

# Title II

## Higher Education Act

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Southern Wesleyan University

Traditional Program

2009-10

### Print Report Card

### Program Information

**Name of Institution:** Southern Wesleyan University

**Institution/Program Type:** Traditional

**Academic Year:** 2009-10

**State:** South Carolina

**Address:** 907 Wesleyan Drive

Central, SC, 29630

**Contact Name:** Dr. Sandra McLendon

**Phone:** 864-644-5353

**Email:** smclendon@swu.edu

**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	No	NA

Minimum number of courses/credits/semester hours completed	Yes	NA
Minimum high school GPA	No	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	Yes	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)	Yes	NA
Essay or personal statement	Yes	NA
Interview	Yes	NA
Resume	No	NA
Beachelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test (e.g.,Myers-Briggs Assessment)	No	NA
Other (specify: Minimum e-Portfolio / Lesson Plan score )	Yes	NA

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

[http://www.swu.edu/academics/education/\\_files/lock\\_I\\_admission\\_criteria.pdf](http://www.swu.edu/academics/education/_files/lock_I_admission_criteria.pdf)

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

Other upon completion of admission requirements

**Does your initial teacher certification program conditionally admit students? Yes**

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

School of Education faculty vote on conditional admission to the program for some candidates, in extraordinary circumstances.

### 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 2009-10:	112
Unduplicated number of males enrolled in 2009-10:	23
Unduplicated number of females enrolled in 2009-10:	89

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	3
Native Hawaiian or Other Pacific Islander:	0
White:	109
Two or more races:	0

### Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

Average number of clock hours required prior to student teaching	146
Average number of clock hours required for student teaching	578
Number of full-time equivalent faculty in supervised clinical experience during this academic year	6
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	6
Number of students in supervised clinical experience during this academic year	27

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

### Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared
Early Childhood Education	4
Elementary Education	8
English Education	1
Math Education	4
Music Education	3
Physical Education	2
Special Education	5
TOTAL	27

Subject area	Number prepared
Early Childhood Education	4
Elementary Education	8

English Education	1
English Middle School	1
Math Education	4
Math Middle School	2
Music Choral Education	1
Music Instrumental Education	3
Physical Education	2
Special Education	5
TOTAL	31

**Section I.e Program Completers**

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

2009-10: 23

2008-09: 20

2007-08: 37

**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	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> Raise 5% over 5 yrs</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <ul style="list-style-type: none"> <li>• Admissions to make it known to perspective students that we have a math education major.</li> <li>• Math faculty members meet with any perspective students to discuss the major.</li> <li>• Advertise the science education degree on the School of Arts and Sciences/Science Division Web pages.</li> </ul> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>Conduct more advertising for the Math Education degree.</p>

	<p>Advise prospective Math Education students regarding additional financial aid for science and math majors.</p> <p>Advise Math Education students that student loans will be forgiven if they teach in critical needs areas (math, science, etc.) and locations for a set period of time.</p>
<p>Science</p>	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> Raise 5% over 5 yrs</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Admissions to make it known to perspective students that we have a biology education major.</p> <p>Science faculty members meet with any perspective students to discuss the major.</p> <p>Advertise the biology education degree on the Science Division Web pages.</p> <p>Science faculty talk with students who matriculate in various areas of science who might not make it in the medical and other fields but would probably have a good possibility of becoming good science teachers.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>Lessons Learned:</p> <p>More advertising needs to be conducted regarding the biology education degree.</p> <p>Prospective biology education students need to be advised regarding additional financial aid for science and math majors.</p>
<p>Special education</p>	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> Raise 5% over 5 yrs</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <ul style="list-style-type: none"> <li>• Admissions to make it known to perspective students that we have a Multi-categorical Special Education major.</li> <li>• Special Education faculty members meet with any perspective students to discuss the major.</li> <li>• Advertise the Multi-categorical Special Education degree on the School of Education's Web page.</li> </ul> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>Conduct more advertising for the Multi-categorical Special Education degree.</p> <p>Advise prospective Special Education students regarding additional financial aid for special education majors.</p>

	Advise Multi-categorical Special Education students that student loans will be forgiven if they teach in critical needs areas (special education, math, science, etc.) and in critical geographic locations for a set period of time.
Instruction of limited English proficient students	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> N/A</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>
N/A	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> N/A</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>

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.**

Yes

**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.**

Yes

**General education teachers receive training in providing instruction to children from low-income families.**

Yes

**Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.**

Yes

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

- Meet once a semester with cooperating teachers, alumni, and clinical students to review program data and identify opportunities for improvement.
- Network with local and state school district officials to anticipate needs.
- Prepare new courses to provide the required training for new teacher candidates and revise existing courses to reflect needs of the school districts in general education and special education.
- Require specific coursework in core academic courses for all elementary, early childhood, and special education majors as well as secondary education majors.
- Focus a portion of the instruction in all required education courses on accommodations and instruction for children with disabilities.
- Focus a portion of the instruction in all required education courses on accommodations and instruction limited English proficient students.
- Place all education majors in diverse settings in field experiences and clinical experiences to include urban, rural, and low-income schools.

**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
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2				100	172
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) Other enrolled students	2				100	175
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2009-10	5				100	178
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2008-09	3				100	178
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2007-08	4				99	174
ETS0382 -ED OF EXCEPTIONAL STUDENTS: LEARNING DISABILITIES Educational Testing Service (ETS) All program completers, 2008-09	1				100	175

ETSo382 -ED OF EXCEPTIONAL STUDENTS: LEARNING DISABILITIES Educational Testing Service (ETS) All program completers, 2007-08	4				100	175
ETSo542 -ED OF EXCEPTIONAL STUDENTS: MTMD Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2					
ETSo542 -ED OF EXCEPTIONAL STUDENTS: MTMD Educational Testing Service (ETS) Other enrolled students	2					
ETSo542 -ED OF EXCEPTIONAL STUDENTS: MTMD Educational Testing Service (ETS) All program completers, 2009-10	5				96	181
ETSo542 -ED OF EXCEPTIONAL STUDENTS: MTMD Educational Testing Service (ETS) All program completers, 2008-09	2				100	182
ETSo021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2				99	180
ETSo021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	3				97	179
ETSo021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2009-10	4				100	183
ETSo021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2008-09	12	185	12	100	100	183
ETSo021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2007-08	18	182	18	100	100	183
ETSo012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	6				98	156
ETSo012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) Other enrolled students	5				91	154
ETSo012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2009-10	8				99	157
ETSo012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2008-09	11	157	11	100	99	158

ETSo012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2007-08	16	161	16	100	100	158
ETSo011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	6				90	177
ETSo011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	8				74	172
ETSo011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	8				98	178
ETSo011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	11	180	11	100	99	178
ETSo011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	16	178	16	100	99	179
ETSo041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2				92	179
ETSo041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				97	181
ETSo041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	6				100	183
ETSo042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) Other enrolled students	2				85	156
ETSo042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2009-10	1				97	160
ETSo042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2007-08	6				100	160
ETSo063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				100	159
ETSo063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) Other enrolled students	1				100	164

ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2009-10	4				100	166
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2008-09	1				100	168
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				73	141
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				86	147
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				96	157
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	155
ETS0111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				69	146
ETS0111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All program completers, 2009-10	3				97	158
ETS0111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All program completers, 2007-08	1				98	159
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				81	158
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				84	163
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				100	167
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				100	168
ETS0093 -PHYSICAL ED VIDEO EVALUATION Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				94	166

ETS0093 -PHYSICAL ED VIDEO EVALUATION Educational Testing Service (ETS) Other enrolled students	1				88	166
ETS0093 -PHYSICAL ED VIDEO EVALUATION Educational Testing Service (ETS) All program completers, 2009-10	2				98	167
ETS0093 -PHYSICAL ED VIDEO EVALUATION Educational Testing Service (ETS) All program completers, 2008-09	1				99	166
ETS0093 -PHYSICAL ED VIDEO EVALUATION Educational Testing Service (ETS) All program completers, 2007-08	4				99	166
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				100	158
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				97	158
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				100	160
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	159
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	4				99	159
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2009-10	1				89	172
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2007-08	2				97	173
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2				93	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	4				86	174
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	8				95	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	1				98	176

ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	8				98	176
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	10	173	9	90	90	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	10	170	7	70	86	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	14	177	14	100	97	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	19	180	19	100	98	178
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	27	177	27	100	99	178
ETS0321 -SE STUDENTS W/MENTAL RETARDATION Educational Testing Service (ETS) All program completers, 2007-08	1				100	163

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	23	23	100	95
All program completers, 2008-09	20	20	100	97
All program completers, 2007-08	37	37	100	99

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.**

Southern Wesleyan University employs a variety of strategies to integrate technology into the teacher preparation program.

#### 1. Integrate technology effectively into curricula and instruction

a. A course, EDUC 3432 Instructional Technology for the Education Major, is required for all education majors. This course relates technology to the curricula and instruction for each teacher certification area—English, math, biology, early childhood education, elementary education, and special education.

b. Technology components are integrated into the curriculum for all required teacher education preparation courses.

c. The Southern Wesleyan University lesson plan template has required elements—Required Equipment and Technology Integration.

#### 2. Use technology effectively to collect, manage, and analyze data

a. An element of the required course, EDUC 3432 Instructional Technology for the Education Major, is systems that can be used to collect and manage data. Analysis of data is explored to facilitate student learning and increase academic achievement.

b. A required course for childhood education, elementary education, and special education, EDUC 3523 Curriculum, Instruction, Assessment for General/Special Education, explores assessment practices that facilitate student learning and analysis of assessment results and basic statistical applications. Assessment is investigated further by childhood education and elementary education majors in EDUC 4052 Assessing Reading and Guiding.

c. All secondary education majors explore assessment practices and the analysis of test results to facilitate student learning and achievement in EDUC 3123 Effective Methods for Middle and Secondary School/Field Experience. Technology is a major tool in gathering and using the data because the majority of the schools in South Carolina require Measure of Academic Performance (MAP) testing.

d. Pre-Clinical and the Clinical teaching experiences are required for all candidates in the teacher preparation program. A major focus of these experiences involves lesson-planning, with required components of pre-assessment, post-assessment and an analysis of how the results would be used to facilitate student learning. Technology is a major tool in gathering and using the data.

## 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**  
Yes

**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.**

Every education candidate must take EDUC 3203 Introduction to Psychology of Exceptional Children which covers the history of educating exceptional children. An examination of the current laws and the special problems confronted in dealing with the gifted, learning disabled, mentally disabled, emotionally disturbed, or the physically handicapped child will be covered. This class will also include a unit in finger spelling for basic communication skills with the hearing impaired and a unit on teaching math and reading to ELL learners. There will also be a thirty hour Service Learning requirement as partial fulfillment of requirements of the EEDA.

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 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.**

The School of Education at Southern Wesleyan University prepares special education teachers to teach students with disabilities effectively by teaching future special education majors how to make special accommodations, how to make sure the learning modalities are used, and planning direct instruction, group instruction, collaborative learning, independent learning, enrichment, and differentiated instruction to all students who qualify for special services placement. In methods classes for elementary math, elementary reading, teaching the LD, teaching the Mild to Moderately Handicapped, teaching the B/ED, students are taught how to modify their curriculum to match the timeline for instructional purposes. This is correlated with the goals and objectives from the student's IEP.

All Special Education majors taking the Introduction to Exceptional Child class are introduced to a completed psychological evaluation. Students are introduced to the screening tests used to determine achievement and to the Intelligence tests used for the IQ. Future Special Education teachers are also introduced to the process of writing overall goals and more specific

objectives based on the findings of the psychological results. Emphasis is placed on response to intervention (RTI) and transitions. Students are required to write a behavior intervention plan during this time. Working with ELL students is another area dealt with in the Introduction to Exceptional Children. Ways to make accommodations and strategies for teaching ELL students are covered in one of the units from our current text.

During the special education student's placement in the pre-clinical experience the semester before student teaching, they are required to participate in an actual placement meeting in their setting with the permission of the cooperating teacher and other required parties. During the student teaching experience, all student teachers must attend one or more placement meetings with their cooperating teacher.

## 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 1.d, the number of teachers prepared by Academic Area is 27. This number represents 23 teacher candidates including four double majors in Early Childhood Education and Elementary Education.

### Supporting Files

Southern Wesleyan University  
Traditional Program  
2009-10

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