

If in need of this content in an alternate format for accessibility (e.g. Braille, large print, audio, etc.), please contact [Kathy.Moody@ung.edu](mailto:Kathy.Moody@ung.edu) or call 706-864-1757



University of North Georgia  
Traditional Report AY 2014-15  
Georgia



REPORT COMPLETE  
STATUS: CERTIFIED

## Institution Information

### ADDRESS

82 College Circle

### CITY

Dahlonega

### STATE

Georgia

### ZIP

30597

### SALUTATION

Dr.

### FIRST NAME

Sheri

### LAST NAME

Hardee

### PHONE

(706) 864-1672

### EMAIL

sheri.hardee@ung.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

<https://www2.ed.gov/programs/tqpartnership/awards.html>

- Yes  
 No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- Residency
- Pre-baccalaureate
- Both Residency and Pre-baccalaureate

## List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

## Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Art	No	
Biology	No	
Biology (CCG)	No	
Birth through Kindergarten	No	
Broad Field Science	No	
Chemistry	No	
Early Childhood Education	No	
English	No	
Health and Physical Education	No	
History	No	
Interrelated Special Education/ECE	No	
Mathematics	No	
Middle Grades	No	
Middle Grades (CCG)	No	
Music	No	

Total number of teacher preparation programs: 19

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Physics	No	
Post-Baccalaureate Initial Teacher Certification	No	
Spanish	No	
Special Education-Early Childhood Education (CCG)	No	
<b>Total number of teacher preparation programs: 19</b>		

# Program Requirements

## THIS PAGE INCLUDES:

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

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

## Admissions

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

Junior year



If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

- Yes  
 No

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

<http://ung.edu/teacher-education/admissions.php>

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

All requirements must be met by the time the students begin the program in the fall or spring of their junior year (the beginning semester is dependent upon the program to which the student is applying). Students applying to the master of arts in teaching program may be provisionally admitted, but they may take only six hours of graduate credit before having their application re-reviewed to determine eligibility. These provisional admits cannot earn less than a grade of B in these six hours.

## Undergraduate Requirements

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

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 rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" 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 checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="Successful completion of pre-education foundational coursework"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input 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 was the median GPA of individuals accepted into the program in academic year 2014-15?

3.32

4. 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.)

2.75

5. What was the median GPA of individuals completing the program in academic year 2014-15?

3.36

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

Students may exempt minimum basic skills testing with qualifying ACT or SAT scores. Additionally, the College of Education's application includes paperwork for the state of Georgia's pre-service certification process, a requirement now for all students in an educator preparation program. Georgia's Professional Standards Commission run a background check on all applicants prior to issuing the pre-service certificate. This process does not include a fingerprint check.

# Postgraduate Requirements

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

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 rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
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 type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" 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 checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input 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 checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input 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.)

2.88

3. What was the median GPA of individuals accepted into the program in academic year 2014-15?

3.34

4. 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.)

2.75

5. What was the median GPA of individuals completing the program in academic year 2014-15?

3.29



**6. Please provide any additional information about the information provided above:**

The Post Baccalaureate program requires a 2.75 GPA for admission. The MAT program requires a 3.00 GPA for admission. As with the undergraduate initial certification programs, the post baccalaureate and master of arts in teaching degrees require students to go through the Georgia Professional Standards Commission's pre-service certification process prior to beginning the program. The GAPSC now handles the background check for this process, and there is no longer a fingerprint requirement.

## Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	300
Average number of clock hours required for student teaching	750
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	31
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	34
Number of students in supervised clinical experience during this academic year	635

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

All undergraduate programs complete 300 hours of clinical experience prior to student teaching with the exception of ECE/SPED students, who complete 400.

# Enrollment

THIS PAGE INCLUDES:

>> [Enrollment](#)

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

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

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

## Enrollment

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

### [Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2014-15	528
Unduplicated number of males enrolled in 2014-15	79
Unduplicated number of females enrolled in 2014-15	449

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. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2014-15	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	37
<i>Race</i>	

2014-15

Number Enrolled

American Indian or Alaska Native

0

Asian

4

Black or African American

13

Native Hawaiian or Other Pacific Islander

1

White

471

Two or more races

3

## Teachers Prepared

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.

### 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 2014-15. 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\(b\)\(1\)\(H\)](#))

[Additional guidance on reporting teachers prepared by subject area.](#)

### [What are CIP Codes?](#)

No teachers prepared in academic year 2014-15

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	94
13.1210	Teacher Education - Early Childhood Education	13
13.1202	Teacher Education - Elementary Education	136
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	130
13.1205	Teacher Education - Secondary Education	18
13.1206	Teacher Education - Multiple Levels	11

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	7
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	33
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	20
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	55
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	20
13.1315	Teacher Education - Reading	9
13.1316	Teacher Education - Science Teacher Education/General Science	32
13.1317	Teacher Education - Social Science	32
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	9
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	1

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. 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.

[Additional guidance on reporting teachers prepared by academic major.](#)

### What are CIP Codes?

No teachers prepared in academic year 2014-15

CIP Code	Academic Major	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	94
13.1210	Teacher Education - Early Childhood Education	13
13.1202	Teacher Education - Elementary Education	136
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	130
13.1205	Teacher Education - Secondary Education	18
13.1301	Teacher Education - Agriculture	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	7
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	33
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	20
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	55
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	20
13.1315	Teacher Education - Reading	9
13.1316	Teacher Education - Science	
13.1317	Teacher Education - Social Science	32
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	9
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	1
13.1331	Teacher Education - Speech	

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.03	Education - Curriculum and Instruction	<input type="text"/>
13.09	Education - Social and Philosophical Foundations of Education	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
42	Psychology	<input type="text"/>
45.01	Social Sciences	<input type="text"/>
45.02	Anthropology	<input type="text"/>
45.06	Economics	<input type="text"/>
45.07	Geography and Cartography	<input type="text"/>
45.10	Political Science and Government	<input type="text"/>
45.11	Sociology	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
54	History	<input type="text"/>
16	Foreign Languages	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
23	English Language/Literature	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
01	Agriculture	<input type="text"/>
09	Communication or Journalism	<input type="text"/>
14	Engineering	<input type="text"/>



CIP Code	Academic Major	Number Prepared
26	Biology	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
40.01	Physical Sciences	<input type="text"/>
40.02	Astronomy and Astrophysics	<input type="text"/>
40.04	Atmospheric Sciences and Meteorology	<input type="text"/>
40.05	Chemistry	<input type="text"/>
40.06	Geological and Earth Sciences/Geosciences	<input type="text"/>
40.08	Physics	<input type="text"/>
52	Business/Business Administration/Accounting	<input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
99	Other Specify: <input type="text"/>	<input type="text"/>

## Program Completers

On this page, enter the total number of individuals who completed the program in AY 2014-15 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Program Completers](#)

## Program Completers

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

2014-15	<input type="text" value="289"/>
2013-14	<input type="text" value="265"/>
2012-13	<input type="text" value="261"/>

# Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

## THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

## Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

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

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

### Academic year 2014-15

1. Did your program prepare teachers in mathematics in 2014-15?

- Yes
- No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2014-15?

10

3. Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

- Yes
- No
- Not applicable

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

Our mathematics secondary education program runs through our mathematics department in the College of Science and Mathematics and is accredited through the National Council of Teachers of Mathematics SPA recognized by CAEP. The program is dedicated to increasing the numbers of students declaring math education as a major to meet the deficits in our service region in regard to math educators. At the request of the students, we have ensured that our math education majors on all of our campuses have two advisors, a content advisor in mathematics and an education advisor so that students have adequate support throughout their time at the institution. While the math advisor handles content, the education advisor is meant to assist the students in preparing their application timeline and materials; signing up for GACE exams; answering questions about certification processes, including edTPA and state requirements; preparing for job interviews; and so forth. Additionally, the math department and the teacher education department work to recruit students at open house events on campus. Recently, education and science faculty members brought in a new STEM grant with the hopes of recruiting minority students in STEM areas for teacher education. Our department head is working with our faculty and our Office of Grants and Contracts to bring in more grants similar to this one in an effort to bolster recruitment in the STEM areas for education.

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

We learned that it is vital to ask students what their needs are in regard to their major. This is how we discovered that students in our secondary education areas, such as mathematics, needed two advisors--both a content specialist and an education advisor. Many students were frustrated with the lack of understanding regarding educational processes in the state and the path to certification. Now, they will be aware of these processes early on, and we hope that this will help with retention. We want to continue to improve our performance by bringing in support for math education through grants that provide scholarships in the STEM areas, particularly in regard to recruiting a diverse candidate pool in STEM education. We continue to learn the value of strong partnerships across colleges as well. It is vital that the College of Education work closely with the College of Science and Mathematics to ensure that we are consistently and systematically improving programs, including curriculum, pedagogy, assessment, and field placement processes for our secondary mathematics majors and our post baccalaureate and masters of teaching in mathematics students. In addition, we have learned the value of our public school partners. In meeting with school districts regarding their professional development needs and how we could assist in meeting these needs, content in math was one of the most frequent requests at the elementary, middle, and high-school levels. This demonstrates the importance, for us, of improving our students' understanding in mathematics and for recruiting future math educators.

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

**Academic year 2015-16**

**7. Is your program preparing teachers in mathematics in 2015-16?**

- Yes  
 No (leave remaining questions for year blank)

**8. How many prospective teachers did your program plan to add in mathematics in 2015-16?**

10

**9. Provide any additional comments, exceptions and explanations below:**

We will continue with the measures above, working closely with faculty and staff in the College of Science and Mathematics, working to obtain grants to help fund students in mathematics education, obtaining feedback from current students for continuous improvement, and reviewing the program regularly to implement changes in curricula and assessment.

**Academic year 2016-17**

**10. Will your program prepare teachers in mathematics in 2016-17?**

- Yes  
 No (leave remaining questions for year blank)

**11. How many prospective teachers does your program plan to add in mathematics in 2016-17?**

12

**12. Provide any additional comments, exceptions and explanations below:**

Within the next couple of years, we plan to revamp our middle grades and secondary programs, with a particular focus on increased recruitment. This will apply to mathematics education as well. Through the coordination efforts of key faculty, we will work on building relationships with local middle and high schools in hopes of providing our current majors with increased opportunities for diverse field placements. At the same time, this provides us with an opportunity to reach out to local high-school students interested in majoring in mathematics in the hope that they will choose the University of North Georgia. We would like to see an increase in the number of students with the ideas outlined above for retention and recruitment.

# Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

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

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

## Academic year 2014-15

1. Did your program prepare teachers in science in 2014-15?

- Yes  
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2014-15?

5

3. Did your program meet the goal for prospective teachers set in science in 2014-15?

- Yes  
 No  
 Not applicable

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

In terms of recruitment, science is one of the areas in which we need improvement. We have a deficit in regard to STEM teachers in our region, especially at the secondary level. In the past, we have not been very strategic about planning for recruitment, but our goal is to develop a plan for revamping our secondary education programs in the future, which will be described below. In the past year, we had faculty from the sciences and education obtain several grants with the purpose of further training local practicing K-12 science teachers. We hope that this will have an effect on this generation of students in our region in regard to their decisions about majoring in science in college, particularly science education. One faculty member in education also recently received a grant that will focus on recruiting students to STEM fields in education. We hope that all of these efforts will help us increase our science education numbers so that we can adequately serve our 30-county region's educational needs.

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

As with our mathematics education students, we recently provided all secondary education majors, including biology, chemistry, and physics, two advisors, one in their content area and one in education. As stated previously, this stemmed from students' feedback that they did not receive enough communication from the College of Education about processes such as applying to the College prior to their junior year, signing up for certification exams, going through the edTPA process, and so forth. The education advisor is also meant to provide assistance in preparing for the job market, applying for fellowships and scholarships, or preparing for graduate school, depending on the students' interests. We hope that this will help with retention in the STEM areas for secondary education majors, who have less interaction with the College of Education than their elementary and middle grades counterparts. Additionally, faculty have received grants to increase the numbers of minority students seeking STEM degrees in education, and our department head for Teacher Education is working with faculty and our Office of Grants and Contracts to bring in more grants with this same goal. Recently, we changed our secondary science degrees to bachelors of science in education rather than in the content area. We hope that this will help our students be more prepared for the classroom in regard to pedagogy. It will also help the College of Education to have more contact with the science education majors. For the future, we are planning to continue to revise our secondary education program, including a focus on building stronger school partnerships. In building these partnerships with local secondary and middle schools, we hope that we can encourage students to major in science education at the University of North Georgia.

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

## Academic year 2015-16

7. Is your program preparing teachers in science in 2015-16?

- Yes  
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2015-16?

5

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

As stated above, we will continue to work to add grants to help us recruit diverse students into the STEM education fields by providing scholarships. We have been working closely with both our Office of Grants and Contracts and our Office of Scholarships and Undergraduate Research to accomplish this goal. Within the next year, we have plans to revise our secondary education programs, including a major focus on recruitment and retention of students in the areas of science and mathematics, which are high needs areas in our region. We are in the process of developing a recruitment plan specific to our College of Education that supplements our institutional recruitment efforts.

## Academic year 2016-17

10. Will your program prepare teachers in science in 2016-17?

- Yes  
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2016-17?

7

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

With the plan to focus on retention and recruitment, we would like to see an increase in the number of prospective science teachers in 2016-2017.

## Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.  [\(§205\(a\)\(1\)\(A\)\(ii\). §206\(a\)\)](#)

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

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

### Academic year 2014-15

1. Did your program prepare teachers in special education in 2014-15?

- Yes  
 No (leave remaining questions for year blank)

10

**3. Did your program meet the goal for prospective teachers set in special education in 2014-15?**

- Yes
- No
- Not applicable

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

From the 2013-2014 reporting year to 2014-2015, we added more than the projected number of prospective teachers in special education, mostly due to the consolidation of the two institutions the prior year (Gainesville State College and North Georgia College and State University). This was not an intentional strategy, but it did have an impact on the number of students accepted into the Early Childhood Education/Special Education (ECE/SPED) dual degree program. This is our only full-time, day-time option for Early Childhood Education—the dual degree option—so this increased our numbers upon consolidation. At the current point, we are almost at capacity in serving the numbers of students we have in the Early Childhood Education/Special Education program without an increase in faculty and space. Rather than increasing student numbers, we plan to work on improving the program in regard to school partnerships, curricula, and key assessments. We want our students to be as prepared as possible, so program review will be our focus. Additionally, each of our other programs not within the dual degree program have required courses and coursework centered on special education. We will continue to improve these courses and continue to integrate special education content across the middle grades and secondary curricula.

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

As the numbers increased in the ECE/SPED program, we re-organized the program, assigning new facilitators for each Professional Development Community (PDC) within the ECE/SPED program. Students were assigned to specific faculty mentors who helped guide these teacher candidates through their junior and then senior years to ensure success and retention. Faculty worked closely together on curriculum development and improvement, meeting regularly with their specialty areas (i.e., literacy, SPED, social studies) to realign and reassess curricula and assessments. We have learned that maintaining our relationships with our partner schools is critical and continuous work. We will continue to work on building these partnerships by providing a more mutually beneficial partnership through professional development or by acting as a liaison between the partner school and other university offices, including financial aid, instructional technology, and admissions.

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

**Academic year 2015-16**

**7. Is your program preparing teachers in special education in 2015-16?**

- Yes
- No (leave remaining questions for year blank)

**8. How many prospective teachers did your program plan to add in special education in 2015-16?**

10

**9. Provide any additional comments, exceptions and explanations below:**

We have recently discontinued our Early Childhood Education (ECE) evening program, which was located on our Gainesville campus. This program mostly served working adults, but the number of required field experience hours made it difficult for students to work full-time and attend school, which was the original intent of the evening program prior to the consolidation of the two institutions. We anticipate a small increase in numbers for the next reporting cycle in our Early Childhood Education and Special Education (ECE/SPED)dual degree program due to the elimination of the evening program and due to the fact that the dual degree is now our only option for elementary education certification.

## Academic year 2016-17

10. Will your program prepare teachers in special education in 2016-17?

- Yes  
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2016-17?

5

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

The University of North Georgia has experienced tremendous growth at our institution in the last two years. By the fall 2016 semester, we will have reached our 2025 projected growth number as an institution. This also means that we are almost at capacity, as an institution, in regard to the space and faculty needed to serve our students. As a result, the institution is trying to keep the undergraduate enrollment flat at this point, with more structured recruitment at the graduate level instead. The same is true for our Early Childhood Education/Special Education dual degree program. We are at capacity in regard to our abilities to serve our students, especially in our Professional Development Community (PDC) model. Our students take their college courses in local elementary schools so that they can easily observe teachers and practice their own teaching. Space in these schools is limited, and each cohort can serve only a limited number of students. We are limited in regard to faculty, as well, and streamlined institutional budgets allow for an increase of only three positions for the ECE/SPED degree program for the upcoming year. We plan to add an additional PDC for this program this fall. However, the hope is to utilize this PDC to equally distribute the numbers of students in the current PDCs (some professional development communities have 5-10 more pre-service teachers than others resulting in an unequal workload for faculty and difficulty finding adequate space in the elementary schools with which we work). Teacher education programs in the state of Georgia have seen decreases in numbers in the past couple of years, and while our numbers have grown, we anticipate that our institution will see a decline as well. We saw growth, in part, due to our consolidation of Gainesville State College and North Georgia College and State University and to the elimination of both the Early Childhood Education and Early Childhood Care and Education (birth to five) programs. The elimination of these programs resulted in the movement of some students to the only other elementary option, the dual degree in ECE/SPED. Three years past consolidation, however, we expect these numbers to stabilize.

## Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

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

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

### Academic year 2014-15

1. Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

- Yes  
 No (leave remaining questions for year blank)

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

10

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

- Yes  
 No  
 Not applicable



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

Our goal was to increase the number of students prepared to teach English for Speakers of Other Languages (ESOL) by integrating this endorsement into our Early Childhood Education/Special Education dual degree. Unfortunately, as this degree is already 127 hours and is a dual degree with an embedded reading endorsement, it seemed to be too much to embed yet another endorsement without compromising the integrity of the courses and the program as a whole. We did embed principles for English learners but not to the level we felt was needed for the purposes of an endorsement. We did resurrect the graduate ESOL endorsement during the 2014-2015 year, as stated in our last Title II report as a future plan. This can be taken as a stand alone endorsement or through the MEd in Early Childhood Education as one of three possible tracks. This endorsement, however, is for graduate-level students who have already been through an undergraduate program for initial certification. Aside from the endorsement options, all of our programs include strategies for teaching non-native English speakers. Lastly, all of our Early Childhood Education evening students graduate with an embedded endorsement in English for Speakers of Other Languages. Although we have discontinued this program, we graduated students in the 2014-2015 reporting year, and we will continue to graduate students in this program until May of 2017.

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

While we resurrected the graduate ESOL endorsement, we did not have large numbers of students choosing this endorsement as a strand (graduate candidates have three from which to choose), because many teachers already have this certification through their districts. (All but one of our current MEd Early Childhood Education cohort is currently teaching.) We learned that we may need to revise and re-market this endorsement to public schools as a stand alone professional development possibility for their practicing teachers. We have renewed our WIDA membership to be able to provide resources for our faculty and pre-service educators regarding language education practices. We have a core group of faculty who specialize in English for Speakers of Other Languages, and they meet regularly to review curricula to ensure that language education practices are embedded throughout.

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

**Academic year 2015-16**

**7. Is your program preparing teachers in instruction of limited English proficient students in 2015-16?**

- Yes  
 No (leave remaining questions for year blank)

**8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?**

10

**9. Provide any additional comments, exceptions and explanations below:**

In the last reporting year, we stated that we would increase the numbers by 25; however, with the current numbers so low and due to the fact that we decided not to add the endorsement to the Early Childhood Education and Special Education dual degree (our largest program), we will not likely see much growth in this area. As state previously, many of our graduate-level students already have this certification.

**Academic year 2016-17**

**10. Will your program prepare teachers in instruction of limited English proficient students in 2016-17?**

- Yes  
 No (leave remaining questions for year blank)

**11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?**

5

**12. Provide any additional comments, exceptions and explanations below:**

By the 2016-2017 school year, we will have graduated the last two remaining cohorts of the Early Childhood Education program, which is being deactivated due to numbers and infeasibility in regard to the completion of field experience hours (the program is in the evening and consists mostly of students who are employed full-time and have difficulty completing the required number of field hours). This program had an embedded ESOL endorsement, but it is the only remaining undergraduate program with this endorsement. Due to this and due to the large numbers of graduate students who already have this endorsement, we do not expect to see much growth to our current numbers. We will continue, of course, to embed ESOL and second language acquisition content into all of our programs and their curricula.

## Assurances

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

1. 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:

While we have a required diversity course for all education majors and we have required special education courses for our elementary and middle grades students, we have faculty with expertise in special education and in second language acquisition strategies who have met with College of Education colleagues across the board to embed theory and practice into coursework in all of our initial certification programs. We meet regularly in work groups and as a unit to ensure that we are consistently updating the curricula and assessments in regard to special education and diversity, including language and socioeconomic status. In addition, with our main campus located near Appalachia, our students and faculty regularly partner with rural schools serving lower-income students and families. Additionally, students work in more urban areas in our closest cities. (Typically, students end up with at least one placement in a rural area and a second placement in a more urban area. At least one of their two placements will be diverse in

regard to race and ethnicity.) As mentioned, our students take a required course early on in their degree programs focusing on diversity in various forms, one of which is socioeconomic status. We study ways in which poverty impacts schools and how future teachers can reach all families without entering the classroom with stereotypes or upholding deficit perspectives of students based upon race, class, gender, perceived ability, or native language. This theme continues to run through each of our initial certification programs. With our professional development school model, we work very closely with our local school administrators and superintendents to ensure that we are up-to-date in our teaching practices and that we are preparing educators who will meet the needs of the region. We are meeting with local school districts to assess their professional development needs, but also to ask how we can better prepare our teacher candidates to meet district needs. We are currently developing a Special Interest Group of alumni and practicing K-12 educators, and we are creating an Advisory Board to continue to bring in outside input in regard to our curricula and practices as a College of Education.

## Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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

After reviewing, save the page using the floating save box at the bottom of the page.

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP0109 -ART EDUCATION TEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP0109 -ART EDUCATION TEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	1			
ESP0109 -ART EDUCATION TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	4			
ESP0109 -ART EDUCATION TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	6			
ESP0110 -ART EDUCATION TEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP0110 -ART EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	1			
ESP0110 -ART EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	4			
ESP0110 -ART EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	6			
GAT109 -ART EDUCATION TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
GAT109 -ART EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2014-15	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT110 -ART EDUCATION TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
GAT110 -ART EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2014-15	6			
ESP0026 -BIOLOGY TEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	1			
ESP0026 -BIOLOGY TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	2			
ESP0027 -BIOLOGY TEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	1			
ESP0027 -BIOLOGY TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	2			
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) Other enrolled students	3			
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) All program completers, 2014-15	2			
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) All program completers, 2013-14	2			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) Other enrolled students	3			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) All program completers, 2014-15	2			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) All program completers, 2013-14	2			
ESP0005 -BIRTH THROUGH KINDERGARTEN Evaluation Systems group of Pearson All program completers, 2013-14	5			
ESP0005 -BIRTH THROUGH KINDERGARTEN Evaluation Systems group of Pearson All program completers, 2012-13	7			
ESP5006 -BIRTH THROUGH KINDERGARTEN TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP5006 -BIRTH THROUGH KINDERGARTEN TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	7			
GAT005 -BIRTH THROUGH KINDERGARTEN TEST I Educational Testing Service (ETS) Other enrolled students	4			
GAT005 -BIRTH THROUGH KINDERGARTEN TEST I Educational Testing Service (ETS) All program completers, 2014-15	13	257	13	100
GAT005 -BIRTH THROUGH KINDERGARTEN TEST I Educational Testing Service (ETS) All program completers, 2013-14	9			
GAT006 -BIRTH THROUGH KINDERGARTEN TEST II Educational Testing Service (ETS) Other enrolled students	4			
GAT006 -BIRTH THROUGH KINDERGARTEN TEST II Educational Testing Service (ETS) All program completers, 2014-15	13	256	13	100
GAT006 -BIRTH THROUGH KINDERGARTEN TEST II Educational Testing Service (ETS) All program completers, 2013-14	9			
GAT042 -BUSINESS EDUCATION TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
GAT043 -BUSINESS EDUCATION TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ESP0028 -CHEMISTRY TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	1			
ESP0029 -CHEMISTRY TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	1			
ESP5001 -EARLY CHILDHOOD EDUCATION TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	28	243	28	100
ESP5001 -EARLY CHILDHOOD EDUCATION TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	41	242	40	98
ESP5002 -EARLY CHILDHOOD EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	28	252	28	100
ESP5002 -EARLY CHILDHOOD EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	41	253	41	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT001 -EARLY CHILDHOOD EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	20	262	19	95
GAT001 -EARLY CHILDHOOD EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2014-15	41	262	41	100
GAT001 -EARLY CHILDHOOD EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2013-14	9			
GAT002 -EARLY CHILDHOOD EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	20	265	20	100
GAT002 -EARLY CHILDHOOD EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2014-15	41	261	41	100
GAT002 -EARLY CHILDHOOD EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2013-14	9			
GAT003 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I Educational Testing Service (ETS) Other enrolled students	4			
GAT003 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I Educational Testing Service (ETS) All program completers, 2014-15	93	276	93	100
GAT003 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I Educational Testing Service (ETS) All program completers, 2013-14	81	275	81	100
GAT004 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST II Educational Testing Service (ETS) Other enrolled students	4			
GAT004 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST II Educational Testing Service (ETS) All program completers, 2014-15	93	260	93	100
GAT004 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST II Educational Testing Service (ETS) All program completers, 2013-14	81	257	81	100
ESP5003 -EARLY CHILDHOOD SPECIAL EDUCATION GC TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	7			
ESP5003 -EARLY CHILDHOOD SPECIAL EDUCATION GC TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	69	255	69	100
ESP5004 -EARLY CHILDHOOD SPECIAL EDUCATION GC TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP5004 -EARLY CHILDHOOD SPECIAL EDUCATION GC TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	69	242	69	100
GAT038 -ECONOMICS TEST I Educational Testing Service (ETS) Other enrolled students	1			
GAT039 -ECONOMICS TEST II Educational Testing Service (ETS) Other enrolled students	1			
ESP0020 -ENGLISH TEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	1			
ESP0020 -ENGLISH TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	6			
ESP0020 -ENGLISH TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	11	253	10	91
ESP0021 -ENGLISH TEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	1			
ESP0021 -ENGLISH TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	6			
ESP0021 -ENGLISH TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	11	250	11	100
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) Other enrolled students	1			
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) All program completers, 2014-15	12	276	12	100
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) All program completers, 2013-14	9			
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) Other enrolled students	1			



Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) All program completers, 2014-15	12	278	12	100
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) All program completers, 2013-14	9			
ESP0115 -HEALTH AND PHYSICAL EDUCATION TEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP0115 -HEALTH AND PHYSICAL EDUCATION TEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	2			
ESP0115 -HEALTH AND PHYSICAL EDUCATION TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	4			
ESP0115 -HEALTH AND PHYSICAL EDUCATION TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	18	251	18	100
ESP0116 -HEALTH AND PHYSICAL EDUCATION TEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP0116 -HEALTH AND PHYSICAL EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	2			
ESP0116 -HEALTH AND PHYSICAL EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	4			
ESP0116 -HEALTH AND PHYSICAL EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	18	251	18	100
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	1			
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2014-15	15	264	15	100
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2013-14	11	259	11	100
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	1			
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2014-15	15	263	15	100
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2013-14	11	268	11	100
ESP0034 -HISTORY TEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	1			
ESP0034 -HISTORY TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	1			
ESP0034 -HISTORY TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	21	242	21	100
ESP0035 -HISTORY TEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	1			
ESP0035 -HISTORY TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	1			
ESP0035 -HISTORY TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	21	240	21	100
GAT034 -HISTORY TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
GAT034 -HISTORY TEST I Educational Testing Service (ETS) Other enrolled students	1			
GAT034 -HISTORY TEST I Educational Testing Service (ETS) All program completers, 2014-15	6			
GAT034 -HISTORY TEST I Educational Testing Service (ETS) All program completers, 2013-14	13	267	13	100
GAT035 -HISTORY TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
GAT035 -HISTORY TEST II Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT035 -HISTORY TEST II Educational Testing Service (ETS) All program completers, 2014-15	6			
GAT035 -HISTORY TEST II Educational Testing Service (ETS) All program completers, 2013-14	13	258	13	100
ESP0022 -MATHEMATICS TEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
ESP0022 -MATHEMATICS TEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	4			
ESP0022 -MATHEMATICS TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	4			
ESP0022 -MATHEMATICS TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	11	252	11	100
ESP0023 -MATHEMATICS TEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
ESP0023 -MATHEMATICS TEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	4			
ESP0023 -MATHEMATICS TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	4			
ESP0023 -MATHEMATICS TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	11	242	11	100
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) Other enrolled students	2			
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) All program completers, 2014-15	11	270	11	100
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) All program completers, 2013-14	2			
GAT023 -MATHEMATICS TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT023 -MATHEMATICS TEST II Educational Testing Service (ETS) Other enrolled students	2			
GAT023 -MATHEMATICS TEST II Educational Testing Service (ETS) All program completers, 2014-15	11	257	11	100
GAT023 -MATHEMATICS TEST II Educational Testing Service (ETS) All program completers, 2013-14	2			
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2014-15	19	257	19	100
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2013-14	8			
ESP5011 -MIDDLE GRADES LANGUAGE ARTS TEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP5011 -MIDDLE GRADES LANGUAGE ARTS TEST Evaluation Systems group of Pearson All program completers, 2014-15	3			
ESP5011 -MIDDLE GRADES LANGUAGE ARTS TEST Evaluation Systems group of Pearson All program completers, 2013-14	1			
ESP5011 -MIDDLE GRADES LANGUAGE ARTS TEST Evaluation Systems group of Pearson All program completers, 2012-13	13	248	13	100
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) Other enrolled students	4			
ESP5013 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	7			
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	24	263	24	100
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	13	274	13	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP5013 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	7			
ESP5013 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	27	249	26	96
GAT012 -MIDDLE GRADES READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
GAT012 -MIDDLE GRADES READING Educational Testing Service (ETS) All program completers, 2014-15	3			
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	25	262	25	100
ESP5014 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	2			
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	11	259	11	100
ESP5014 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	4			
ESP5014 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2012-13	17	246	16	94
ESP5015 -MIDDLE GRADES SCIENCE TEST Evaluation Systems group of Pearson All program completers, 2014-15	3			
ESP5015 -MIDDLE GRADES SCIENCE TEST Evaluation Systems group of Pearson All program completers, 2013-14	10	245	10	100
ESP5015 -MIDDLE GRADES SCIENCE TEST Evaluation Systems group of Pearson All program completers, 2012-13	25	242	23	92
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) Other enrolled students	4			
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	27	266	27	100
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	11	261	11	100
ESP0111 -MUSIC TEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP0111 -MUSIC TEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	1			
ESP0111 -MUSIC TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	4			
ESP0111 -MUSIC TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	1			
ESP0112 -MUSIC TEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP0112 -MUSIC TEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	1			
ESP0112 -MUSIC TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	4			
ESP0112 -MUSIC TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	1			
GAT111 -MUSIC TEST I Educational Testing Service (ETS) Other enrolled students	1			
GAT111 -MUSIC TEST I Educational Testing Service (ETS) All program completers, 2014-15	2			
GAT111 -MUSIC TEST I Educational Testing Service (ETS) All program completers, 2013-14	1			
GAT112 -MUSIC TEST II Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT112 -MUSIC TEST II Educational Testing Service (ETS) All program completers, 2014-15	2			
GAT112 -MUSIC TEST II Educational Testing Service (ETS) All program completers, 2013-14	1			
ESP0024 -SCIENCE TEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
ESP0024 -SCIENCE TEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	1			
ESP0025 -SCIENCE TEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
ESP0025 -SCIENCE TEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	1			
GAT024 -SCIENCE TEST I Educational Testing Service (ETS) All program completers, 2014-15	1			
GAT025 -SCIENCE TEST II Educational Testing Service (ETS) All program completers, 2014-15	1			
ESP0141 -SPANISH TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	3			
ESP0142 -SPANISH TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	3			
GAT141 -SPANISH TEST I READING-WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT141 -SPANISH TEST I READING-WRITING Educational Testing Service (ETS) All program completers, 2014-15	1			
GAT141 -SPANISH TEST I READING-WRITING Educational Testing Service (ETS) All program completers, 2013-14	1			
GAT142 -SPANISH TEST II LISTENING-SPEAKING Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT142 -SPANISH TEST II LISTENING-SPEAKING Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT142 -SPANISH TEST II LISTENING-SPEAKING Educational Testing Service (ETS) All program completers, 2014-15	1			
GAT142 -SPANISH TEST II LISTENING-SPEAKING Educational Testing Service (ETS) All program completers, 2013-14	1			



## Summary Pass Rates

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

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

After reviewing, save the page using the floating save box at the bottom of the page.

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	284	284	100
All program completers, 2013-14	245	244	100
All program completers, 2012-13	246	242	98

## Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

## Low-Performing

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

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  
 NCATE  
 TEAC  
 CAEP  
 Other specify:

SACS

2. 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)?

- Yes  
 No

# Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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.

Faculty development of common assignments/assessments that require teacher candidate utilization of technology and K-12 student utilization of technology for learning with outcome data are captured in Livetext (our online learning management system for College of Education students) and analyzed for strengths and weaknesses. The majority of key assessments include the use of technology in their rubrics. Collection of evidence of the use of technology in curricula and teaching, in improving teaching and learning, in managing data, and in analyzing data to improve teaching and learning are also evident in teacher candidate professional portfolios submitted during the final semester. A pre-portfolio is submitted prior to this semester so that we can gauge where students are and where we need to improve our courses and coursework to better meet their needs prior to graduation. We also analyze Teacher Work Samples and edTPA results to identify utilization of technology in assessment and instruction, as both of these assessments require demonstration of technology in planning, instruction, and assessment. In the 2014-2015 academic year, we hired a technology assistant to help both faculty and students better integrate technology into their learning. We are working with this individual and with our Instructional Technology department at the University to incorporate the International Society for Technology in Education (ISTE) standards into our curricula and program practices. We are working with an outside agency, Eduventures, as well to collect evidence on how to best integrate technology practices and tools into our programs. Our goal is to survey both students and faculty to assess their current understanding of technology as a teaching tool so that we can refine and revise our curricula accordingly and provide professional development for students and faculty for improvement in technology. We are also in the

process of adding a five-year technology plan to our College of Education's strategic plan.

# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

## Teacher Training

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

### 1. Does your program prepare general education teachers to:

#### a. teach students with disabilities effectively

- Yes  
 No

#### b. participate as a member of individualized education program teams

- Yes  
 No

#### c. teach students who are limited English proficient effectively

- Yes  
 No

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

Elementary education and middle grades majors must complete courses centered on working with students with disabilities. Also, pedagogy for working with English learners is integrated into the coursework for both of these majors. Secondary students have content for both English learners and students with special needs integrated into their major education courses. For all majors, EDUC 2120: Exploring Socio-Cultural Diversity, a foundations course, introduces core theoretical components of working with both students with disabilities and students who are limited English proficient (we have units covering each area from a theoretical standpoint). Additionally, another foundations course for all majors, EDUC 2130: Exploring Teaching and Learning, requires that students demonstrate proficiency in regard to learning and teaching theories for both students with special needs and English language learners. In both of these foundational courses, students are introduced to the basic structure and requirements for an Individualized Education Program. In their later courses, they learn how to administer an Individualized Education Program, and they see these plans in action in their field experience classrooms. All teacher candidates are required to complete clinical experiences working with students labeled "at-risk." In working with our faculty and with their mentor teachers in placement, teacher candidates learn about what it means to participate as a member of individualized education programs teams, including the components of an individualized education plan (which entails the cycle of planning, teaching, and revising this program per each student's needs). Our faculty with expertise in language acquisition work together regularly to revise curricula to integrate practices for English learners throughout students' coursework. We are members of WIDA, which gives us access to second language acquisition resources for our students, and our faculty incorporate these resources into courses. Our students are required to have at least one diverse placement during their program. Given that our surrounding counties have a high number of Spanish-speaking students, many of our students' diverse placements allow them the opportunity to work directly with English learners. This is an invaluable experience for our students to learn the importance of additive bilingual education and (1) how to differentiate curricula for their language learners, (2) how to incorporate students' cultural backgrounds into their classrooms, (3) how to incorporate the families of their non-native English speakers in their classrooms, and (4) how to develop socially just practices that provide

equal and equitable educational opportunities for all of their students. Required classroom management courses introduce lesson and unit planning with emphases on effective differentiation, as do required curriculum and methods courses. Specifically, for middle grades majors, MGED 3115: Facilitation and Differentiation requires that teacher education candidates demonstrate that they can differentiate curriculum for diverse learners, especially in regard to strategies for readers in need of additional assistance. In MGED 3130: Teaching Content to Diverse Learners, teacher candidates learn how to differentiate lesson plans for the various learners in their classrooms. In the secondary program, students enrolled in SCED 4002: Educational Assessment Grades 6-12 learn how to differentiate their assessments, and in SCED 4003: Classroom Management, students develop a management plan with interventions, modifications, and adaptations for the various needs and learners in their classrooms. In terms of our largest program, one half of the curriculum and clinical placements in the ECE/SPED program are based in special education, and all of the assignments in these courses require that teacher candidates learn to plan, instruct, and assess according to the needs of the learners in their classrooms. In all programs, teacher candidates are expected to demonstrate their training in working with students with disabilities and with students who are limited English proficient in their edTPA, in their final portfolio, and in their field experience supervision instrument filled out by their university supervisor upon observation of teaching.

**3. Does your program prepare special education teachers to:**

**a. teach students with disabilities effectively**

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

**b. participate as a member of individualized education program teams**

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

**c. teach students who are limited English proficient effectively**

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

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

The Early Childhood and Special Education (ECE/SPED) students complete two semesters of placement in special education settings, two in early childhood settings, and at least one placement in a diverse setting. Teacher candidates must successfully complete the following courses that include standards based assessment and clinical experience requirements: ECSP 3100: Characteristics of Students with Disabilities; ECSP 4000: Assessment of Exceptional Students; ECSP 4200: Methods and Materials for Students with Disabilities; ECSP 4001: Applied Behavior Analysis; and ECSP 3010: Working with Students and Families from Diverse Backgrounds. From their first ECE/SPED courses, students are engaged in case studies examining the physical, socio-emotional, cognitive, and linguistic development of students with special needs. Teacher candidates are creating behavior and classroom management plans that differentiate for the various needs in their classrooms, and they create a disability resource presentation that is shared with their peers to create a library of resources for future use in the elementary and/or special education classroom. In their assessment of students with special needs course, pre-service teachers engage in a case study in which they choose a student with whom to utilize the Response to Intervention (RTI) tiered approach. In addition, in this same course, they engage in a case study where they participate in Individualized Education Program (IEP) development and in the discussion process with the IEP team. In their applied behavior analysis course, candidates complete a Functional Behavior Assessment and a Behavior Intervention Plan, which they carry out and reflect upon throughout the semester. In terms of language learners, we have a team of faculty with expertise in second language acquisition who have worked to ensure that theory and pedagogy are interwoven throughout all courses in the ECE/SPED program. We have a membership to WIDA, which provides standards-based resources for faculty and their students in regard to language acquisition. We teach students how to test their students' language skills and improve literacy specifically for language learners. In their final semester, candidates are expected to demonstrate their knowledge of students with disabilities and of English learners through their final portfolio, their edTPA requirements, and their InternKeys observation assessment. Each of these requires that candidates demonstrate their abilities to work with students with special needs and language learners through their planning, instruction, and assessment, with a key emphasis on differentiation.



## Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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.

We have attached our SACSCOC assessment and planning reports for last year for each program. In addition, we have attached our graduate survey data from Educational Benchmarking, Inc., for the 2014-2015 reporting year.

## Supporting Files

<a href="#">2014-2015 Graduate Survey Data</a>	
<a href="#">SACS Data for Early Childhood Care and Education</a>	
<a href="#">SACS Data for Early Childhood Education and Special Education</a>	
<a href="#">SACS Data for Early Childhood Education</a>	
<a href="#">SACS Data for all Master of Arts in Teaching Degrees</a>	
<a href="#">SACS Data for Middle Grades</a>	
<a href="#">SACS Data for Art, Music, Physical Education, and Secondary Programs</a>	
<a href="#">SACS Data for Master in Education Programs</a>	

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.

## Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **528**.

Number of program completers from Section I: Program Information, Program Completers is **289**.

For a total enrollment of **817**.

## 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:

Sheri C. Hardee

TITLE:

Associate Dean, College of Education

## 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:

Missy Martin

TITLE:

Title II Coordinator

## Comparison with Last Year

Item	Last Year	This Year	Change
<a href="#">Total Enrollment</a>	538	528	-1.86%
<a href="#">Male Enrollment</a>	91	79	-13.19%
<a href="#">Female Enrollment</a>	447	449	0.45%
<a href="#">Hispanic/Latino Enrollment</a>	28	37	32.14%
<a href="#">American Indian or Alaska Native Enrollment</a>	0	0	
<a href="#">Asian Enrollment</a>	3	4	33.33%
<a href="#">Black or African American Enrollment</a>	12	13	8.33%
<a href="#">Native Hawaiian or Other Pacific Islander Enrollment</a>	0	1	

Item	Last Year	This Year	Change
<a href="#">White Enrollment</a>	483	471	-2.48%
<a href="#">Two or more races Enrollment</a>	9	3	-66.67%
<a href="#">Average number of clock hours required prior to student teaching</a>	300	300	0.00%
<a href="#">Average number of clock hours required for student teaching</a>	750	750	0.00%
<a href="#">Average number of clock hours required for mentoring</a>	0	0	
<a href="#">Number of full-time equivalent faculty in supervised clinical experience during this academic year</a>	27	31	14.81%
<a href="#">Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)</a>	44	34	-22.73%
<a href="#">Number of students in supervised clinical experience during this academic year</a>	301	635	110.96%
<a href="#">Total completers for current academic year</a>	265	289	9.06%
<a href="#">Total completers for prior academic year</a>	261	265	1.53%
<a href="#">Total completers for second prior academic year</a>	0	261	