SC

Lander University
Traditional Report AY 2023-24
South Carolina

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

- Academic year
- IPEDS ID

IPEDS ID

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

320 Stanley Avenue

CITY

Greenwood

STATE

South Carolina

ZIP

29649

SALUTATION

Dr.

FIRST NAME

Judith

LAST NAME

Neufeld

PHONE

(864) 388-8225

EMAIL

jneufeld@lander.edu

SECTION I: PROGRAM INFORMATION

List of Programs

THIS PAGE INCLUDES:

>> List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. **(§205(a)(C))**

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

- Teacher Preparation Program

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	Both	
13.1323	Teacher Education - Chemistry	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

13

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))**

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	(●) Yes ( ) No	(●) Yes ( ) No
Fingerprint check	( ) Yes (●) No	(●) Yes ( ) No
Background check	(●) Yes ( ) No	(●) Yes ( ) No
Minimum number of courses/credits/semester hours completed	(●) Yes ( ) No	(●) Yes ( ) No
Minimum GPA	(●) Yes ( ) No	(●) Yes ( ) No
Minimum GPA in content area coursework	(●) Yes ( ) No	(●) Yes ( ) No
Minimum GPA in professional education coursework	(●) Yes ( ) No	(●) Yes ( ) No
Minimum ACT score	( ) Yes (●) No	( ) Yes (●) No
Minimum SAT score	( ) Yes (●) No	( ) Yes (●) No
Minimum basic skills test score	(●) Yes ( ) No	(●) Yes ( ) No
Subject area/academic content test or other subject matter verification	( ) Yes (●) No	(●) Yes ( ) No
Recommendation(s)	( ) Yes (●) No	(●) Yes ( ) No

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

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	● Yes ○ No	● Yes ○ No
Fingerprint check	○ Yes ● No	● Yes ○ No
Background check	● Yes ○ No	● Yes ○ No
Minimum number of courses/credits/semester hours completed	○ Yes ● No	● Yes ○ No
Minimum GPA	● Yes ○ No	● Yes ○ No
Minimum GPA in content area coursework	○ Yes ● No	● Yes ○ No
Minimum GPA in professional education coursework	○ Yes ● No	● Yes ○ No
Minimum ACT score	○ Yes ● No	○ Yes ● No
Minimum SAT score	○ Yes ● No	○ Yes ● No
Minimum basic skills test score	○ Yes ● No	○ Yes ● No
Subject area/academic content test or other subject matter verification	○ Yes ● No	● Yes ○ No

Element	Admission	Completion
Recommendation(s)	● Yes ○ No	● Yes ○ No
Essay or personal statement	● Yes ○ No	○ Yes ● No
Interview	○ Yes ● No	○ Yes ● No
Other Specify: Earned bachelor's degree	● Yes ○ No	● 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:

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2023-24. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

● **Yes**
○ **No**

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	100
Number of clock hours required for student teaching	480

Are there programs in which candidates are the teacher of record?

● **Yes**
○ **No**

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

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	100
Years required of teaching as the teacher of record in a classroom	0.5

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	14
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	37
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	92
Number of students in supervised clinical experience during this academic year	88

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

The number of adjunct faculty represents the actual number of adjunct faculty members and not an FTE count. We have reported only the number of candidates completing clinical practice (student teaching) during the academic year. Each candidate in Lander University's teacher preparation program completes a minimum of 100 hours of supervised field experience across three sequential field experiences prior to clinical practice (student teaching). The majority of education majors complete a minimum of 125 hours in classrooms prior to clinical practice (student teaching). All candidates complete a 60-day clinical practice experience of a minimum of 480 hours in area public schools in classrooms that match their area of certification. College faculty supervise all field and clinical experiences completed at Lander University. Candidates may enter the program at the beginning of the fall or spring semester.

SECTION I: PROGRAM INFORMATION

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

2023-24 Total	
Total Number of Individuals Enrolled	174
Subset of Program Completers	88

Gender	Total Enrolled	Subset of Program Completers
Male	22	11
Female	152	77
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	1
Asian	2	2
Black or African American	17	14
Hispanic/Latino of any race	3	1
Native Hawaiian or Other Pacific Islander	0	0
White	138	65
Two or more races	13	5

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

SECTION I: PROGRAM INFORMATION

Teachers Prepared

THIS PAGE INCLUDES:

- Teachers Prepared by Subject Area
- Teachers Prepared by Academic Major

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

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

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

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

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2023-24.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. **(§205(b)(1)(H))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2023-24**

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	21
13.1202	Teacher Education - Elementary Education	26

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	23
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	4
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	4
13.1306	Teacher Education - Foreign Language	0
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	3
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	4
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	0
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	1
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	4
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2023-24. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

- (●) Yes
- ( ) No

☐ **No teachers prepared in academic year 2023-24**

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	21
13.1202	Teacher Education - Elementary Education	26
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	23
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	4
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	4
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0

CIP Code	Academic Major	Number Prepared
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	3
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	4
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
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	1
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	4
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify:	0
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

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

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

SECTION I: PROGRAM INFORMATION

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))**

THIS PAGE INCLUDES:

>> Program Assurances

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:

Lander University employs several successful strategies for preparing teachers who meet the needs of the areas in which most graduates will teach (rural upstate South Carolina), who can make data-driven decisions related to programs and student success, and who can meet the needs of each student in their classrooms. First, all undergraduate candidates must complete a robust General Education curriculum with an overall grade point average of 2.75 or higher before being admitted to the teacher education program. Graduate candidates must have earned a bachelor's degrees and have at least a 3.0 GPA in both their undergraduate and graduate work. Graduate candidates in the MAT Art program hold a BA or BFA in Art. Second, all undergraduate students take a variety of courses at the 200-level that are designed to build knowledge and understanding of high-quality teaching that engages all students (e.g., SPED 223 PreK-12 Students with Diverse Learning Needs). Equivalent courses are offered at the graduate level.

Additionally, all sophomore-level students complete at least 25 hours of field experiences during which they attend seminars that focus on issues related to teaching (e.g., how to address bullying in schools) and observe master teachers in classroom settings and work with small groups and individual students in classroom settings. Equivalent opportunities are offered at the graduate level. Junior- and senior-level candidates and all graduate-level candidates complete a minimum of 100 hours of field experience in which they teach lessons to students, complete case studies, conduct guided observations, and prepare products that demonstrate their ability to work successfully with all learners (e.g., lesson plans, assessment plans). Finally, all candidates complete a minimum of 60 days of clinical practice in an area public school. During this experience, candidates must provide evidence of their ability to work with all students in their classroom(s) including those with special learning needs, students with limited English proficiency, and those who may live in poverty. Evidence of successful practice is provided through on-site observations and completion of the Teacher Work Sample.

SECTION II: ANNUAL GOALS

Annual Goals: Mathematics

THIS PAGE INCLUDES:

- Report Progress on Last Year's Goal (2023-24)
- Review Current Year's Goal (2024-25)
- Set Next Year's Goal (2025-26)

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

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in mathematics in 2023-24?

If no, leave remaining questions for 2023-24 blank (or clear responses already entered).

- (●) Yes
- ( ) No

2. Describe your goal.

Our goal is to graduate at least two mathematics education majors this academic year.

3. Did your program meet the goal?

- (●) Yes
- ( ) No

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

We continued supporting secondary mathematics education majors through intentional placements, tutoring for any classes necessary, employment as tutors through college work study, and courses designed specifically to capitalize on mathematics content and pedagogy. Further, secondary mathematics education majors are eligible for an enhanced LIFE scholarship and a SC Teacher Loan, both deferred forgivable loans that only require repayment if the completer does not teach in the state of SC after graduation.

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

In addition, we have developed intentional recruitment strategies for recruiting secondary mathematics education majors. These include developing a GYO partnership with a local district, expanding articulation agreements with our two-year technical school partners, expanding outreach to middle

schools through multiple programs (Call Me MiSTER, ProTeam), and hosting the mock interviews for our state teaching scholarship program (Teaching Fellows). We have seen some students choose to teach middle level mathematics instead of elementary education or secondary mathematics education. Both programs fill a dire need in our state. We expect to continue to see students opt into middle level mathematics as they discover the grade levels they prefer to teach. Middle level will begin to be counted in the 2024-2025 academic year as part of our mathematics preparation.

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

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in mathematics in 2024-25? If no, leave the next question blank.

- (●) Yes
- ( ) No

8. Describe your goal.

Our goal is two mathematics majors in 2024 across both middle level and secondary mathematics.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in mathematics in 2025-26? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

Our goal is three mathematics majors in 2025-2026 across both middle level and secondary mathematics.

SECTION II: ANNUAL GOALS

Annual Goals: Science

THIS PAGE INCLUDES:

- Report Progress on Last Year's Goal (2023-24)
- Review Current Year's Goal (2024-25)
- Set Next Year's Goal (2025-26)

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

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in science in 2023-24?

If no, leave remaining questions for 2023-24 blank (or clear responses already entered).

- (●) Yes
- ( ) No

2. Describe your goal.

Our goal is to continue to produce at least one Chemistry Education major each academic year.

3. Did your program meet the goal?

- (●) Yes
- ( ) No

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

We continued supporting secondary chemistry education majors through intentional placements, tutoring for any classes necessary, and courses designed specifically to capitalize on chemistry content and science pedagogy. Further, secondary chemistry education majors are eligible for an enhanced LIFE scholarship and a SC Teacher Loan, both deferred forgivable loans that only require repayment if the completer does not teach in the state of SC after graduation.

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

In addition, we have developed intentional recruitment strategies for recruiting secondary chemistry education majors. These include developing a GYO partnership with a local district, expanding articulation agreements with our two-year technical school partners, expanding outreach to middle schools

through multiple programs (Call Me MiSTER, ProTeam), and hosting the mock interviews for our state teaching scholarship program (Teaching Fellows). We have seen a number of current elementary education students choose to teach middle level science. We expect to continue to see students opt into middle level science as they discover the grade levels they prefer to teach. Middle level will begin to be counted in the 2024-2025 academic year as part of our science preparation.

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

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in science in 2024-25? If no, leave the next question blank.

- (●) Yes
- ( ) No

8. Describe your goal.

Our goal is to produce at least two science teachers in 2024-2025; one in Chemistry Education and one in middle level science.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in science in 2025-26? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

Our goal is to produce at least two science teachers in 2024-2025; one in Chemistry Education and one in middle level science.

SECTION II: ANNUAL GOALS

Annual Goals: Special Education

THIS PAGE INCLUDES:

- Report Progress on Last Year's Goal (2023-24)
- Review Current Year's Goal (2024-25)
- Set Next Year's Goal (2025-26)

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

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in special education in 2023-24?

If no, leave remaining questions for 2023-24 blank (or clear responses already entered).

- (●) Yes
- ( ) No

2. Describe your goal.

Lander University will strive to graduate 18 special education majors each academic year.

3. Did your program meet the goal?

- (●) Yes
- ( ) No

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

We continued supporting undergraduate special education majors through intentional placements, academic clubs to support their area of interest (LU Council for Exceptional Children), tutoring for any classes necessary, supervision in field experiences by faculty who are also certified special educators, and courses designed specifically designed for future special educators. Further, the MAT program in Special Education (Multicategorical) added substantially to our numbers of special education completers. This program is eligible for funding through SC CREATE, a program that enables school district employees to have their education fully funded. The MAT program is designed for working adults, so employees continue in their current positions within their districts while taking coursework online. Districts place these students in their own classrooms for field and clinical experiences and they are observed by qualified special educators in these settings. This MAT program has enabled us to raise the number of special educators we are able to prepare each year.

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

In addition to the steps above, we have developed intentional recruitment strategies for recruiting undergraduate special education majors. These include developing a GYO partnership with a local district, expanding articulation agreements with our two-year technical school partners, expanding outreach to middle schools through multiple programs (Call Me MiSTER, ProTeam), and hosting the mock interviews for our state teaching scholarship program (Teaching Fellows). Further, special education majors at the undergraduate level are now eligible for an enhanced LIFE scholarship and a SC Teacher Loan, both deferred forgivable loans that only require repayment if the completer does not teach in the state of SC after graduation. Finally, we have been marketing the MAT special education program aggressively to districts throughout our state: this included attending employee job and education fairs, attending conferences aimed at paraprofessionals, and sending targeted emails out to districts throughout the state.

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

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in special education in 2024-25? If no, leave the next question blank.

- (●) Yes
- ( ) No

8. Describe your goal.

Lander University will strive to graduate 18 special education majors each academic year.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in special education in 2025-26? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

Lander University will strive to graduate 20 special education majors each academic year.

SECTION II: ANNUAL GOALS

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- Report Progress on Last Year's Goal (2023-24)
- Review Current Year's Goal (2024-25)
- Set Next Year's Goal (2025-26)

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

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in instruction of limited English proficient students in 2023-24?

If no, leave remaining questions for 2023-24 blank (or clear responses already entered).

- ○ Yes
- ● No

2. Describe your goal.

3. Did your program meet the goal?

- ○ Yes
- ○ No

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

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

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

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- ○ Yes
- ● No

8. Describe your goal.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- ○ Yes
- ● No

10. Describe your goal.

SECTION III: PROGRAM PASS RATES

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 Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5246 -CHEMISTRY Educational Testing Service (ETS) Other enrolled students	1			
ETS5246 -CHEMISTRY Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2023-24	19	171	19	100
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2021-22	30	170	30	100
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	19	164	19	100
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	19	161	18	95
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2023-24	16	169	16	100
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2021-22	16	168	15	94
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2023-24	17	171	17	100
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	21	174	21	100
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2023-24	19	172	19	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	21	173	21	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	5			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	5			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	7			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	4			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2023-24	8			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22	11	164	11	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	3			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2023-24	7			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2023-24	5			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2023-24	3			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	3			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) Other enrolled students	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2023-24	4			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2021-22	3			
PPT0490 -PRAXIS PERFORMANCE ASSESSMENT FOR TEACHERS Educational Testing Service (ETS) All program completers, 2021-22	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2023-24	12	171	12	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22	6			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students	1			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2023-24	18	166	16	89
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2021-22	33	168	33	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	2			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2023-24	22	173	20	91
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2021-22	39	175	38	97
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2023-24	10	169	9	90
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2021-22	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2023-24	6			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2021-22	9			
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2023-24	4			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2021-22	3			

SECTION III: PROGRAM PASS RATES

Summary Pass Rates

THIS PAGE INCLUDES:

›› Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

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

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2023-24	66	59	89
All program completers, 2021-22	84	77	92

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))**

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

THIS PAGE INCLUDES:

>> Low-Performing

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:

- [x] State
- [x] CAEP
- [ ] AAQEP
- [ ] Other specify:

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

- ( ) Yes
- (●) No

SECTION V: USE OF TECHNOLOGY

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.

THIS PAGE INCLUDES:

>> Use of Technology

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**

   - [x] Yes
   - [ ] No

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

   - [x] Yes
   - [ ] No

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

   - [x] Yes
   - [ ] No

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

   - [x] 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.**

   Lander University prepares candidates to use technology and to integrate technology effectively into curricula and instruction. EDUC 204.Instructional Technology for Teachers provides education majors with the opportunity to learn about using technology as both a teaching and a data management tool. All candidates take this course with the exception of those in two education programs who take specialized courses related to the use of technology in their discipline (e.g., music education majors who study music-specific technologies). As part of EDUC 204, candidates review ISTE standards, learn to design a variety of learning experiences supported by technology which incorporate principles of universal design for learning, and design means of communicating with parents and families supported by various types of technology (e.g., class web sites, Google communities). As candidates move through their programs of study, they are required to demonstrate mastery of technology as both (a) a pedagogy that includes the principles of universal design for learning and (b) a management tool. Candidates are rated on their ability to do so when observed by university supervisors. Candidates also defend their successful use of technology in their teaching practice via teacher work samples or lesson plan reflections/observations.

SECTION VI: TEACHER TRAINING

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**

   Lander University's teacher education programs prepare general education teachers to teach students with disabilities, including training related to participation as a member of individualized education program teams. All education majors take a three-hour course, SPED 223 PreK-12 Students with Diverse Learning Needs, which introduces them to best practices in working with students with exceptionalities. Graduate students in MAT programs take an equivalent course at the graduate level (EDUC 678). Students practice the skills learned in this course as they progress through the program. All candidates are expected to demonstrate the ways in which they work effectively with all of their students through the successful completion of the Teacher Work Sample during their student teaching experience (EDUC 461 at the undergraduate level and EDUC 699 at the graduate level).

   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.***

   Lander University's teacher education programs prepare general education teachers to teach students with disabilities, including training related to participation as a member of individualized education program teams. All education majors take a three-hour course, SPED 223 PreK-12 Students with Diverse Learning Needs, which introduces them to best practices in working with students with exceptionalities. Graduate students in MAT programs take an equivalent course at the graduate level (EDUC 678). Candidates shadow their host classroom teachers who participate in IEP meeting preparation and time with families. They participate more fully in this process when completing EDUC 461 Clinical Practice B (student teaching) (undergraduate)/ EDUC 699 Clinical Practice (graduate).

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

   Lander University's teacher education programs prepare general education teachers to teach a variety of students including those who have limited proficiency in English. Most education majors take EDUC 210 Communication in Diverse Classrooms, a course that helps to provide the background knowledge candidates need to work with students from a variety of cultures and who speak a variety of languages. Graduate students take EDUC 676, which also focuses on the assessment of diverse learners. Students are expected to practice skills related to working with limited English proficiency during their field placement experiences. Finally, all candidates are expected to demonstrate how they work effectively with all of their students through the successful completion of the Teacher Work Sample during EDUC 461 Clinical Practice B (student teaching) (undergraduate)/ EDUC 699 Clinical Practice (graduate).

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**

Lander University prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams. Special education majors take a variety of courses that are designed to support their development in working with learners with all types of exceptionalities. All special education majors complete 175 hours of sequential field experiences prior to clinical practice (student teaching) and at least 60 days of clinical practice. At the end of each field experience and clinical practice, candidates are required to submit evidence of their ability to work with all learners through the successful completion of the Teacher Work Sample. At the graduate level, special education candidates complete 100 hours of sequential field experiences prior to clinical practice (student teaching) and at least 60 days of clinical practice (480 hours). At the end of each field experience and clinical practice, candidates are required to submit evidence of their ability to work with all learners through the successful completion of the Teacher Work Sample.

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.*

Lander University prepares special education teachers to participate as members of individualized education program teams. At the undergraduate level, candidates complete the following criteria. In SPED 240 Characteristics of Diverse Learners, K 12, special education majors develop an IEP based on a case study. In SPED 451 Integrated Secondary Curriculum and Instruction for Diverse Learners, special education majors write an IEP using a student from their concurrent field experience placement classroom (SPED 429 Special Education Clinical Experience). This includes the preparation of a transitional plan, functional behavioral assessment, and behavior intervention plan. Additionally, students shadow host classroom teachers completing the IEP process during field experiences. Finally, candidates are required to submit evidence of their ability to navigate the IEP process during EDUC 461 Clinical Practice B (student teaching). At the graduate level, candidates take SPED 651 Characteristics of Diverse Learners, K 12, special education majors develop an IEP based on a case study. In SPED 640 Integrated Secondary Curriculum and Instruction for Diverse Learners, special education majors write an IEP using a student from their concurrent field experience placement classroom (SPED 680 Special Education Clinical Experience). This includes the preparation of a transitional plan, functional behavioral assessment, and behavior intervention plan. Additionally, students shadow host classroom teachers completing the IEP process during field experiences. Finally, candidates are required to submit evidence of their ability to navigate the IEP process during EDUC 699 Clinical Practice (student teaching).

c. Effectively teach students who are limited English proficient.

Lander University prepares special education teachers to teach students effectively including students who are limited English proficient. All undergraduate special education majors take EDUC 210 Communication in the Classroom which provides them with information related to working with learners who are limited English proficient. This course helps to provide the background knowledge candidates need to work with students from a variety of cultures and who speak a variety of languages. All special education majors complete 175 hours of sequential field experiences prior to clinical practice (student teaching) and at least 60 days of clinical practice. At the end of each field experience and clinical practice, candidates are required to submit evidence of their ability to work with all learners through the successful completion of the Teacher Work Sample during EDUC 461 Clinical Practice B. All graduate special education candidates take EDUC 664 Principles of Teaching which provides them with information related to working with learners who are limited English proficient. This course helps to provide the background knowledge candidates need to work with students from a variety of cultures and who speak a variety of languages. All graduate special education candidates complete at least 100 hours of sequential field experiences prior to clinical practice (student teaching) and at least 60 days of clinical practice. At the end of each field experience and clinical practice, candidates are required to submit evidence of their ability to work with all learners through the successful completion of the Teacher Work Sample during EDUC 699 Clinical Practice.

Contextual Information

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

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

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.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Sarah Hunt-Barron, Ph.D.

TITLE:

Dean, College of Education

Certification of review of submission

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

NAME OF REVIEWER:

Katie Whatley

TITLE:

Administrative Assistant and Title II Coordinator, College of Education