title II highereducationact

Lander University
Traditional Program

2014 | Title II Reports

Complete Report Card

AY 2012-13

Institution Information

Name of Institution: Lander University
Institution/Program Type: Traditional
Academic Year: 2012-13
State: South Carolina

Address: 320 Stanley Avenue

Greenwood, SC, 29649

Contact Name: Dr. Judith Neufeld
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Email: jneufeld@lander.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (http://www2.ed.gov/about/offices/list/oii/tqp/index.html)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at http://www2.ed.gov/about/offices/list/oii/tqp/index.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Teacher Education: Art	No
Teacher Education: Early Childhood Education	No
Teacher Education: Elementary Education	No
Teacher Education: English/Language Arts	No
Teacher Education: M.A.T. Art	No
Teacher Education: Mathematics	No
Teacher Education: Music	No
Teacher Education: Physical Education	No
Teacher Education: Social Studies	No
Teacher Education: Special Education	No

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Junior year

Does your initial teacher certification program conditionally admit students?
Yes

Provide a link to your website where additional information about admissions requirements can be found:
http://www.landersp.com/public/catalog_sections/education.pdf

Please provide any additional comments about or exceptions to the admissions information provided above:

Students must meet several requirements to be admitted to the undergraduate teacher education program at Lander University. They must show evidence of passing PRAXIS I scores (or equivalent ACT or SAT scores) as set by the State of South Carolina. They must have an overall grade point average of 2.65. They must have earned a grade of "C" or higher in ENGL 102, "B" or higher in their first field experience (EDUC 203), and passing grades (C or better) in all 200-level education courses. They also must successfully complete a writing barrier and successfully interview with a team of university faculty/community members.

Students who meet all of these requirements but (a) have an overall grade point average that is slightly lower than 2.65 due to extenuating circumstances but which have potential to exceed 2.65 following the first semester of admittance to program, (b) fail the writing barrier, or (c) fail the interview may be admitted to program provisionally for one semester. Students who raise their grade point average to 2.65 and maintain a grade point average of 2.75 in their education coursework, pass the writing barrier, or successfully interview by the end of their first semester in the program are granted full admission to program. Those who do not are removed from the program.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	Yes
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	No
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

2.65

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.2

What is the minimum GPA required for completing the program?

2.65

What was the median GPA of individuals completing the program in academic year 2012-13

3.35

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	Yes
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.36

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2012-13

3.97

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2012-13:	100
Unduplicated number of males enrolled in 2012-13:	20
Unduplicated number of females enrolled in 2012-13:	80

2012-13	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	2
Race	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	12
Native Hawaiian or Other Pacific Islander:	0
White:	83
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	480
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	17
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	91
Number of students in supervised clinical experience during this academic year	77

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

The number of full-time equivalent faculty above represents the actual number of faculty members and not an FTE count. Previous reports included FTEs rather than actual numbers.

The number of adjunct faculty includes cooperating teachers supervising students completing clinical experiences in public schools. This is the first year we have included these teachers in our adjunct faculty number.

As directed by our state department of education representative, this year we have reported only the number of candidates completing clinical practice (student teaching) during the 2012-2013 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. The majority of education majors complete 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. All field and clinical experiences completed at Lander University are supervised by college supervisors. Candidates may enter the program at the beginning of the fall or spring semester.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2012-13. 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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	17
Teacher Education - Early Childhood Education	19
Teacher Education - Elementary Education	23
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	7
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	12
Teacher Education - Business	
Teacher Education - English/Language Arts	1
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	2
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	4
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	4
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	

Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. 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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	17
Teacher Education - Early Childhood Education	19
Teacher Education - Elementary Education	23
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	7
Teacher Education - Agriculture	
Teacher Education - Art	12
Teacher Education - Business	
Teacher Education - English/Language Arts	1
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	2
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	4
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	4
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	

Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	12
History	4
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	1
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	2
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2012-13: 78

2011-12: 74

2010-11: 93

Section II 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

1

Did your program meet the goal for prospective teachers set in mathematics in 2012-13?

Description of strategies used to achieve goal, if applicable:

Lander employs several strategies to maintain and increase the number of mathematics education majors. First, Teaching Fellows candidates are encouraged to go into mathematics education. Second, rising high school juniors and seniors are encouraged to go into mathematics education. Third, mathematics majors who have some connection to teaching are targeted as potential mathematics education majors. Finally, candidates completing field experiences and clinical practice encourage high school students to consider a mathematics education major.

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

Upon analysis of Lander's current mathematics education majors, it was discovered that the majority are or have been participants in Lander University's Teaching Fellows program. Planned early encounters with Teacher Cadets (student in high schools many of whom apply for the Teaching Fellows program) or with incoming fellows to discuss the possibility of pursuing a mathematics education major at Lander (e.g., resources available from the state for those who do, support systems in place at Lander to support mathematics education majors, employment potential for mathematics educators) may help to boost the numbers of mathematics education majors at Lander University. The 2014-2015 Teaching Fellows cohort is doubled in size and it is hoped that this will, once again, be a viable strategy.

Rising high school juniors and seniors who attend open house events at the university are encouraged to consider mathematics education as a career option. The state of South Carolina offers honor students who take additional mathematics and science courses at the college level additional scholarship support and this opportunity is discussed with visiting junior- and senior-level high school students.

Advisors in the mathematics department encourage mathematics majors who have a connection to teaching (e.g., parents who are teachers, experience with teacher cadet in high school) to consider a mathematics education major. It has been determined that the majority of Lander's mathematics education majors have a personal connection to teaching, and faculty members in the department attempt to capitalize on the additional skill set these mathematics majors often possess.

Finally, Lander candidates completing field and clinical experiences encourage their students to consider education in general and mathematics and special education in particular, when considering college major and career choices.

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

1

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers does your program plan to add in mathematics in 2014-15?

1

Provide any additional comments, exceptions and explanations below:

Section II 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in science in 2012-13?

No

How many prospective teachers did your program plan to add in science in 2012-13?

Did your program meet the goal for prospective teachers set in science in 2012-13?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

No

How many prospective teachers did your program plan to add in science in 2013-14?

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in science in 2014-15?

No

How many prospective teachers does your program plan to add in science in 2014-15?

Provide any additional comments, exceptions and explanations below:

Section II 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

1

Did your program meet the goal for prospective teachers set in special education in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

Lander will continue to use Project CREATE as a means of preparing special education teachers in addition to its traditional undergraduate program. Additionally, Lander's Call Me MISTER program will be in its second year next academic year. This program encourages minority students to major in K-6 certification areas. Special Education (K-12 certification in South Carolina) qualifies as a program that meets Call Me MISTER program criteria. The Call Me MISTER program will enable Lander to provide additional scholarships to minority students pursuing a major in Special Education.

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

Lander University successfully garnered funds to continue with Project CREATE through the 2014-2015 academic year. Future steps will be predicated on continued funding for Project CREATE, a program that supports paraprofessional who serve in special education classrooms as they become certified special education teachers. Should this funding source appear to be in jeopardy, faculty members involved in Special Education will consider other means of attracting and supporting Special Education majors at Lander University.

Also, Lander candidates completing field and clinical experiences encourage their students to consider education in general and mathematics and special education in particular, when considering college major and career choices.

Finally, the university is recruiting for the Call Me MISTER 2014-2015 cohort. Special education majors qualify as participants in this program.

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in special education in 2013-14?

Yes

How many prospective teachers did your program plan to add in special education in 2013-14?

1

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in special education in 2014-15?

Yes

How many prospective teachers does your program plan to add in special education in 2014-15?

Provide any additional comments, exceptions and explanations below:

Section II 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in instruction of limited English proficient students in 2012-13?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2014-15?

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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

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

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

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

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

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

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

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

South Carolina), who are able to make data-driven decisions related to programs and student success, and who are able to meet the needs of each student in their classrooms. First, all candidates must complete a robust 54 hour General Education curriculum with an overall grade point average of 2.65 or higher before being admitted to the teacher education program. Second, all 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 (SPED 223 – Introduction to Exceptional Children and Youth, K-12, and, EDUC 202 - Education in America.) Additionally, sophomore-level students complete a 25-hour field experience connected to EDUC 202 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.

Junior- and senior-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 a teacher work sample that demonstrates their ability to work successfully with children. Finally, 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 via the teacher work sample and on-site observations.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS0135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	13	170	13	100
ETS0131 -ART MAKING Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0131 -ART MAKING Educational Testing Service (ETS) All program completers, 2010-11	13	172	13	100
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	3			
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2012-13	19	179	19	100
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2011-12	22	180	22	100
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2010-11	24	179	24	100
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2010-11	25	155	25	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	25	176	22	88

ETS5015 -ELEM ED INSTR PRACTICE AND APPL (CD) Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5015 -ELEM ED INSTR PRACTICE AND APPL (CD) Educational Testing Service (ETS) All program completers, 2012-13	21	176	20	95
ETS5015 -ELEM ED INSTR PRACTICE AND APPL (CD) Educational Testing Service (ETS) All program completers, 2011-12	19	171	19	100
ETS5015 -ELEM ED INSTR PRACTICE AND APPL (CD) Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS0095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS0095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2011-12	5			

Test				
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	6			
ETS0093 -PHYSICAL ED VIDEO EVALUATION Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0093 -PHYSICAL ED VIDEO EVALUATION Educational Testing Service (ETS) All program completers, 2010-11	6			
ETS0523 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0623 -PRINC LEARNING AND TEACHING 5-9 II Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS0623 -PRINC LEARNING AND TEACHING 5-9 II Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS0623 -PRINC LEARNING AND TEACHING 5-9 II Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0623 -PRINC LEARNING AND TEACHING 5-9 II Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	12	176	12	100
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2012-13	9			
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0621 -PRINC LEARNING AND TEACHING EARLY CHILD II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0621 -PRINC LEARNING AND TEACHING EARLY CHILD II Educational Testing Service (ETS) Other enrolled students	2			
ETS0621 -PRINC LEARNING AND TEACHING EARLY CHILD II Educational Testing Service (ETS) All program completers, 2012-13	19	167	19	100
ETS0621 -PRINC LEARNING AND TEACHING EARLY CHILD II Educational Testing Service (ETS) All program completers, 2011-12	16	166	16	100
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2010-11	65	176	63	97
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			

~~ETS0622 -PRINC LEARNING AND TEACHING K-6 II~~ Educational Testing Service (ETS) All program completers, 2012-13	~~34~~	~~172~~	~~32~~	~~94~~
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) All program completers, 2011-12	36	174	35	97
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	1			
ETS0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2012-13	15	170	15	100
ETS0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2010-11	7			
ETS0086 -SOCIAL STUDIES CONTENT & INTERPRET Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0086 -SOCIAL STUDIES CONTENT & INTERPRET Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS0086 -SOCIAL STUDIES CONTENT & INTERPRET Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0086 -SOCIAL STUDIES CONTENT & INTERPRET Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0083 -SOCIAL STUDIES INTERPRET MATERIALS Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0083 -SOCIAL STUDIES INTERPRET MATERIALS Educational Testing Service (ETS) All program completers, 2010-11	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	72	65	90
All program completers, 2011-12	71	69	97
All program completers, 2010-11	89	85	96

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

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

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V Use of Technology

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.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
  Yes
- use technology effectively to collect data to improve teaching and learning
  Yes
- use technology effectively to manage data to improve teaching and learning
  Yes
- use technology effectively to analyze data to improve teaching and learning
  Yes

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 effectively 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 secondary education programs who take specialized courses related to the use of technology in their discipline (e.g., music education majors who also study music-specific technologies). As part of EDUC 204 candidates review ISTE standards, learn to design a variety of learning experiences supported by technology (e.g., WebQuests, concept maps) 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, newsletters).

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

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- teach students with disabilities effectively
  Yes
- participate as a member of individualized education program teams
  Yes
- teach students who are limited English proficient effectively
  Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

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, and to effectively teach students who are limited English proficient. All education majors take a three-hour course, SPED 223 – Introduction to Exceptional Children and Youth, K-12, which introduces them to best practice in working with students with exceptionalities. Most education majors take EDUC 210 – Communication in the Classroom, a course which helps to provide the background knowledge candidates need to work with students from a variety of cultures and who speak a variety of languages. Finally, all candidates are expected to demonstrate the ways in which they work effectively with all of their students in teacher work samples they develop at the end of each of three sequential semester-long field and clinical experiences (EDUC/ECED/SPED 329 – Field Experience II, EDUC/ECED 429/SPED – Field Experience III, and EDUC 461 – Clinical Practice).

Does your program prepare special education teachers to:

- teach students with disabilities effectively
  Yes
- participate as a member of individualized education program teams
  Yes
- teach students who are limited English proficient effectively
  Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

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, and to work effectively with students who are limited English proficient. Special education majors take a variety of courses that are designed to specifically support their development in working with learners with all types of exceptionalities. All special education majors take EDUC 210 – Communication in the Classroom which provides them with additional information related to working with learners who are limited English proficient. All special

each field experience and clinical practice, candidates are required to submit evidence of their ability to work with all learners in a teacher work sample.

Section VII 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

In Section VIII Report Certification, last year's total enrollment number is incorrect. It states total enrollment for last year was 78, but it should be 152.

Supporting Files

Complete Report Card

AY 2012-13

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