Title II
Higher Education Act

SUBMIT REPORTS

Newberry College

Traditional Program

2008-09

Print Report Card

Program Information

Name of Institution: Newberry College

Institution/Program Type: Traditional

Academic Year: 2008-09

State: South Carolina

Address: 2100 College Street

Newberry, SC, 29127

Contact Name: Dr. Cindy Johnson-Taylor

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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	NA
Fee/Payment	No	NA
Transcript	No	NA
Fingerprint check	No	NA

Background check	No	NA
Experience in a classroom or working with children	Yes	NA
Minimum number of courses/credites/semester hours completed	Yes	NA
Minimum high school GPA	No	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	No	NA
Minimum GPA in professional education coursework	Yes	NA
Minimum ACT score	No	NA
Minimum SAT score	No	NA
Minimum GRE score	No	NA
Minimum basic skills test score	Yes	NA
Subject area/academic content test or other subject matter verification	No	NA
Minimum Miller Analogies test score	No	NA
Recommendation(s)	No	NA
Essay or personal statement	Yes	NA
Interview	No	NA
Resume	No	NA
Bechelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test (e.g.,Myers-Briggs Assessment)	No	NA
Other (specify:)	No	NA

Provide a link to your website where additional information about admissions requirements can be found:

http://www.newberry.edu/academics/future-teachers.aspx

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

Sophomore year   provided student meets requirements

Does your initial teacher certification program conditionally admit students? No

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

Students are formally admitted into our initial teacher certification program with the completion of 45 hours, 2.5 GPA, passing/exempting scores on Praxis I and C or better in 3 Education Classes.

Section I.b Program 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.

Total number of students enrolled in 2008-09:	38
Unduplicated number of males enrolled in 2008-09:	13
Unduplicated number of females enrolled in 2008-09:	25

2008-09	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	0
Race	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	25
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	108
Average number of clock hours required for student teaching	560
Number of full-time equivalent faculty in supervised clinical experience during this academic year	1.1
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	0.1
Number of students in supervised clinical experience during this academic year	24

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

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/ licensed 2008-09	Number certified/ licensed 2007-08	Number certified/ licensed 2006-07
TOTAL (all areas/subjects)	17	14	21

Biology	0	0	1
Early Childhood Education	3	1	0
Early Childhood Education	5	4	7
English	1	0	2
Mathematics	0	2	3
Music Education-Instrumental	1	2	3
Physical Education	4	5	5
Social Studies	3	0	0

Section I.e Program Completers

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

2008-09: 17

2007-08: 14

2006-07: 21

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	**Academic year:** 2008-09
	Goal: 13 new 2ndary Math Majors
	Goal met?
	Description of strategies used to achieve goal:
	Our goal over the next five years is to recruit 13 new Secondary Math Majors. To help achieve our goal we applied for Robert C Noyce Grant to recruit Math and Science Teachers.
	Description of steps to improve performance in meeting goal or lessons learned in meeting goal:

	$900,000 recruitment grant awarded to recruit and prepare Math and Science Teachers.
Science	**Academic year:** 2008-09
	Goal: Recruit 13 new 2ndary Sci
	Goal met?
	Description of strategies used to achieve goal:
	Our goal over the next five years is to recruit 13 new Secondary Biology and Chemistry Majors. To help achieve our goal we applied for Robert C Noyce Grant to recruit Math and Science Teachers.
	Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
	$900,000 recruitment grant awarded to recruit and prepare Math and Science Teachers.
Special education	**Academic year:**
	Goal:
	Goal met?
	Description of strategies used to achieve goal:
	Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Instruction of limited English proficient students	**Academic year:**
	Goal:
	Goal met?
	Description of strategies used to achieve goal:
	Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Other	**Academic year:**
	Goal:
	Goal met?
	Description of strategies used to achieve goal:
	Description of steps to improve performance in meeting goal or lessons learned in meeting goal:

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.
Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.
NA

General education teachers receive training in providing instruction to children with disabilities.
Yes

General education teachers receive training in providing instruction to limited English proficient students.
No

General education teachers receive training in providing instruction to children from low-income families.
No

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.
No

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

WE implemented a class-EDU 232 Working with Exceptional and Diverse Learners, which is required of all Teacher Education Candidates before admission into the Teacher Education Program.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
030 -BIOLOGY AND GENERAL SCIENCE Educational Testing Service (ETS) All program completers, 2006-07	1					
021 -EDUCATION OF YOUNG CHILDREN	3					

Educational Testing Service (ETS) All program completers, 2008-09						
021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2007-08	1					
012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2008-09	5					
012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2007-08	4					
012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2006-07	7					
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	5					
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	4					
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2006-07	7					
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	2					
042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2008-09	1					
042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2006-07	2					
063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2007-08	2					
063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2006-07	3					
061 -MATHEMATICS: CONTENT KNOWLEDGE	2					

Educational Testing Service (ETS) All program completers, 2007-08						
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	3					
111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All program completers, 2008-09	1					
111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All program completers, 2007-08	2					
111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All program completers, 2006-07	3					
113 -Music Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	1					
113 -Music Content Knowledge Educational Testing Service (ETS) All program completers, 2007-08	2					
113 -Music Content Knowledge Educational Testing Service (ETS) All program completers, 2006-07	3					
093 -PHYSICAL ED VIDEO EVALUATION Educational Testing Service (ETS) All program completers, 2008-09	4					
093 -PHYSICAL ED VIDEO EVALUATION Educational Testing Service (ETS) All program completers, 2007-08	5					
093 -PHYSICAL ED VIDEO EVALUATION Educational Testing Service (ETS) All program completers, 2006-07	5					
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4					
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	5					
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	5					
523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2007-08	1					
	1					

523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2006-07	2					
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	6					
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	5					
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2006-07	12		12	100		
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	11		11	100		
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	8					
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2006-07	7					
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3					
083 -SOCIAL STUDIES: INTERPRET MATERIALS Educational Testing Service (ETS) All program completers, 2008-09	3					

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2008-09	17	17	100	
All program completers, 2007-08	14	14	100	
All program completers, 2006-07	21	21	100	

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. Technology

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 how your program 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 how your program 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.

Upon being admitted into the Teacher Education Program, all Teacher Candidates must complete EDU 382 INTEL Teach to the Future, which implements components of a universal design of learning.

Section VI. Teacher Training

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**
  No

Provide a description of how your program 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.

As part of EDU 232, all students study the book 'The Individuals with Disabilities Education Act as amended in 2004', RUDD TURNBILL, NANCY HUETRA, MATTHEW STOWE. Not only do they study the book, they discuss ways to teach students with disabilities.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
  NA

- **participate as a member of individualized education program teams**
  NA

- **teach students who are limited English proficient effectively**
  NA

Provide a description of how your program 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.

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.

Supporting Files

Newberry College

Traditional Program

2008-09

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