

Office of Postsecondary Education
U.S. Department of Education

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2006-2007

Institution name: **South Carolina State University**

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

Paperwork Burden Statement

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

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

Section I. Pass rates.

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

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2006-2007

Institution Name: South Carolina State University					
Academic year:2006-07					
Number of program completers:29					
Type of Assessment	Assessment Code Number	# taking assess.	# passing assess.	Institu t. pass rate	Statewide pass rate
<i>Basic Skills</i>					
Assessment 1	0710	29	29	100%	
Assessment 2	0720	29	29	100%	
Assessment 3	0730	29	29	100%	
.....					
<i>Professional Knowledge</i>					
Assessment 1Principles of Learning & Teaching K-6	522	18	18	100%	
Assessment 2Principles of Learning & Teaching 7-12	524	7	7	100%	
Assessment 3					
.....					
<i>Academic Content Areas (math, English, biology etc.)</i>					
Assessment 1Biology and General Science	O30	1	1	100%	
Assessment 1Eng.Lang. Lit Comp Content Knowledge	041	2	2	100%	
Assessment 1Eng Lang Lit Com Essays	O42	2	2	100%	
..... Math: Content Knowledge	061	1	1	100%	
Math: Models Problems Part 1	063	1	1	100%	
Technology Education	050	1	1	100%	
<i>Other Content Areas (elementary education, career/technical education, health education, etc.)</i>					
Assessment 1Elem Ed Curr Instru Assessment	011	7	7	100%	
Assessment 2Elem. Ed Content Area Knowledge	012	7	7	100%	
Assessment 3Education of Young Children	021	10	10	100%	
.....					
<i>Teaching Special Populations (special education, ESL etc.)</i>					
Assessment 1Speech –Language Pathology	330	2	2	100%	
Assessment 2ED of Except Student Learn Disability	382	1	1	100%	
.....					
<i>Performance Assessments</i>					

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2006-2007

Institution Name: South Carolina State University				
Academic year: 2006-2007				
Total number of program completers:29				
Type of Assessment	# taking assess	# passing assess	Institutio. pass rate	Statewide pass rate
<i>Aggregate: Basic Skills*</i>				
<i>Aggregate: Professional Knowledge*</i>				
Principles Learning & Teaching K-6	18	18	100%	
Principles Learning & Teaching 7-12	7			
<i>Aggregate: Academic Content Areas (math, English, biology etc.)*</i>				
Math Content Knowledge 061	1			
Math Proof Models Problem 063	1			
Eng Lang Lit Comp Content Knowledge 041	2			
Eng Lang Lit Comp Essays 042	2			
Biology/General Science 030	1			
Music Concepts and Processes 111	1			
Music Content Knowledge 113	1			
Art Making 131	1			
Art Content Knowledge 133	1			
<i>Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*</i>				
Elementary Educ: Curr Instruc. Assessment 011	7			
Elementary Educ:Content Area Exercises 012	7			
Education of Young Children 021	10	10	100%	
<i>Aggregate: Teaching Special Populations (special education, ESL,..)*</i>				
Ed of Except Students: Learning Disabil 382	1			
Speech-Lang Pathology 330	2			
<i>Performance Assessments*</i>				
<i>Summary of Individual Assessments**</i>				
*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization).				
**Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).				

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2008, the relevant information is for those completing program requirements in academic year 2006-2007. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

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

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

Section II. Program information.

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

Please specify the number of students in your teacher preparation program during academic year 2006-2007, including all areas of specialization.

1. Total number of students enrolled during 2006-2007 29

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2006-2007 29

3. Please provide the numbers of supervising faculty who were:

11 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

4 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

0 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

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

Total number of supervising faculty for the teacher preparation program during 2006-2007:
15

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.):
6.3

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 35 hours. The total number of weeks of supervised student teaching required is 13. The total number of hours required is 455 hours.

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

6. Is your teacher preparation program currently approved or accredited by the state?
X Yes _____ No

7. Is your teacher preparation program currently under a designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)? _____ Yes X No

NOTE: See appendix A of the manual for the legislative language referring to “low-performing” programs.

Section III. Contextual information (optional).

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this questionnaire.

South Carolina State University, College of Education, Humanities and Social Sciences, the Department of Education is the professional unit responsible for the preparation of educational personnel for South Carolina public schools; grades K-12, elementary and secondary. The college of Education, in collaboration with the College of Business and Applied Professional Sciences and the School of Graduate Studies, prepares teachers, speech correctionists, counselors, principals and superintendents.

The unit has adopted the Competency/Performance Based Model that produces graduates with distinctive qualities and characteristics. The organizing theme, which reflects the purpose of the Teacher Education Program, is: the Professional Educator as an Effective Performer, Reflective Decision Maker, and Humanistic Practitioner. Consistent with the purpose evidenced in this theme, the Teacher Education Program produces graduates who are; (1) effective performers, (2) reflective decision-makers, (3) humanistic practitioners.

South Carolina State University definition of Program Completer:

A program completer is the teacher education candidate who meets all requirements for graduation from South Carolina State University Teacher Education Program. This includes teacher education candidates who receive initial certification either at the undergraduate or graduate level.

Section IV. Certification.

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

_____ (Signature)

_____ Name of responsible institutional representative
for teacher preparation program

_____ Title

Certification of review of submission:

_____ (Signature)

_____ Name of President/Chief Executive(or designee)

_____ Title