

SC

Columbia International University  
Traditional Report AY 2023-24  
South Carolina

REPORT COMPLETE  
STATUS: **CERTIFIED**

## Institution Information

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

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

217925

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

7435 Monticello Road

CITY

Columbia

STATE

South Carolina

ZIP

29203

SALUTATION

Dr.

FIRST NAME

Mark

LAST NAME

McCann

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# List of Programs

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

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

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

## List of Programs

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

| CIP Code | Teacher Preparation Programs | UG, PG, or Both | Update |
|----------|------------------------------|-----------------|--------|
| 13.121   | Early Childhood Education    | Both            |        |
| 13.1202  | Elementary Education         | Both            |        |
| 13.1312  | Teacher Education - Music    | UG              |        |

Total number of teacher preparation programs:

5

# Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

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

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

## Undergraduate Requirements

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

1. Are there initial teacher certification programs at the undergraduate level?

- ☒ Yes  
☐ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

| Element                                                                 | Admission                                                     | Completion                                                    |
|-------------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|
| Transcript                                                              | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Fingerprint check                                                       | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Background check                                                        | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum number of courses/credits/semester hours completed              | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA                                                             | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in content area coursework                                  | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum GPA in professional education coursework                        | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum ACT score                                                       | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum SAT score                                                       | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum basic skills test score                                         | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Subject area/academic content test or other subject matter verification | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Recommendation(s)                                                       | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |



| Element                       | Admission                                                     | Completion                                                    |
|-------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|
| Essay or personal statement   | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Interview                     | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Other Specify:<br><div></div> | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

4. Please provide any additional information about the information provided above:

## Postgraduate Requirements

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

1. Are there initial teacher certification programs at the postgraduate level?

☒ Yes
 ☐ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

| Element                                                                 | Admission                                                     | Completion                                                    |
|-------------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|
| Transcript                                                              | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Fingerprint check                                                       | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Background check                                                        | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum number of courses/credits/semester hours completed              | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA                                                             | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in content area coursework                                  | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum GPA in professional education coursework                        | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum ACT score                                                       | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum SAT score                                                       | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum basic skills test score                                         | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Subject area/academic content test or other subject matter verification | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |

| Element                       | Admission                                                     | Completion                                                    |
|-------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|
| Recommendation(s)             | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Essay or personal statement   | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Interview                     | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Other Specify:<br><div></div> | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

4. Please provide any additional information about the information provided above:

## Supervised Clinical Experience

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

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

Are there programs with student teaching models?

- ☒ Yes
- ☐ No

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

| Programs with student teaching models (most traditional programs)                          |                |
|--------------------------------------------------------------------------------------------|----------------|
| Number of clock hours of supervised clinical experience required prior to student teaching | <div>150</div> |
| Number of clock hours required for student teaching                                        | <div>640</div> |

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

- ☐ Yes
- ☒ No

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

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

|                                                                                                                            |             |
|----------------------------------------------------------------------------------------------------------------------------|-------------|
| Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom | <div></div> |
| Years required of teaching as the teacher of record in a classroom                                                         | <div></div> |

| All Programs                                                                                                                                                                                                               |              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)<br><br><a href="#">Optional tool</a> for automatically calculating full-time equivalent faculty in the system | <div>5</div> |
| Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)                                                                                                                            | <div>3</div> |
| Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year                                                                                                                        | <div>9</div> |
| Number of students in supervised clinical experience during this academic year                                                                                                                                             | <div>9</div> |

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

# Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

- [Enrolled Student](#)
- [Program Completer](#)

## Enrollment and Program Completers

| 2023-24 Total                        |    |
|--------------------------------------|----|
| Total Number of Individuals Enrolled | 19 |
| Subset of Program Completers         | 9  |

| Gender                                    | Total Enrolled | Subset of Program Completers |
|-------------------------------------------|----------------|------------------------------|
| Male                                      | 3              | 1                            |
| Female                                    | 16             | 8                            |
| No Gender Reported                        | 0              | 0                            |
| Race/Ethnicity                            | Total Enrolled | Subset of Program Completers |
| American Indian or Alaska Native          | 0              | 0                            |
| Asian                                     | 2              | 1                            |
| Black or African American                 | 1              | 0                            |
| Hispanic/Latino of any race               | 2              | 1                            |
| Native Hawaiian or Other Pacific Islander | 0              | 0                            |
| White                                     | 14             | 7                            |
| Two or more races                         | 0              | 0                            |

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

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

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

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

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

- Academic Major

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

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

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

What are CIP Codes?

☐ No teachers prepared in academic year 2023-24

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

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

| CIP Code | Subject Area                             | Number Prepared                |
|----------|------------------------------------------|--------------------------------|
| 13.10    | Teacher Education - Special Education    | <input type="text"/>           |
| 13.1202  | Teacher Education - Elementary Education | <input type="text" value="9"/> |

| CIP Code | Subject Area                                                         | Number Prepared        |
|----------|----------------------------------------------------------------------|------------------------|
| 13.1203  | Teacher Education - Junior High/Intermediate/Middle School Education | <input type="text"/>   |
| 13.1210  | Teacher Education - Early Childhood Education                        | 9 <input type="text"/> |
| 13.1301  | Teacher Education - Agriculture                                      | <input type="text"/>   |
| 13.1302  | Teacher Education - Art                                              | <input type="text"/>   |
| 13.1303  | Teacher Education - Business                                         | <input type="text"/>   |
| 13.1305  | Teacher Education - English/Language Arts                            | <input type="text"/>   |
| 13.1306  | Teacher Education - Foreign Language                                 | <input type="text"/>   |
| 13.1307  | Teacher Education - Health                                           | <input type="text"/>   |
| 13.1308  | Teacher Education - Family and Consumer Sciences/Home Economics      | <input type="text"/>   |
| 13.1309  | Teacher Education - Technology Teacher Education/Industrial Arts     | <input type="text"/>   |
| 13.1311  | Teacher Education - Mathematics                                      | <input type="text"/>   |
| 13.1312  | Teacher Education - Music                                            | <input type="text"/>   |
| 13.1314  | Teacher Education - Physical Education and Coaching                  | <input type="text"/>   |
| 13.1315  | Teacher Education - Reading                                          | <input type="text"/>   |
| 13.1316  | Teacher Education - Science Teacher Education/General Science        | <input type="text"/>   |
| 13.1317  | Teacher Education - Social Science                                   | <input type="text"/>   |
| 13.1318  | Teacher Education - Social Studies                                   | <input type="text"/>   |
| 13.1320  | Teacher Education - Trade and Industrial                             | <input type="text"/>   |
| 13.1321  | Teacher Education - Computer Science                                 | <input type="text"/>   |
| 13.1322  | Teacher Education - Biology                                          | <input type="text"/>   |
| 13.1323  | Teacher Education - Chemistry                                        | <input type="text"/>   |
| 13.1324  | Teacher Education - Drama and Dance                                  | <input type="text"/>   |
| 13.1328  | Teacher Education - History                                          | <input type="text"/>   |
| 13.1329  | Teacher Education - Physics                                          | <input type="text"/>   |
| 13.1331  | Teacher Education - Speech                                           | <input type="text"/>   |

| CIP Code | Subject Area                                       | Number Prepared      |
|----------|----------------------------------------------------|----------------------|
| 13.1337  | Teacher Education - Earth Science                  | <input type="text"/> |
| 13.14    | Teacher Education - English as a Second Language   | <input type="text"/> |
| 13.99    | Education - Other Specify:<br><input type="text"/> | <input type="text"/> |

## Teachers Prepared by Academic Major

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

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

### What are CIP Codes?

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

☒ Yes

☐ No

☐ No teachers prepared in academic year 2023-24

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

| CIP Code | Academic Major                                                       | Number Prepared                   |
|----------|----------------------------------------------------------------------|-----------------------------------|
| 13.10    | Teacher Education - Special Education                                | <input type="text"/>              |
| 13.1202  | Teacher Education - Elementary Education                             | <div>9</div> <input type="text"/> |
| 13.1203  | Teacher Education - Junior High/Intermediate/Middle School Education | <input type="text"/>              |
| 13.1210  | Teacher Education - Early Childhood Education                        | <div>9</div> <input type="text"/> |
| 13.1301  | Teacher Education - Agriculture                                      | <input type="text"/>              |
| 13.1302  | Teacher Education - Art                                              | <input type="text"/>              |
| 13.1303  | Teacher Education - Business                                         | <input type="text"/>              |
| 13.1305  | Teacher Education - English/Language Arts                            | <input type="text"/>              |
| 13.1306  | Teacher Education - Foreign Language                                 | <input type="text"/>              |
| 13.1307  | Teacher Education - Health                                           | <input type="text"/>              |



| CIP Code | Academic Major                                                   | Number Prepared      |
|----------|------------------------------------------------------------------|----------------------|
| 13.1308  | Teacher Education - Family and Consumer Sciences/Home Economics  | <input type="text"/> |
| 13.1309  | Teacher Education - Technology Teacher Education/Industrial Arts | <input type="text"/> |
| 13.1311  | Teacher Education - Mathematics                                  | <input type="text"/> |
| 13.1312  | Teacher Education - Music                                        | <input type="text"/> |
| 13.1314  | Teacher Education - Physical Education and Coaching              | <input type="text"/> |
| 13.1315  | Teacher Education - Reading                                      | <input type="text"/> |
| 13.1316  | Teacher Education - General Science                              | <input type="text"/> |
| 13.1317  | Teacher Education - Social Science                               | <input type="text"/> |
| 13.1318  | Teacher Education - Social Studies                               | <input type="text"/> |
| 13.1320  | Teacher Education - Trade and Industrial                         | <input type="text"/> |
| 13.1321  | Teacher Education - Computer Science                             | <input type="text"/> |
| 13.1322  | Teacher Education - Biology                                      | <input type="text"/> |
| 13.1323  | Teacher Education - Chemistry                                    | <input type="text"/> |
| 13.1324  | Teacher Education - Drama and Dance                              | <input type="text"/> |
| 13.1328  | Teacher Education - History                                      | <input type="text"/> |
| 13.1329  | Teacher Education - Physics                                      | <input type="text"/> |
| 13.1331  | Teacher Education - Speech                                       | <input type="text"/> |
| 13.1337  | Teacher Education - Earth Science                                | <input type="text"/> |
| 13.14    | Teacher Education - English as a Second Language                 | <input type="text"/> |
| 13.99    | Education - Other Specify:<br><input type="text"/>               | <input type="text"/> |
| 01       | Agriculture                                                      | <input type="text"/> |
| 03       | Natural Resources and Conservation                               | <input type="text"/> |
| 05       | Area, Ethnic, Cultural, and Gender Studies                       | <input type="text"/> |
| 09       | Communication or Journalism                                      | <input type="text"/> |

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

| CIP Code | Academic Major                | Number Prepared |
|----------|-------------------------------|-----------------|
| 99       | Other Specify:<br><div></div> | <div></div>     |

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. [\(\\$205\(a\)\(1\)\(A\)\(iii\); \\$206\(b\)\)](#)

THIS PAGE INCLUDES:

>> [Program Assurances](#)

## Program Assurances

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

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☐ Yes
- ☐ No
- ☒ Program does not prepare special education teachers

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

8. Describe your institution’s most successful strategies in meeting the assurances listed above:

Surveys of completers, employers, and cooperating teachers/administrators provides constant field needs information. Program decisions involve field personnel and Education Advisory Council feedback made up of program completers, cooperating teachers, school administrators, and program faculty. Candidate course work in elementary, early childhood, and music program areas focus on specific learner needs, including limited English, low income, brain development, trauma, gender identify, and honoring unique strengths and needs of each learner through culturally relevant practices. Candidates have child development center practicum, early childhood practicum, and elementary practicum placements. Student teaching is planned so the practicum semester prior is with the cooperating teacher who will supervise, giving the candidate two semesters with the same teacher and classroom. Lessons must be planned/taught in field experiences to meet all learners. English Language learners are addressed in specific course

instruction from a field specialist. Candidate practicum and student teaching placements are tracked to ensure candidates have experience in working with low-income families.

# 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 teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

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

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

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

- ☐ Yes
- ☒ No

2. Describe your goal.

3. Did your program meet the goal?

- ☐ Yes
- ☐ No

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

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

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

## Review Current Year’s Goal (2024-25)

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

- ☐ Yes
- ☒ No

8. Describe your goal.

## Set Next Year’s Goal (2025-26)

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

- ☐ Yes
- ☒ No

10. Describe your goal.

# 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 teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

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

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

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

- ☐ Yes
- ☒ No

2. Describe your goal.

3. Did your program meet the goal?

- ☐ Yes
- ☐ No

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

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

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



## Review Current Year’s Goal (2024-25)

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

- ☐ Yes
- ☒ No

8. Describe your goal.

## Set Next Year’s Goal (2025-26)

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

- ☐ Yes
- ☒ No

10. Describe your goal.

# 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 teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

[>> Report Progress on Last Year’s Goal \(2023-24\)](#)  
 [>> Review Current Year’s Goal \(2024-25\)](#)  
 [>> Set Next Year’s Goal \(2025-26\)](#)

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

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

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

☐

Yes

☒

No

2. Describe your goal.

3. Did your program meet the goal?

☐ Yes

☐ No

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

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

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

## Review Current Year’s Goal (2024-25)

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

- ☐ Yes
- ☒ No

8. Describe your goal.

## Set Next Year’s Goal (2025-26)

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

- ☐ Yes
- ☒ No

10. Describe your goal.

# 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 teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

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

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

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

- ☐ Yes
- ☒ No

2. Describe your goal.

3. Did your program meet the goal?

- ☐ Yes
- ☐ No

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

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

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

## Review Current Year’s Goal (2024-25)

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

- ☐ Yes
- ☒ No

8. Describe your goal.

## Set Next Year’s Goal (2025-26)

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

- ☐ Yes
- ☒ No

10. Describe your goal.

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

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

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

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

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

| Assessment code - Assessment name<br>Test Company<br>Group                                                                         | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5024 -EDUCATION OF YOUNG CHILDREN<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl    | 4                         |                         |                            |                     |
| ETS5024 -EDUCATION OF YOUNG CHILDREN<br>Educational Testing Service (ETS)<br>Other enrolled students                               | 2                         |                         |                            |                     |
| ETS5024 -EDUCATION OF YOUNG CHILDREN<br>Educational Testing Service (ETS)<br>All program completers, 2023-24                       | 8                         |                         |                            |                     |
| ETS5024 -EDUCATION OF YOUNG CHILDREN<br>Educational Testing Service (ETS)<br>All program completers, 2022-23                       | 11                        | 169                     | 11                         | 100                 |
| ETS5024 -EDUCATION OF YOUNG CHILDREN<br>Educational Testing Service (ETS)<br>All program completers, 2021-22                       | 10                        | 169                     | 8                          | 80                  |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 4                         |                         |                            |                     |

| Assessment code - Assessment name<br>Test Company<br>Group                                                                               | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2023-24                          | 9                         |                         |                            |                     |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2022-23                          | 11                        | 173                     | 9                          | 82                  |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2021-22                          | 10                        | 173                     | 9                          | 90                  |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 4                         |                         |                            |                     |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS<br>Educational Testing Service (ETS)<br>All program completers, 2023-24                    | 9                         |                         |                            |                     |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS<br>Educational Testing Service (ETS)<br>All program completers, 2022-23                    | 11                        | 170                     | 11                         | 100                 |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS<br>Educational Testing Service (ETS)<br>All program completers, 2021-22                    | 10                        | 174                     | 10                         | 100                 |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl          | 4                         |                         |                            |                     |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES<br>Educational Testing Service (ETS)<br>All program completers, 2023-24                             | 9                         |                         |                            |                     |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES<br>Educational Testing Service (ETS)<br>All program completers, 2022-23                             | 11                        | 170                     | 11                         | 100                 |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES<br>Educational Testing Service (ETS)<br>All program completers, 2021-22                             | 10                        | 173                     | 9                          | 90                  |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl    | 4                         |                         |                            |                     |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>All program completers, 2023-24                       | 9                         |                         |                            |                     |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>All program completers, 2022-23                       | 11                        | 168                     | 11                         | 100                 |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>All program completers, 2021-22                       | 10                        | 167                     | 9                          | 90                  |

| Assessment code - Assessment name<br>Test Company<br>Group                                                                                  | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 4                         |                         |                            |                     |
| ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD<br>Educational Testing Service (ETS)<br>Other enrolled students                            | 2                         |                         |                            |                     |
| ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD<br>Educational Testing Service (ETS)<br>All program completers, 2023-24                    | 8                         |                         |                            |                     |
| ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD<br>Educational Testing Service (ETS)<br>All program completers, 2022-23                    | 11                        | 173                     | 11                         | 100                 |
| ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD<br>Educational Testing Service (ETS)<br>All program completers, 2021-22                    | 10                        | 172                     | 10                         | 100                 |
| ETS5622 -PRINC LEARNING AND TEACHING K-6<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl         | 4                         |                         |                            |                     |
| ETS5622 -PRINC LEARNING AND TEACHING K-6<br>Educational Testing Service (ETS)<br>All program completers, 2023-24                            | 9                         |                         |                            |                     |
| ETS5622 -PRINC LEARNING AND TEACHING K-6<br>Educational Testing Service (ETS)<br>All program completers, 2022-23                            | 11                        | 176                     | 11                         | 100                 |
| ETS5622 -PRINC LEARNING AND TEACHING K-6<br>Educational Testing Service (ETS)<br>All program completers, 2021-22                            | 10                        | 176                     | 10                         | 100                 |



# Summary Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

| Group                           | Number taking tests | Number passing tests | Pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|
| All program completers, 2023-24 | 9                   |                      |               |
| All program completers, 2022-23 | 11                  | 11                   | 100           |
| All program completers, 2021-22 | 10                  | 9                    | 90            |

# Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

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

THIS PAGE INCLUDES:

>> [Low-Performing](#)

## Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- ☒ Yes
- ☐ No

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

- ☒ State
- ☐ CAEP
- ☐ AAQEP
- ☒ Other specify:

SACS COC

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

- ☐ Yes
- ☒ No

On this page, review the questions regarding your program's use of technology, and update as needed.

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

## Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. [\(\\$205\(a\)\(1\)\(F\)\)](#)

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

☒ Yes

☐ No

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

☒ Yes

☐ No

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

☒ Yes

☐ No

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

☒ Yes

☐ No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Technology is an integral part of specific methods courses and is of particular focus in field experiences and clinical practice. Specific web-based applications (e.g., Kahoot, Quizlet, Google Docs, etc.) were modeled throughout the program coursework. Candidates implement technology to produce, record, and present for parent literacy night with a partner school. The assessment course implemented an extensive spreadsheet build to track Measure of Academic Progress (MAP) scores, set Student Learning Outcomes (SLO), Group Students, and determine if the SLO was met. Technology to connect with parents in curricular partnerships with the classroom teacher were developed by students in the environment and management course, creating interactive web pages for parents. Implementation of Google Docs and online instructional support resources were implemented in clinical practice.

Provide the following information about your teacher preparation program.

[\(§205\(a\)\(1\)\(G\)\)](#)

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

## Teacher Training

### 1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

Candidates have a required course (EDU 5810 Students with Diverse Needs) focusing on teaching early childhood and elementary students with various learning needs, including gifted students as well as disabled students. Candidates role play an IEP meeting with a parent. Parents of children with disabilities are invited as guest speakers, including one speaker who brings in their adult son with a disability. Additionally, candidates receive instruction (EDU 5541 Learning Environment and Classroom Management) in building a learning environment conducive for meeting the needs of students with disabilities. Additionally, all lesson plans in the program are reviewed and scored as to the candidates' support for the student learning needs. Candidate lessons are observed and scored using the state SCTS 4.0 rubric, holding candidates and the program accountable for meeting student needs.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Candidates in EDU 5810 Students with Diverse Needs watch an IEP meeting modeled and then are required to participate in a mock IEP team meeting where parents of children with disabilities are brought in to participate. As opportunities arise, candidates participate in IEP meetings in their practicum and student teaching experience. When possible, candidates in clinical practice participate in IEP meetings.

c. Effectively teach students who are limited English proficient.

Candidates receive specific instruction for working with ELL/ML (EDU 5603 Instructional Practices for Literacy and Technology). A course module in ESOL is taught by a TESOL professor who also brings in district TESOL personnel. Candidates are required to develop ELA lesson plans with specific focus on the diverse learning needs discussed during the ELL section of the course. Additionally, all lesson plans in the program are reviewed and scored as to the candidates' support for the student learning needs using the state SCTS 4.0 rubric.

### 2. Does your program prepare special education teachers?

- ☐ Yes
- ☒ No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

c. Effectively teach students who are limited English proficient.

# Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Columbia International University (CIU) has a state approved undergraduate teacher education program which includes both elementary and early childhood preparation. The undergraduates can choose to enroll in the 4-year program or enroll in a 4+1 program where students enter the MAT program in the last semester of their senior year. CIU has a choral music program for elementary and secondary levels. CIU has a Master of Arts in Teaching (MAT) program which includes both elementary and early childhood preparation at the graduate level. The music program was approved in the fall of 2021. In spring of 2021, following a CAEP/State accreditation visit, the elementary and early childhood MAT program received continuing accreditation approval through fall 2028.

## Supporting Files

No files have been provided.

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

# Report Card Certification

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

## Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Dr. Mark McCann

TITLE:

MAT Program Director, Assessment Coordinator, Title 2 Coordinator

## Certification of review of submission

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

NAME OF REVIEWER:

Dr. Michael Johnson

TITLE:

College of Education Dean