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University of North Georgia
Traditional Report AY 2015-16
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

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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	
Curriculum and Instruction	No	
Early Childhood Education	No	
Educational Leadership	No	
English	No	
Health and Physical Education	No	
History	No	
Interrelated Special Education/ECE	No	
Mathematics	No	
Middle Grades	No	

Total number of teacher preparation programs: 21

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Middle Grades (CCG)	No	
Music	No	
Physics	No	
Post-Baccalaureate Initial Teacher Certification	No	
Spanish	No	
Special Education-Early Childhood Education (CCG)	No	

Total number of teacher preparation programs: 21

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:

After attaining an undergraduate degree for post baccalaureate and master of arts students

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:

<https://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: Successful completion of pre-education foundational coursework, including dispo...	<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 2015-16?

3.43

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 2015-16?

3.48

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 conducts a background check on all applicants prior to issuing the pre-service certificate. This process does not include a fingerprint check. For our pre-education students, they complete a background check via Castle Branch prior to beginning the required 40-hour pre-education field placement.

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 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 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 2015-16?

3.78

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 2015-16?

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 3.0 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 2015-16. ([§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	281
Average number of clock hours required for student teaching	752
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	28
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	17
Number of students in supervised clinical experience during this academic year	216

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

The average number of clock hours of supervised clinical experience noted above include only the first semester of the senior year, as we define clinical experience the year-long placement that leads into student teaching during the second semester of the senior year. This, then, does not include field experience (not clinical experience) completed during the junior year. Although the field experience hours average out to 121, these hours differ by program, with our dual degree Early Childhood Education/Special Education gaining the most field experience prior to the senior year with 768 hours. Our middle grades and secondary programs come in next, with around 120 hours of field placement prior to the year-long senior placement. Lastly, the P-12 programs, including art, music, and physical education receive the fewest hours of field experience. Our Post Baccalaureate and Master of Arts in Teaching programs are not included in field experience, as their year-long required clinical experience makes up the totality of their experience. Clinical experiences are supervised by full-time and part-time faculty, with each faculty member being assigned a particular school and group of students. This model makes it easier for faculty to build relationships with school personnel, and this helps with our professional development school model. Faculty have specific guidelines, to be turned in via LiveText, including checking in weekly with students, conducting formal observations, checking students logged hours in LiveText, completing Internkeys for teacher candidates, meeting regularly with candidates and their mentor teachers, and completing a final exit interview with candidates. Faculty supervisors also fill out disposition evaluations of candidates to ensure that our students are professional and meeting all expectations in their classrooms.

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 2015-16	<input type="text" value="493"/>
Unduplicated number of males enrolled in 2015-16	<input type="text" value="64"/>
Unduplicated number of females enrolled in 2015-16	<input type="text" value="429"/>

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\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2015-16	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	<input type="text" value="31"/>
<i>Race</i>	

2015-16

Number Enrolled

American Indian or Alaska Native

0

Asian

3

Black or African American

12

Native Hawaiian or Other Pacific Islander

1

White

441

Two or more races

0

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 2015-16. 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 2015-16

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	<input type="text" value="107"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="3"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="123"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="53"/>
13.1205	Teacher Education - Secondary Education	<input type="text" value="20"/>
13.1206	Teacher Education - Multiple Levels	<input type="text" value="10"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	4
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	40
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	14
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	38
13.1312	Teacher Education - Music	5
13.1314	Teacher Education - Physical Education and Coaching	14
13.1315	Teacher Education - Reading	8
13.1316	Teacher Education - Science Teacher Education/General Science	25
13.1317	Teacher Education - Social Science	17
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	13
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 2015-16. 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 2015-16

CIP Code	Academic Major	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	107
13.1210	Teacher Education - Early Childhood Education	3
13.1202	Teacher Education - Elementary Education	123
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	53
13.1205	Teacher Education - Secondary Education	20
13.1301	Teacher Education - Agriculture	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	4
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	40
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	14
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	38
13.1312	Teacher Education - Music	5
13.1314	Teacher Education - Physical Education and Coaching	14
13.1315	Teacher Education - Reading	8
13.1316	Teacher Education - Science	
13.1317	Teacher Education - Social Science	17
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	13
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 2015-16 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.

2015-16	<input type="text" value="243"/>
2014-15	<input type="text" value="289"/>
2013-14	<input type="text" value="265"/>

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 2015-16

1. Did your program prepare teachers in mathematics in 2015-16?

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

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

10

3. Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

- Yes
- No
- Not applicable

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

For this reporting year, we wanted to have at least 10 new students begin the mathematics with secondary certification program at the University of North Georgia. However, we graduated only six students in our traditional secondary mathematics initial teacher preparation program, and only six new students began the program as juniors in the 2015-2016 academic year. This does not include the numbers of students prepared to teach mathematics in our middle grades, masters of art in teaching, and post baccalaureate programs (this only includes secondary preparation). Our total number of completers prepared in math for the 2014-2015 reporting year was 55, and this number fell to 38 in 2015-2016 (this number includes secondary, middle grades, post baccalaureate, and master of arts in teaching programs). As the mathematics department controls its secondary mathematics program and reports to a SPA, we assist as needed, but we do not have as big of a role in these students' college experiences.

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

We have realized that we need to collaborate more with our mathematics department so that we can work together on student recruitment in this critical

needs area. Our faculty are working on obtaining STEM grants that will help us increase the numbers of students in our math and science programs. We have worked to develop stronger advising methods for students, providing a faculty of education liaison for all students, and we are involving mathematics department faculty in our workshops and committees.

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

We will continue with the measures above, collaborating closely with faculty and staff in the College of Science and Mathematics, working to obtain grants to help fund students in mathematics education, asking for feedback from current students for continuous improvement, and reviewing the program regularly to assist the mathematics department in improvement efforts.

Academic year 2016-17

7. Is your program preparing teachers in mathematics in 2016-17?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2016-17?

10

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

Originally, we had planned to add at least 10 teachers, although we will not meet this goal for 2016-2017. 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 build 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 will create a position for a recruitment coordinator who can assist with these efforts. Additionally, we will require mandatory advising sessions for our secondary students. In the past, we have heard from our secondary mathematics majors that they do not receive enough advisement from the College of Education, as their program is in the mathematics department. We plan on offering mandatory advising sessions, and we will work closely with mathematics faculty to ensure that students are aware of these sessions. We will continue to provide these students with a College of Education faculty liaison for education-related questions and advice. Lastly, we will provide additional opportunities for mathematics education faculty to work with College of Education faculty, particularly through inviting their faculty to participate in our College-wide committees. We would like to see an increase in the number of students with the ideas outlined above for retention and recruitment.

Academic year 2017-18

10. Will your program prepare teachers in mathematics in 2017-18?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2017-18?

2

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

While we would like to increase our student population in mathematics education, we also want to be realistic given our numbers in the past. Having tended to average around 6 graduates per year in the secondary program, we plan to increase our mathematics student population by two for the 2017-2018 academic year. (We overestimated for our 2016-2017 number and realize that we need to start with small growth and move forward from there). As noted above, we will continue to build relationships with the faculty in the mathematics department, as they control all aspects of our secondary mathematics department. We will continue to invite mathematics faculty to participate in our meetings, workshops, and committees. Additionally, we will continue to work on pre-program advising efforts with our mathematics education students to ensure that their questions are being answered and their needs are being met. Our professional advisors will offer advising sessions for pre-program students, and we will continue to provide a College of Education faculty liaison for in-program students. Our faculty are working on grants for STEM efforts, and we hope to find out soon regarding a Robert

Noyce grant to increase the numbers of underrepresented students going into mathematics and science education. Moreover, we will continue our recruitment efforts in the local high schools and at local recruitment fairs to increase our numbers in secondary mathematics. With the development of a new role for recruitment and community engagement, mentioned above, we will have a dedicated individual who can build relationships and work specifically on recruitment initiatives for our critical needs areas.

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 2015-16

1. Did your program prepare teachers in science in 2015-16?

- Yes
 No (leave remaining questions for year blank)

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

5

3. Did your program meet the goal for prospective teachers set in science in 2015-16?

- Yes
 No
 Not applicable

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

In the 2014-2015 reporting year, we prepared 32 candidates in science, and for the 2015-2016 reporting year, we prepared 25 candidates in science, for a total decrease of seven. While we did not meet our goal, we still implemented several initiatives to increase our numbers, which we hope will increase our numbers in upcoming reporting years. Our strategies to increase students included an intensive focus on advising. Many of our secondary students (in all programs) in the past had complained about the lack of communication from the College of Education, as their advisors are content faculty. We provided a College of Education faculty liaison for all secondary majors, and we provided mandatory pre-program advising sessions to ensure that all students were prepared for the program, including the application process. Our department head also created science education degrees through the development of the Bachelors of Science in Education in physics, biology, and chemistry.

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

We will continue the measures utilized above. Additionally, we will create a role for recruitment initiatives and community engagement. We want to develop a role for someone who can connect with department heads in our secondary areas and can liaise with our school partners within the community to help build a support network for current students and to help recruit new students. We have faculty, as well, working toward grants for the specific recruitment of STEM education majors at the secondary level.

6. 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

7. Is your program preparing teachers in science in 2016-17?

- Yes
 No (leave remaining questions for year blank)

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

7

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

With the plan to focus on retention and recruitment, we wanted to see an increase in the number of prospective science teachers in 2016-2017. (Currently, we are not likely to meet this goal for the 2016-2017 academic year.) By the next reporting year, we plan to have a faculty member in the role of Diversity Initiatives Coordinator, whose role it will be to work on a recruitment plan, particularly focusing on diverse populations. By the following reporting year, we plan to have a full-time staff member dedicated to recruitment and community engagement efforts (relationship building with our school partners). We plan to continue to work with our colleagues in other departments and our department heads in our secondary content areas to provide students with the necessary advising supports.

Academic year 2017-18

10. Will your program prepare teachers in science in 2017-18?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2017-18?

2

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

While we would like to increase our numbers substantially in these areas, we also want to be realistic in our abilities, particularly keeping our past reporting years in mind regarding numbers. We will continue the efforts with advisement, recruitment, and collaboration across disciplines mentioned above. Our department head will continue to emphasize the new Bachelors of Science in Education degrees in biology, chemistry, and physics, and we will continue to talk with local high-school students and current University of North Georgia students to recruit new students into these BSEDs. We will continue to add positions, including a faculty coordinator dedicated to recruitment and diversity (2016-2017) and a staff member dedicated to recruitment and school partnership development (2017-2018).

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 2015-16

1. Did your program prepare teachers in special education in 2015-16?

- Yes
 No (leave remaining questions for year blank)

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

10

3. Did your program meet the goal for prospective teachers set in special education in 2015-16?

- Yes
 No
 Not applicable

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

We envisioned that the Early Childhood Education/Special Education (ECE/SPED) program would grow, in part, because we were discontinuing our Early Childhood Education and Early Childhood Care and Education (birth through five) programs. Thus, our ECE/SPED dual degree would be our only means for attaining PK-5 certification. We thought that because we were discontinuing these other early childhood programs, we would see an increase with these students opting for the ECE/SPED option. In reporting year 2014-2015, we completed 94 candidates trained to provide special education, and in the 2015-2016 reporting year, we trained 107 special educators, for a total increase of 13 teacher candidates. While we want to continue to grow at the rate that the University has set for our entire campus (between 1 - 2 percent), we do not seek to increase our growth substantially because we are currently at capacity for this program.

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

As noted above, we are currently at capacity with this program and would not be able to serve our students adequately if we experienced a large increase in numbers. Although we have maintained strong advisement practices and we regularly attend recruitment fairs and talk with students at local high schools and within our state's education pathways programs for high-school students, we are not seeking to recruit large numbers of new students for this program.

6. 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 anticipated a small increase in numbers for this 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

7. Is your program preparing teachers in special education in 2016-17?

- Yes
 No (leave remaining questions for year blank)

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

5

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

As noted above, 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 around 2 percent, 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.

Academic year 2017-18

10. Will your program prepare teachers in special education in 2017-18?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2017-18?

5

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

As noted above, our Early Childhood Education/Special Education dual degree program is our largest program and is at its capacity in terms of serving students. We will continue to expand our Professional Development Community (PDC) model, as noted above, to meet our current program needs. As a cohorted program, our classes are currently very large, and we hope to expand the PDC model in an effort to create smaller class sizes by dispersing students across a wider regional area. Additionally, we plan to hire at least three additional ECE/SPED faculty, and we will create a position dedicated to maintaining and growing our school partner relationships in this program.

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 2015-16

1. Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

- 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 2015-16?

10

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

- Yes
 No
 Not applicable

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

We have a stand-alone endorsement for ESOL, and ESOL is an embedded endorsement in our Early Childhood Education (ECE P-5) program. Given that we are discontinuing our ECE program, however, the number of candidates graduating who are prepared to teach ESOL will decrease after the next reporting year. These numbers are not represented here in section I.e, but we prepared 16 ECE graduates in the 2015-2016 reporting year who also received the embedded ESOL endorsement upon graduation. This number, however, was lower than the previous year. Also, many of our graduate-level students do not choose the ESOL endorsement given that so many districts are providing this training through their regional educational service agencies (RESA).

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

As stated above, we do not have as many candidates seeking the graduate-level stand alone ESOL endorsement because many regional educational service agencies provide this professional learning to practicing teachers. Additionally, in discontinuing our ECE program, in which the ESOL endorsement was embedded, we have not graduated as many candidates in the last year prepared to teach ESOL. While we would like to add this endorsement to our Early Childhood Education/Special Education dual degree, this degree is already over the 120 credit-hour mark and has a reading endorsement embedded. We felt that we could not add another endorsement without impacting the integrity of this already packed program. We will continue to offer, however, the stand alone ESOL endorsement.

6. 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 stated previously, many of our graduate-level students already have this certification.

Academic year 2016-17

7. Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

- 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 2016-17?

5

9. 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.

Academic year 2017-18

10. Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

- 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 2017-18?

2

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

We will continue to offer the graduate-level stand alone endorsement. Additionally, we are working with one of our partner districts to establish a specialized cohort of native-Spanish speaking students. These students will be our first group of teacher candidates to graduate with the ability to teach in English and Spanish (bilingual instruction). However, this program will begin in fall 2017 with an incoming group of freshmen, and we will not see the results of this program until this first group graduates in 2021. This program will also begin small with a group of around 10 students.

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 in all programs 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 acquisition and socioeconomic status. In addition, with one of our campuses 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, with one of these major cities being 42% Latino and serving many underrepresented families. 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 meet 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 have developed a Special Interest Group of alumni and practicing K-12 educators, and we created an Advisory Board to continue to gather outside input in regard to our curricula and practices as a College of Education. Our College of Education values our school partners, as they are vital to a successful professional development school model, which is our model for our elementary and middle grades programs. Our faculty are present in the local schools on a daily basis and form strong relationships with our partner institutions that help us to ensure our professors remain current in educational practices and bring the schools' needs into our programmatic decisions. We work with our partner schools to host recruitment fairs for our students, and the majority of our students end up being hired within our 32 county region.

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 program completers, 2015-16	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			
ESP0110 -ART EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	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			
GAT109 -ART EDUCATION TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT109 -ART EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2015-16	3			
GAT109 -ART EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2014-15	6			
GAT110 -ART EDUCATION TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			

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 program completers, 2015-16	3			
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) All enrolled students who have completed all noncl	1			
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) Other enrolled students	2			
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) All program completers, 2015-16	4			
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) All enrolled students who have completed all noncl	1			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) Other enrolled students	2			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) All program completers, 2015-16	4			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) All program completers, 2014-15	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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			
ESP5006 -BIRTH THROUGH KINDERGARTEN TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	6			
GAT005 -BIRTH THROUGH KINDERGARTEN TEST I Educational Testing Service (ETS) All program completers, 2015-16	3			
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) All program completers, 2015-16	3			
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) Other enrolled students	2			
GAT042 -BUSINESS EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2015-16	1			
GAT043 -BUSINESS EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	2			
GAT043 -BUSINESS EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2015-16	1			
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			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP5001 -EARLY CHILDHOOD EDUCATION TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	28	243	28	100
ESP5002 -EARLY CHILDHOOD EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	28	252	28	100
GAT001 -EARLY CHILDHOOD EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	19	263	19	100
GAT001 -EARLY CHILDHOOD EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2015-16	16	263	16	100
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	19	259	19	100
GAT002 -EARLY CHILDHOOD EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2015-16	16	268	16	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) All enrolled students who have completed all noncl	1			
GAT003 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I Educational Testing Service (ETS) Other enrolled students	3			
GAT003 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I Educational Testing Service (ETS) All program completers, 2015-16	107	278	107	100
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

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT004 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT004 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST II Educational Testing Service (ETS) Other enrolled students	3			
GAT004 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST II Educational Testing Service (ETS) All program completers, 2015-16	107	258	107	100
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			
ESP5004 -EARLY CHILDHOOD SPECIAL EDUCATION GC TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	7			
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			
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			
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) Other enrolled students	7			
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) All program completers, 2015-16	14	276	14	100
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) All program completers, 2014-15	12	276	12	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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	1			
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) Other enrolled students	7			
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) All program completers, 2015-16	14	281	14	100
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			
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			
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	5			
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2015-16	14	264	14	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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	1			
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	5			
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2015-16	14	264	14	100
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			
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			
GAT034 -HISTORY TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
GAT034 -HISTORY TEST I Educational Testing Service (ETS) Other enrolled students	5			
GAT034 -HISTORY TEST I Educational Testing Service (ETS) All program completers, 2015-16	12	272	12	100
GAT034 -HISTORY 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 (%)
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	2			
GAT035 -HISTORY TEST II Educational Testing Service (ETS) Other enrolled students	5			
GAT035 -HISTORY TEST II Educational Testing Service (ETS) All program completers, 2015-16	12	265	12	100
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 All program completers, 2014-15	4			
ESP0022 -MATHEMATICS TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	4			
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			
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) Other enrolled students	5			
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) All program completers, 2015-16	6			
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) Other enrolled students	5			

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) All program completers, 2015-16	6			
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	1			
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	2			
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2015-16	24	262	24	100
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 program completers, 2015-16	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			
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) Other enrolled students	4			
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	31	271	31	100
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	24	263	24	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, 2014-15	7			
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	13	274	13	100
ESP5013 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	7			
GAT012 -MIDDLE GRADES READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT012 -MIDDLE GRADES READING Educational Testing Service (ETS) Other enrolled students	1			
GAT012 -MIDDLE GRADES READING Educational Testing Service (ETS) All program completers, 2015-16	7			
GAT012 -MIDDLE GRADES READING Educational Testing Service (ETS) All program completers, 2014-15	3			
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	23	264	23	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, 2014-15	25	262	25	100
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	12	256	12	100
ESP5014 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	4			
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

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	7			
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	17	264	17	100
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 program completers, 2014-15	1			
ESP0111 -MUSIC TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	4			
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			
GAT111 -MUSIC TEST I Educational Testing Service (ETS) Other enrolled students	1			
GAT111 -MUSIC TEST I Educational Testing Service (ETS) All program completers, 2015-16	5			
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			
GAT112 -MUSIC TEST II Educational Testing Service (ETS) All program completers, 2015-16	5			
GAT112 -MUSIC TEST II Educational Testing Service (ETS) All program completers, 2014-15	2			

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, 2013-14	1			
ESP0024 -SCIENCE TEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	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 All program completers, 2015-16	1			
ESP0025 -SCIENCE TEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	1			
GAT024 -SCIENCE TEST I Educational Testing Service (ETS) Other enrolled students	1			
GAT024 -SCIENCE TEST I Educational Testing Service (ETS) All program completers, 2014-15	1			
GAT025 -SCIENCE TEST II Educational Testing Service (ETS) Other enrolled students	1			
GAT025 -SCIENCE TEST II Educational Testing Service (ETS) All program completers, 2014-15	1			
GAT141 -SPANISH TEST I READING-WRITING Educational Testing Service (ETS) Other enrolled students	1			
GAT141 -SPANISH TEST I READING-WRITING Educational Testing Service (ETS) All program completers, 2015-16	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) Other enrolled students	2			
GAT142 -SPANISH TEST II LISTENING-SPEAKING Educational Testing Service (ETS) All program completers, 2015-16	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

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.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	241	240	100
All program completers, 2014-15	284	284	100
All program completers, 2013-14	245	244	100

Low-Performing

THIS PAGE INCLUDES:

>> [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.

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 portfolio management system for College of Education students) and analyzed for strengths and weaknesses. 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. We also analyze edTPA results to identify utilization of technology in assessment and instruction, as this assessment requires demonstration of technology in planning, instruction, and assessment. We have continued to expand upon the work of our technology coordinator, 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. This past reporting year, we began reviewing the ISTE standards in individual program workgroups and asking these groups to align their course objectives to these standards (the standards for both students and teachers). We hope to be able to send a representative to the ISTE conference in the 2017-2018 academic year. Our technology coordinator also began surveying students regarding their technological needs. Our goal was 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. Our technology specialist has

visited other colleges of education around the state to meet with their technology specialists and see their technology centers so that we can utilize these ideas to expand on our own technological initiatives. We just received budget approval to develop our own small technology center that we can use to demonstrate technology, hold workshops for students and faculty, and have open during the week for student and faculty use.

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. 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 2015-2016 reporting year.

Supporting Files

Graduate Survey Data for AY 2015-2016	
SACSCOC Report AY 2015-2016	

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 **493**.

Number of program completers from Section I: Program Information, Program Completers is **243**.

For a total enrollment of **736**.

I certify the total enrollment shown above is correct.

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
Total Enrollment	528	493	-6.63%
Male Enrollment	79	64	-18.99%
Female Enrollment	449	429	-4.45%
Hispanic/Latino Enrollment	37	31	-16.22%
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	4	3	-25.00%
Black or African American Enrollment	13	12	-7.69%

Item	Last Year	This Year	Change
Native Hawaiian or Other Pacific Islander Enrollment	1	1	0.00%
White Enrollment	471	441	-6.37%
Two or more races Enrollment	3	0	
Average number of clock hours required prior to student teaching	300	281	-6.33%
Average number of clock hours required for student teaching	750	752	0.27%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	31	28	-9.68%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	34	17	-50.00%
Number of students in supervised clinical experience during this academic year	635	216	-65.98%
Total completers for current academic year	289	243	-15.92%
Total completers for prior academic year	265	289	9.06%
Total completers for second prior academic year	261	265	1.53%