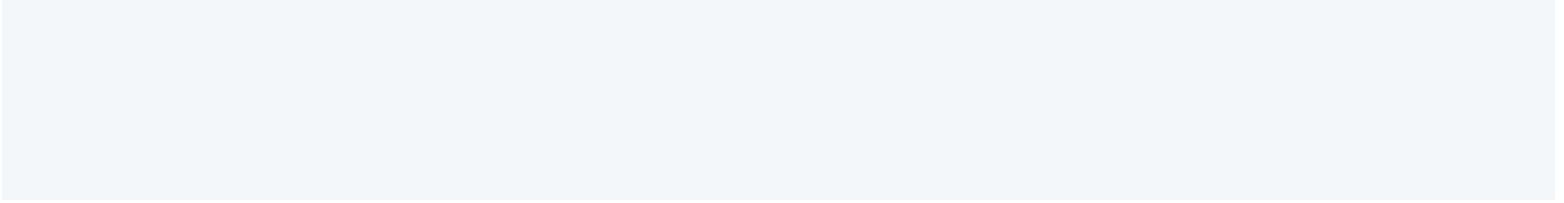


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McCann

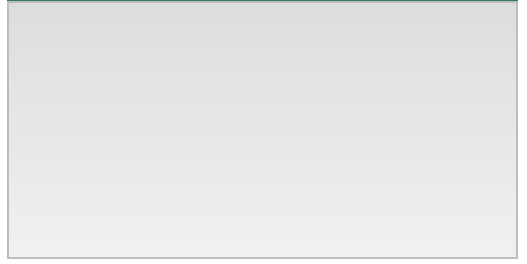
D<CB9

(803) 807-5393

9A5:@

mark.mccann@ciu.edu

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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. [fiY&\\$\)fiUkfi%Lfi7Lfi\]L](#)

THIS PAGE INCLUDES:

[Undergraduate Requirements](#)

[Postgraduate Requirements](#)

[Supervised Clinical Experience](#)

?Ym'hYf a g]b'h\[g'gYWh]cb'UfY'']ghYX'VY'c k''7]W_'cb'h\Y'']b_'hc' j]Y k'h\Y'XYZ]b]h]cb]fgL']b h\Y' ['cggUfm"

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

=bhYf j]Yk	<input type="radio"/> Yes	
Ch \Yf'GdYW]Zm. <input type="text"/>		

&"K \Uh]g'h \Y' a]b]a i a ' ; D5'fYe i]fYX'Zcf UX a]gg]cb']bhc'h \Y'dfc [fU a 3'fl@YU jY'V'Ub_']Z'mc i']bX]WUhYX'h \Uh'U' a]b]a i a ' ; D5']g'bch'fYe i]fYX']b'h \Y'hUVY UVC jY'Ł

""K \Uh]g'h \Y' a]b]a i a ' ; D5'fYe i]fYX'Zcf'Wc a d'Yh]b['h \Y'dfc [fU a 3'fl@YU jY'V'Ub_']Z'mc i']bX]WUhYX'h \Uh'U' a]b]a i a ' ; D5']g'bch'fYe i]fYX']b'h \Y'hUVY UVC jY'Ł

("D'YUgY'dfc j]XY'Ubm'UXX]h]cbU'']bZcf a Uh]cb'UVc i h'h \Y']bZcf a Uh]cb'dfc j]XYX'UVc jY.

G i dYf j]gYX'7`]b]WU'9 I dYf]YbWY

Dfc j]XY'h \Y'Zc`c k]b[']bZcf a Uh]cb'UVc i h'g i dYf j]gYX'W']b]WU'Y I dYf]YbWY']b'&\$%-!&\$" flŸ&\$) flUkfl%&fl7Łfl]]Łz'Ÿ&\$) flUkfl%&fl7Łfl] jŁŁ

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- Bc

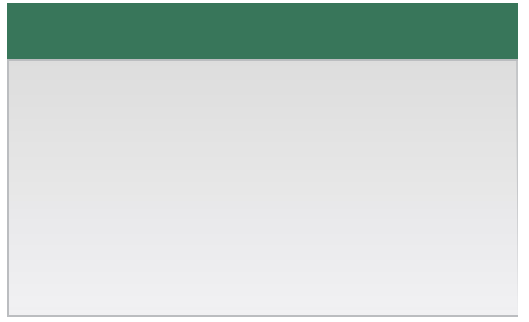
If yes, provide the next two responses. If no, leave them blank.

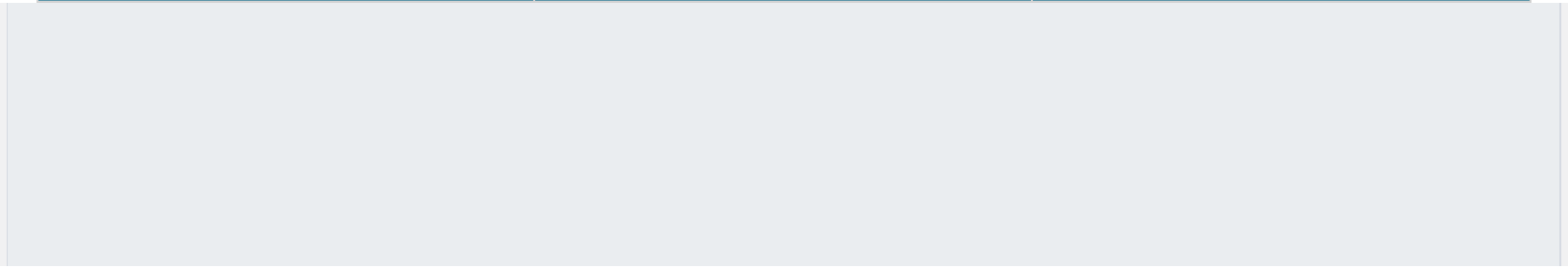
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- MYg
- Bc

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

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HYUW \ Yfg' DfYdUfYX

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.

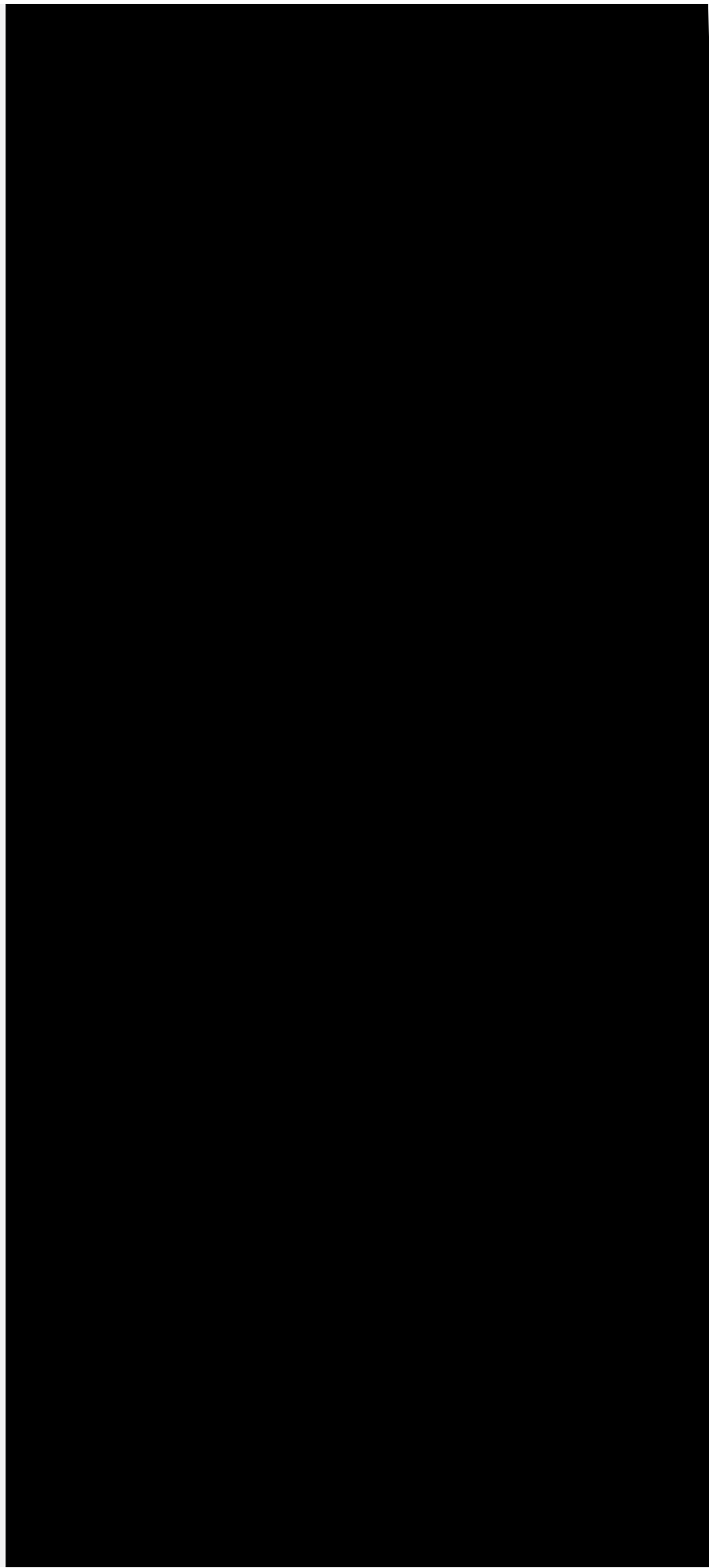
If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for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

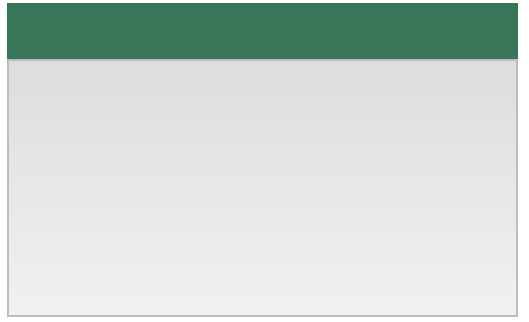
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- [Academic Major](#)

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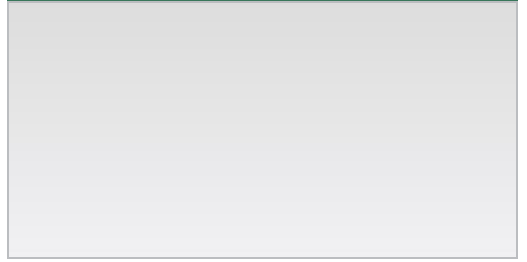


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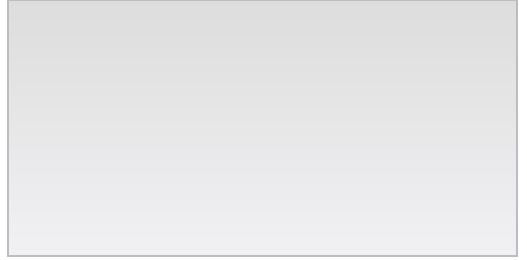
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Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving

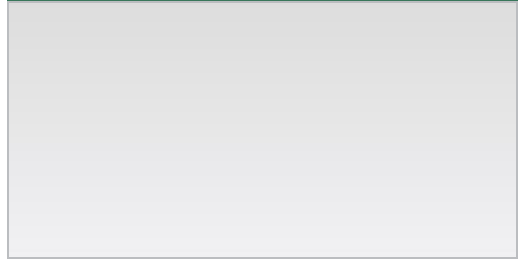
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Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the

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+`=g'mc if' dfc [fU a `dfYdUf]b [`hYUW\Yfg']b'gdYW]U`YX iWUh]cb']b'&\$&\$!&%3'z'bcz`YUjY'h\Y'bYIh'e iYgh]cb`V'Ub_'

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THIS PAGE INCLUDES:

[Report Progress on Last Year's Goal \(2019-20\)](#)

[Review Current Year's Goal \(2020-21\)](#)

[Set Next Year's Goal \(2021-22\)](#)

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.

[fY&\\$\) fUe%L: f5Laf\]z`Y&\\$\) fUe%L: f5Laf\]z`Y&\\$* fUeL](#)

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- [Quantifiable Goals](#)

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-z`bcz`YU j Y`fY a U]b]b [`e i Ygh]cbg`Zcf`&\$%-!&\$`V`Ub`_`flcf`W`YUf`fYgdcbgYg`U`fYUXm`YbhYfYXL`

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FYjYk'7 i ffYbh'MYUfðg' ; cU`fl&\$&\$!&%Ł

+`=g' mc i f' dfc [fU a 'dfYdUf]b ['hYUW\Yfg']b]bghf i Wh]cb' cZ``]a]hYX'9b [``]g \`dfcZ]W]Ybh'gh i XYbhg]b' &\$&\$!&%3`-Z'bcz``YU j Y'h\Y'bYI h'e i Ygh]cb'V'Ub_"

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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. [fY&\\$\)fU%L6L](#)

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 Westat's Title II Support Center and your testing company representative.

THIS PAGE INCLUDES:

[Assessment Pass Rates](#)

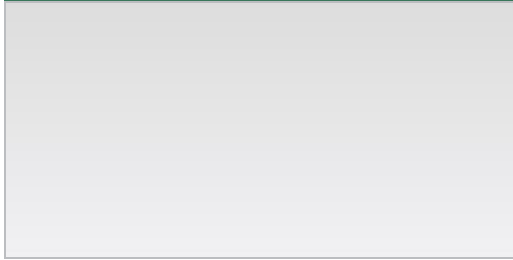
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- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

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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. [fY&\\$ \) fUk f%L f 6Lk](#)

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 Westat's Title II Support Centn

[Low-Performing](#)

Provide the following information about the approval or accreditation of your teacher preparation program. [flŸ&\\$\)flUŁfl%Łfl8Łž`Ÿ&\\$\)flUŁfl%Łfl9ŁŁ](#)

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