completers `2`
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment `0`	Native Hawaiian or Other Pacific Islander Completers `0`
White	White Enrollment `36`	White Completers `10`
Two or more races	Two or more races Enrollment `3`	Two or more races Completers `1`
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment `1`	Nonreported race/ethnicity Completers `1`

Save Option

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[Info]

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[Print] [Reset Page] [Save]

Section I: Program Information

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

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Please provide the number of teachers prepared by subject area for academic year 2020-21.

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.

What are CIP Codes?

☐ No teachers prepared in academic year 2020-21

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).

Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared	
13.10	Teacher Education - Special Education	Number Prepared	
13.1202	Teacher Education - Elementary Education	Number Prepared	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared	
13.1210	Teacher Education - Early Childhood Education	Number Prepared	
13.1301	Teacher Education - Agriculture	Number Prepared	
13.1302	Teacher Education - Art	Number Prepared	
13.1303	Teacher Education - Business	Number Prepared	
13.1305	Teacher Education - English/Language Arts	Number Prepared	1
13.1306	Teacher Education - Foreign Language	Number Prepared	
13.1307	Teacher Education - Health	Number Prepared	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared	
13.1311	Teacher Education - Mathematics	Number Prepared	
13.1312	Teacher Education - Music	Number Prepared	
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared	7
13.1315	Teacher Education - Reading	Number Prepared	
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared	
13.1317	Teacher Education - Social Science	Number Prepared	
13.1318	Teacher Education - Social Studies	Number Prepared	6
13.1320	Teacher Education - Trade and Industrial	Number Prepared	
13.1321	Teacher Education - Computer Science	Number Prepared	
13.1322	Teacher Education - Biology	Number Prepared	3
13.1323	Teacher Education - Chemistry	Number Prepared	
13.1324	Teacher Education - Drama and Dance	Number Prepared	
13.1328	Teacher Education - History	Number Prepared	
13.1329	Teacher Education - Physics	Number Prepared	
13.1331	Teacher Education - Speech	Number Prepared	
13.1337	Teacher Education - Earth Science	Number Prepared	
13.14	Teacher Education - English as a Second Language	Number Prepared	
13.99	Education - Other Specify: Other specify:	Number Prepared	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2020-21. 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?

Do participants earn a degree upon completion of the program? ⦿ Yes
○ No
☐ No teachers prepared in academic year 2020-21

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared	
13.10	Teacher Education - Special Education	Number Prepared	
13.1202	Teacher Education - Elementary Education	Number Prepared	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared	
13.1210	Teacher Education - Early Childhood Education	Number Prepared	
13.1301	Teacher Education - Agriculture	Number Prepared	
13.1302	Teacher Education - Art	Number Prepared	
13.1303	Teacher Education - Business	Number Prepared	
13.1305	Teacher Education - English/Language Arts	Number Prepared	1
13.1306	Teacher Education - Foreign Language	Number Prepared	
13.1307	Teacher Education - Health	Number Prepared	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared	
13.1311	Teacher Education - Mathematics	Number Prepared	
13.1312	Teacher Education - Music	Number Prepared	
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared	7
13.1315	Teacher Education - Reading	Number Prepared	
13.1316	Teacher Education - General Science	Number Prepared	
13.1317	Teacher Education - Social Science	Number Prepared	
13.1318	Teacher Education - Social Studies	Number Prepared	6
13.1320	Teacher Education - Trade and Industrial	Number Prepared	
13.1321	Teacher Education - Computer Science	Number Prepared	
13.1322	Teacher Education - Biology	Number Prepared	3
13.1323	Teacher Education - Chemistry	Number Prepared	
13.1324	Teacher Education - Drama and Dance	Number Prepared	
13.1328	Teacher Education - History	Number Prepared	
13.1329	Teacher Education - Physics	Number Prepared	
13.1331	Teacher Education - Speech	Number Prepared	
13.1337	Teacher Education - Earth Science	Number Prepared	

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared
13.14	Teacher Education - English as a Second Language	Number Prepared [ ]
13.99	Education - Other Specify: Other specify: [ ]	Number Prepared [ ]
01	Agriculture	Number Prepared [ ]
03	Natural Resources and Conservation	Number Prepared [ ]
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared [ ]
09	Communication or Journalism	Number Prepared [ ]
11	Computer and Information Sciences	Number Prepared [ ]
12	Personal and Culinary Services	Number Prepared [ ]
14	Engineering	Number Prepared [ ]
16	Foreign Languages, Literatures, and Linguistics	Number Prepared [ ]
19	Family and Consumer Sciences/Human Sciences	Number Prepared [ ]
21	Technology Education/Industrial Arts	Number Prepared [ ]
22	Legal Professions and Studies	Number Prepared [ ]
23	English Language/Literature	Number Prepared [ ]
24	Liberal Arts/Humanities	Number Prepared [ ]
25	Library Science	Number Prepared [ ]
26	Biological and Biomedical Sciences	Number Prepared [ ]
27	Mathematics and Statistics	Number Prepared [ ]
30	Multi/Interdisciplinary Studies	Number Prepared [ ]
38	Philosophy and Religious Studies	Number Prepared [ ]
40	Physical Sciences	Number Prepared [ ]
41	Science Technologies/Technicians	Number Prepared [ ]
42	Psychology	Number Prepared [ ]
44	Public Administration and Social Service Professions	Number Prepared [ ]
45	Social Sciences	Number Prepared [ ]
46	Construction	Number Prepared [ ]
47	Mechanic and Repair Technologies	Number Prepared [ ]
50	Visual and Performing Arts	Number Prepared [ ]
51	Health Professions and Related Clinical Sciences	Number Prepared [ ]
52	Business/Management/Marketing	Number Prepared [ ]
54	History	Number Prepared [ ]
99	Other Specify: Other specify: [ ]	Number Prepared [ ]

Save Option

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Program Assurances

Respond to the following assurances. Note: 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))**

This Page Includes:

- Program Assurances

Program Assurances

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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 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. Follow up surveys given at program completion and beyond permit the ZFSOE to be responsive to curricular modifications and improvements over time based upon data collected, including data from alumni surveys and employer surveys. In recent years, two areas that have been addressed as a result of these surveys are (1) the integration of various technological tools and strategies within academic programs and (2) the requirement of a resource notebook for use when working with students with learning differences and special needs; including some strategies for working with students of limited English language proficiency. Candidates have specific field experiences integrated within their programs that expose them to opportunities of participating in IEP and IGP meetings as well as working with students with exceptionalities beyond the classroom (e.g., Special Olympics, Miracle League, and Delicious Delights Bakery). Candidates participate in the Learning Disabilities Association Club at The Citadel, summer reading programs, and other service learning programs that serve the needs of diverse learners and families who live in the neighborhoods surrounding our school and beyond. These experiences enhance candidate awareness that every person has strengths and abilities that can be nurtured. Within the context of the Lowcountry region (southeastern South Carolina), there is a widely diverse population in regards to socio-economic status (SES); exposing teacher candidates to varying SES communities positions them to have a multitude of experiences in different educational settings. Having a number of different field experiences in multiple settings prior to their student teaching clinical experience bodes well for having success as classroom teachers in the future. 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 program completers face. The collaborative nature of the placements as well as the ongoing mentoring/supervising is integral to the institutional core values of Honor, Duty, and Respect. The ZFSOE's supportive culture serves as model of Ethics in Action. The ZFSOE faculty along with campus-wide and community partners have established a framework designed to prepare Principled Educational Leaders who are knowledgeable, reflective, and ethical professionals. Our faculty believes that all children can learn. It is our intent that our completers will make informed and appropriate instructional decisions for their students within their school contexts. To ensure that our completers across all programs are able to carry that forward into their work with P-12 students, the faculty as well as campus and community partners identified performance indicators expected of our candidates and colleagues. Nine of the fifteen performance indicators can be linked to success in working with populations with diverse needs, varying linguistic, cultural, and socio-economic backgrounds as well as differing field experience contexts between urban, suburban, and rural settings. The Citadel's Zucker Family School of Education strives to produce: (1) Knowledgeable Principled Educational Leaders who (a) utilize the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing; (b) model instructional and/or leadership theories of best practice; and (c) demonstrate a commitment to lifelong learning. (2) Reflective Principled Educational Leaders who (a) construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged; and (b) research their practice by reflectively and critically asking questions and seeking answers. (3) Ethical Principled Educational Leaders who (a) value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures; and (b) establish rapport with students, families, colleagues, and community.

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

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Section II: Annual Goals

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))**

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 (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

Back To Top

1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

◉ Yes
○ No

> ZFSOE planned to prepare 3 prospective teachers in mathematics in 2021-22.

2. Describe your goal. ZFSOE planned to prepare 3 prospective teachers in mathematics in 2021-22.

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: The ZFSOE has five candidates currently enrolled in the

> The ZFSOE has five candidates currently enrolled in the MAT Mathematics program.

MAT Mathematics program.

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

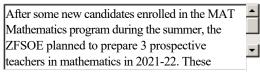**Review Current Year's Goal (2021-22)**

7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank. ⦿ Yes
○ No

8. Describe your goal. After some new candidates enrolled in the MAT Mathematics program during the summer, the ZFSOE planned to prepare 3 prospective teachers in mathematics in 2021-22. These candidates should complete the program during the 2022-23 academic year.

```
After some new candidates enrolled in the MAT
Mathematics program during the summer, the
ZFSOE planned to prepare 3 prospective
teachers in mathematics in 2021-22. These
```

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank. ⦿ Yes
○ No

10. Describe your goal. The ZFSOE is actively working to recruit an additional two to three MAT Mathematics candidates for AY 2022-23.

```
The ZFSOE is actively working to recruit an
additional two to three MAT Mathematics
candidates for AY 2022-23.
```

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Section II: Annual Goals

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))**

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 (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

⦿ Yes
○ No

```
ZFSOE planned to graduate 3 prospective teachers
in science in 2020-21.
```

2. Describe your goal. ZFSOE planned to graduate 3 prospective teachers in science in 2020-21.

3. Did your program meet the goal? ⦿ Yes
○ No

4. Description of strategies used to achieve goal, if applicable: 1. A new Teach for America partnership 2. Partnering with SC Teach for promotional purposes 3.

> 1. A new Teach for America partnership
> 2. Partnering with SC Teach for promotional purposes
> 3. Awaiting final signature on the SC National

Awaiting final signature on the SC National Guard Teacher Pipeline Partnership

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 (2021-22)

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7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank. ⦿ Yes
○ No

> ZFSOE planned to graduate 3 prospective teachers in science in 2021-22.

8. Describe your goal. ZFSOE planned to graduate 3 prospective teachers in science in 2021-22.

Set Next Year's Goal (2022-23)

Back To Top

9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank. ⦿ Yes
○ No

10. Describe your goal. The ZFSOE is actively working to recruit an additional three MAT Science candidates for AY 2022-23.

> The ZFSOE is actively working to recruit an additional three MAT Science candidates for AY 2022-23.

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Section II: Annual Goals

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))**

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 (2020-21)

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1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 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 (2021-22)

Back To Top

7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank. ○ Yes
◉ No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank. ○ Yes
◉ No

10. Describe your goal.

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Section II: Annual Goals

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))**

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 (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 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 (2021-22)

Back To Top

7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank. ○ Yes
◉ No

8. Describe your goal.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank. ○ Yes
◉ No

10. Describe your goal.

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Section III: Program Pass Rates

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

This Page Includes:

- Assessment Pass Rates

Assessment Pass Rates

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	1			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2019-20	4			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	4			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) Other enrolled students	8			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) Other enrolled students	1			
ETS5623 -PRINC LEARNING AND TEACHING 5-9	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Educational Testing Service (ETS) All program completers, 2020-21				
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	5			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2020-21	12	182	12	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2019-20	17	175	17	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2018-19	21	173	21	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	3			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) Other enrolled students	10	160	5	50
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2019-20	7			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2018-19	12	164	12	100

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Section III: Program Pass Rates

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

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Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	15	15	100
All program completers, 2019-20	18	18	100
All program completers, 2018-19	24	24	100

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Section IV: Low-Performing

Low-Performing

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

This Page Includes:

- Low-Performing

Low-Performing

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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:
Other specify: SACSCOC

2. Is your teacher preparation program currently under a designation as "low-performing" by the state? ☐ Yes
☑ No

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Section V: Use of Technology

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

This Page Includes:

- Use of Technology

Use of Technology

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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:
   1. integrate technology effectively into curricula and instruction ⦿ Yes ○ No
   2. use technology effectively to collect data to improve teaching and learning ⦿ Yes ○ No
   3. use technology effectively to manage data to improve teaching and learning ⦿ Yes ○ No
   4. 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 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 an electronic portfolio 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 learning management system (LMS) Canvas for communication, instruction, or assignment submission; (2) LiveText electronic assessment system for creating electronic portfolios and 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 LiveText. 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) including students styles and interests. 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.

   The 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

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Section VI: Teacher Training

Teacher Training

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

This Page Includes:

- Teacher Training

Teacher Training

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1. Provide a description of the activities that prepare general education teachers to:
    1. Teach students with disabilities effectively The initial teacher preparation program requires undergraduate candidates to complete EDUC 312: Teaching Students with Special Needs and graduate candidates to complete EDUC 514: The Exceptional Child in the School. Undergraduate candidates in Physical Education take PHED 203: Accommodating Persons with Disabilities within Sport and Physical Activity and graduate candidates take HESS 534: Accommodating Persons with Disabilities within Sport and Physical Activity. An additional undergraduate 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 teacher education candidates. The courses prepare candidates to teach students with varying disabilities and learning differences, which may span from profound physical or mental limitations to giftedness. Candidates learn how to modify instructional methods and classroom management strategies to address the academic, social and emotional, and cognitive differences of students with special needs. Physical 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 the courses. Practical applications of the American Disabilities Act are provided through work with organizations such a Miracle League and Charleston County's Delicious Delights Bakery. The candidates are expected to create a resource manual for use in their classroom. In 2006, the State of South Carolina General Assembly passed the 'Safe School Climate Act' to Prevent School Harassment, Intimidation, or Bullying. The State teacher preparation standards require all teacher candidates to be prepared to create a safe school climate in their classrooms. Additionally, The Citadel requires training in the following: (1) Darkness to Light/Stewards of Children, (2) Title IX, (3) National Building Coalition Institute, and (4) leadership training that focuses on honor, duty and respect. Field experiences require candidates to work with diverse student populations, including students with limited English proficiency. Candidates conduct case studies, participate in class discussions, write reflection papers, and utilize strategies of best practices to prepare lessons appropriate for diverse student populations.

        > The initial teacher preparation program requires undergraduate candidates to complete EDUC 312: Teaching Students with Special Needs and graduate candidates to complete EDUC 514: The

    2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. Teacher education candidates receive Education and Economic Development Act (EEDA) training throughout their course of study. They complete a narrative assignment during their professional internship that assess their knowledge, skills, and dispositions to integrate the following into the P-12 curriculum: (1) career guidance, (2) cluster study (3) curriculum frameworks, (3) individual graduation plans, (4) instruction of students with diverse learning styles, (5) elements of the Career Guidance Model (6) contextual teaching, (7) cooperative teaching, and (8) character education. The narrative focuses on South Carolina's Career Pathways Individualized Graduation Plan for P-12 students and includes the following: (1) Description of school setting; (2) How P-12 students are provided career guidance within the school; (3) South Carolina's 16 career clusters; (4) A plan to connect SC Content Standards and career opportunities for P-12 students; (5) Description of how they plan to promote citizenship, healthy relationships, and quality of life in their instruction; (6) Examples of how they used concrete, hands-on instruction and content presentation with an emphasis on real-world application and problem solving in their instructional process; (7) Description of the ways they used learning strategies that promote cooperation; and (8) Description of the strategies used to accommodate the needs of diverse learners The narrative assignment is assessed by the college supervisor, content supervisor, and cooperating teacher using The Citadel's Teacher Education Program EEDA rubric, Integration of the Education and Economic Development Act into Instructional Planning and Reflection. The results are discussed during one of the observation conferences. If candidates do not demonstrate competency in

        > Teacher education candidates receive Education and Economic Development Act (EEDA) training throughout their course of study. They complete a narrative assignment during their professional

        one or more areas, then a remediation plan is prepared.

    3. Effectively teach students who are limited English proficient. The Zucker Family School of Education prepares teacher education candidates to work with

P-12 students from diverse cultures and languages and with diverse abilities and learning styles. Teacher education and content area faculty are committed to instructing and evaluating candidates' abilities to embrace diversity issues and provide appropriate interventions. Candidates receive diversity training multiple times during their course of study. Culturally responsive environments and culturally relevant pedagogy are emphasized in each education course where candidates complete multiple assignments that help them practice implementing culturally responsive teaching. The Citadel's Educator Preparation Provider Diversity Rubric is used to assess teacher education candidates' understanding of diversity in P-12 schools and is administered at multiple

The Zucker Family School of Education prepares
teacher education candidates to work with P-12
students from diverse cultures and languages and
with diverse abilities and learning styles. Teacher

transition points.

2. Does your program prepare special education teachers? ○ Yes
   ◉ No

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

   1. Teach students with disabilities effectively

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

   3. Effectively teach students who are limited English proficient.

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On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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Contextual Information

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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.

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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. Evan T. Ortlieb]

Title: [Dean, Zucker Family Sch]

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, Educational Ass]

[Certify and Submit Report Card]