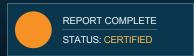If in need of this content in an alternate format for accessibility (e.g. Braille, large print, audio, etc.), please contact Kathy.Moody@ung.edu or call 706-864-1757

GA | **University of North Georgia**
Traditional Report AY 2017-18
Georgia

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

82 College Circle

CITY

Dahlonega

STATE

Georgia ▼

ZIP

30597

SALUTATION

Dr. ▼

FIRST NAME

Sheri

LAST NAME

Hardee

PHONE

(706) 864-1998

EMAIL

sheri.hardee@ung.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(https://www2.ed.gov/programs/tqpartnership/awards.html)

○ Yes
● No

If yes, provide the following:

AWARD YEAR

[   ]

GRANTEE NAME

[   ]

PROJECT NAME

[   ]

GRANT NUMBER

[   ]

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

○ **Residency**

○ **Pre-baccalaureate**

○ **Both Residency and Pre-baccalaureate**

List of Programs

THIS PAGE INCLUDES:

>> Program Information

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.

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	
Broad Field Science	No	
Chemistry	No	
Curriculum and Instruction	No	
Educational Leadership	No	
English	No	
Health and Physical Education	No	
History	No	
Interrelated Special Education/ECE	No	
Mathematics	No	
Middle Grades	No	
Middle Grades (CCG)	No	
Music	No	

Total number of teacher preparation programs: 19

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

Program Requirements

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

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

Admissions

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

Junior year	▼

If Other, please specify:

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

● Yes
○ No

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

https://ung.edu/college-of-education/admissions.php

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

There are exceptions for our initial post graduate programs. Applicants to the Master of Arts in Teaching and the Master of Education in Curriculum and Instruction programs may be provisionally/conditionally admitted if the GPA is below the required 2.75. These programs are both initial teacher certification programs in Georgia. Provisional admits may take up to nine hours of graduate credit during the first semester before having their application re-reviewed to determine eligibility after the completion of this first probationary semester. These provisional admits cannot earn less than a grade of B during this first semester. Additionally, applicants to the Educational Leadership Specialist degree program, which is considered initial certification in the state of Georgia, may be admitted provisionally if their overall GPA is below 3.25 and may take up to six hours in the first semester, after which point their application will be re-reviewed. As with the master's degrees, provisional admits for the Educational Specialist program cannot earn less than a grade of B during this first semester. Also, our post baccalaureate initial certification program accepts students with a final college GPA of 2.75 in the area in which applicants are seeking certification. For both Post Baccalaureate and the Master of Arts in Teaching programs, candidates must also show proof of passing the required state content-level assessments at the professional level. For all other initial certification programs, admissions requirements must be met by the time the students begin the program in the fall or spring of their junior year. Students apply for each program a semester before the programs begin. To explain, our Elementary/Special Education and Middle Grades programs begin in the fall semester of each year (August), but they submit their applications the February prior to this. Our Secondary Education and P-12 programs, including Physical Education, Art, and Music, begin in the spring semester of each year (January) and they submit their applications the August prior to this. They are often provisionally admitted, as long as they appear to be on track for meeting all requirements, but students are not actually allowed to start the program the following semester unless all requirements are met by the time of the first day of the semester and the first day of placement. For instance, students applying in February for the following fall semester still have the spring and summer semesters to take courses, which can impact their overall GPA. Our admissions specialist checks all transcripts after summer semester and prior to the start of fall to ensure applicants are at or above a 2.75 GPA. Any applicants who have a GPA below this, who have not completed all required coursework, or who have not passed the requirement assessments at this point will have their provisional acceptance revoked and will not be allowed to start the program. Indeed, provisional admittance does not guarantee admittance and will not be upheld if all requirements are not met.

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	● Yes	○ No	● Yes	○ No
Fingerprint check	○ Yes	● No	○ Yes	● No
Background check	● Yes	○ No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	● Yes	○ No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	● Yes	○ No
Recommendation(s)	○ Yes	● No	○ Yes	● No
Essay or personal statement	○ Yes	● No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify: Pre-education coursework; preservice certification; ethics, dispositions, edTPA as…	● Yes	○ No	● Yes	○ 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 2017-18?

3.38

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.)

3

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.53

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

For our pre-education students, they complete the entirety of their core (first 60 hours) prior to admissions; this includes three entry-level, foundational education courses with 40 hours of observation experiences in schools. Before embarking on these early observation experiences, students complete an online certified background check, the results from which are submitted directly to our Admissions Specialist for review. Students are required to complete their core coursework with a 2.75 GPA or higher, and they must earn a "C" or higher in their early education courses mentioned above and in English 1101, English 1102, and their first required mathematics course. In terms of applying to the College of Education, as per Georgia Professional Standards Commission (GaPSC) requirements, applicants must pass the Georgia Assessments for the Certification of Educators (GACE) Program Admissions Assessments in reading, writing, and mathematics prior to acceptance into an educator preparation program (EPP). Students, however, may exempt this assessment with qualifying ACT or SAT scores (a combined score of 1000 or higher on the verbal and math portions of the SAT--changing to 1080 this summer--or a combined score of 43 or higher on the verbal and math portions of the ACT). We marked that SAT and ACT scores are not required, but many of our students utilize this option over taking the GACE Program Admissions. Additionally, the College of Education's application includes paperwork for the state of Georgia's pre-service certification process, a requirement for all students seeking admission to an EPP in our state. The Georgia Professional Standards Commission (GaPSC) conducts a background check on all applicants prior to issuing the pre-service certificate, the first level of our state's tiered certification process. This process does not include a fingerprint check. Prior to being issued a pre-service certificate, students must also attempt the GACE Educator Ethics Entry Exam (they do not have to pass; they must attempt only), and they must complete a self- beliefs disposition assessment. In order to be recommended for certification upon graduation, however, candidates must complete and pass the GACE Educator Ethics Exit Exam. They must also attempt the GACE content area tests for their chosen field and they must attempt the EdTPA assessment through Pearson. These are requirements for certification and for program completion (for reporting purposes) but not for graduation.

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	● Yes	○ No	● Yes	○ No
Fingerprint check	○ Yes	● No	○ Yes	● No
Background check	● Yes	○ No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	● Yes	○ No	○ Yes	● No

Element	Required for Entry		Required for Exit	
Subject area/academic content test or other subject matter verification	● Yes	○ No	● Yes	○ No
Recommendation(s)	● Yes	○ No	○ Yes	● No
Essay or personal statement	● Yes	○ No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify: None	○ Yes	● No	○ Yes	● 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 2017-18?

3.6

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.)

3

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.67

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

Our post graduate initial certification programs include the Post Baccalaureate program, the Master of Arts in Teaching, the Master of Education in Curriculum and Instruction, and the Educational Specialist in Educational Leadership Tier II certification and the Tier I Educational Leadership Certificate. The Post Baccalaureate and Master of Arts in Teaching (MAT) initial certification programs require that applicants have completed an undergraduate degree with at least a 2.75 overall GPA. As with the undergraduate initial certification programs, the Post Baccalaureate and MAT programs also require students to go through the Georgia Professional Standards Commission's (GaPSC) pre-service certification process prior to beginning either program. The GaPSC handles the background check for this process, and there is no longer a fingerprint requirement. This also means that students will have taken the Georgia Assessments for the Certification of Educators (GACE) Educator Ethics Entry Exam prior to admission. Additionally, students must have taken and passed the GACE Program Admissions and the GACE content-level assessments at the professional level for their chosen concentration field prior to admission (this is an admissions requirement). Additionally, applicants complete a self-beliefs dispositions assessment at the time of admissions. Prior to graduation, candidates must have attempted the EdTPA portfolio provided through Pearson and the GACE Educator Ethics Exit Exam. Candidates must pass each assessment in order to be recommended for certification, but just have to attempt these assessments to listed as completers in our system. For the Curriculum and Instruction degree program, applicants must have a baccalaureate degree from a regionally accredited institution with an overall final GPA of 2.75 or above, and they must submit official GRE scores of a combined 301 (verbal and quantitative), proof of a master's degree, or an overall GPA of 3.0 or higher to exempt the GRE. Candidates in this program must attempt the GACE content exam in Curriculum and Instruction prior to program completion and must pass this assessment in order to receive their initial certification in Curriculum and Instruction. Applicants to the Educational Specialist initial certification degree in Educational Leadership (Tier II) must have a master's degree from a regionally accredited institution with an overall GPA of 3.25 or higher, hold a Tier I Georgia Leadership Certification, have three years of teaching experience, be in a leadership position, and provide the following documents: letter of recommendation, resume, and a personal statement. This is our only program requiring these documents. Candidates in Educational Leadership must also pass the GACE content assessment prior to adding leadership to their current certification, and they must attempt this assessment prior to program completion.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Average number of clock hours of supervised clinical experience required prior to student teaching	400
Average number of clock hours required for student teaching	679
Average number of clock hours required for mentoring/induction support	32
Number of full-time equivalent faculty supervising clinical experience during this academic year	37
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	29
Number of students in supervised clinical experience during this academic year	441

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

The average number of clock hours varies for our programs because of the length of each program and the content course requirements. Programs that run the entire length of candidates' junior and senior years, which include Elementary/Special Education and Middle Grades, have a year-long internship during the senior year, and candidates are also in the schools the entirety of their junior year. In fact, our Elementary/Special Education program has two year-long placements. Our middle grades candidates are in the school for two entire years, but only the senior placement is year-long, as these candidates also have an elementary placement to cover all required grade bands for certification. Our Secondary programs, which include history, mathematics, English, and the sciences, are three-semester programs, and they also include one year-long placement senior year and a middle grades placement during the second semester of junior year. These programs mentioned above, which make up our majority of students, incur more field placement hours than our other degree pathways. Our P-12 programs, which include physical education, art, and music, are also three-semester programs, but they include fewer clinical experiences due to the time required in content courses and additional requirements such as recitals and performances (i.e., music). Additionally, our Post Baccalaureate and MAT programs are one year (a year-long placement), which means their overall hours are lower. All clinical experiences are supervised by full-time or part-time faculty, with each faculty member being assigned to a particular school and a group of students placed within that school (approximately eight students per faculty member with the exception of art, music, physical education, and mathematics). Faculty are expected to visit their school and students at least once per week. They are not required to conduct a formal observation each week, but they are expected to have a presence at the school and be available for their teacher candidates, as expected in a Professional Development School model. This model makes it easier for faculty to build relationships with school personnel as well. Faculty have specific guidelines for documenting their time with their interns, to be turned in via LiveText (an online data and learning management system), and these guidelines include submitting biweekly reports, conducting informal observations, conducting formal assessments utilizing our CAPS summative assessment tool, checking candidates' logged hours in LiveText, documenting regular meetings with candidates and their mentor teachers, completing a dispositions assessment tool on candidates at least once per placement, and completing a final exit interview with candidates during the spring of their senior year. Additionally, candidates are each assigned a mentor teacher (teacher of record) within their classroom. These appointments of mentor teachers are decided upon jointly by school administrators and university faculty. Mentors must have at least three years of teaching experience in the field of the teacher candidate (and currently be teaching in that same field), and they cannot have received less than a three on their last three years of teaching evaluations (on a scale of one to four with four being the highest). Teachers in the state of Georgia are evaluated utilizing the Teacher Keys assessment, upon which our CAPS tool is based. While a level three is the expected level of performance for teachers in our state, our goal with teacher candidates is to see growth over time, but we do not expect them to score 4's by the time they graduate. Mentor teachers also submit documentation via LiveText regarding their time with their teacher candidates. They fill out our CAPS evaluation instrument and our dispositions assessments each semester, and they document hours and time spent with candidates biweekly. In terms of evaluation of clinical experiences, at the end of each year, teacher candidates have the opportunity to provide feedback on both their university supervisors and mentor teachers through an evaluation sent out via LiveText. Starting last year, all mentor teachers began receiving a survey at the end of each year to evaluate our programs, processes, assessments, faculty, and students. Also in reference to evaluation and data collection, all clinical experiences are linked directly to coursework in an effort to bridge theory and practice. Candidates are given specific assignments during their courses that they then fulfill within their assigned K-12 classrooms. These key assessments are collected via LiveText for data reporting purposes. Results are collected each year for our SACSCOC report and are shared with faculty work groups for overall planning purposes and program improvement.

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 2017-18	550
Unduplicated number of males enrolled in 2017-18	94
Unduplicated number of females enrolled in 2017-18	456

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))**

2017-18	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	47
Race	

2017-18	Number Enrolled
American Indian or Alaska Native	4
Asian	8
Black or African American	7
Native Hawaiian or Other Pacific Islander	1
White	468
Two or more races	454

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 2017-18. 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 2017-18**

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	101
13.1210	Teacher Education - Early Childhood Education	
13.1202	Teacher Education - Elementary Education	101
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	20
13.1205	Teacher Education - Secondary Education	22
13.1206	Teacher Education - Multiple Levels	8

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	18
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	15
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	19
13.1312	Teacher Education - Music	5
13.1314	Teacher Education - Physical Education and Coaching	15
13.1315	Teacher Education - Reading	4
13.1316	Teacher Education - Science Teacher Education/General Science	13
13.1317	Teacher Education - Social Science	9
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	8
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	1
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	13
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	

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

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. 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 2017-18**

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	101
13.1210	Teacher Education - Early Childhood Education	
13.1202	Teacher Education - Elementary Education	101
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	20
13.1205	Teacher Education - Secondary Education	22
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	18
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	15
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	19
13.1312	Teacher Education - Music	5
13.1314	Teacher Education - Physical Education and Coaching	15
13.1315	Teacher Education - Reading	4
13.1316	Teacher Education - Science	13
13.1317	Teacher Education - Social Science	9
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	8
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	1
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	13
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	
13.1331	Teacher Education - Speech	

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

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

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2017-18 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.

Program Completers

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

2017-18	188
2016-17	245
2015-16	243

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.

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 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

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

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

> 2

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- ○ Yes
- ● No
- ○ Not applicable

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

For secondary mathematics, our numbers of admitted students declined from 2016-2017 to 2017-2018, with 15 admitted during the former and 10 admitted during the latter. Similarly, our numbers of completers declined in secondary mathematics, with 12 students completing in 2016-2017 and 7 completing in 2017-2018. These numbers do not include middle grades students, although many of these students do graduate with mathematics as a primary or secondary content teaching area. When reviewing our Title II/Westat preparation data from this reporting year to the prior one, we prepared 19 students in the subject area and major of mathematics as compared to 38 the year prior (these numbers would include candidates in our middle grades, secondary, post baccalaureate, and Master of Arts in Teaching programs). These numbers also indicate that we did not meet our goal. Our secondary mathematics education program is one of four programs that operates outside of the bounds of the College of Education. While the College of Education handles the admission of these students for reporting purposes, the program is run by the Mathematics department, all courses are taught by their faculty with the exception of three Social Foundations of Education courses taken prior to entry into the College of Education programs, and the program is accredited by the National Council of Teachers of Mathematics (all data for which are collected and turned in by the mathematics education program coordinator). The mathematics department also handles advising and recruitment for their program, and they typically recruit out of their current mathematics majors, they regularly advertise at our Open Houses and other recruitment events on campus, and they recruit in local high schools. While their numbers remain good for mathematics programs, their numbers also illustrate a trend occurring across the state with decreasing numbers of secondary candidates and decreasing numbers of mathematics candidates. As noted, they have also built strong relationships with local schools and

regularly work with high-school students to begin the recruitment process for mathematics education. The College of Education also assists with recruitment at high-school recruitment fairs across the state, and we advertise the mathematics education program in all of our recruitment materials and on our website. Additionally, we have faculty who have submitted annually for grants to increase the number of students majoring in STEM education fields, including mathematics. These faculty have applied for a Robert Noyce Grant, with a particular emphasis on scholarships and training for students from diverse backgrounds going into STEM education, and they have applied for Teacher Quality Program grants focused on STEM education. Faculty applied in the 2016-2017 and 2017-2018 year, but were unable to secure either grant (they will apply again this year). However, they did create a recruitment plan for students, parts of which we will utilize for recruitment in our STEM education fields. Lastly, the College of Education developed information sessions for interested students, and we will continue to advertise these widely to all of our content area partners and their students.

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

Although this program runs out of the mathematics department, mathematics faculty and the College of Education realize that we need to work together closely to ensure that our students' need are met. Over the past year, we have strengthened our relationship, meeting regularly and trying to keep one another current regarding the events and activities of both departments. We have developed a good relationship that we hope can help us in collaborating on recruitment for mathematics, and we will continue to work on this relationship over the upcoming academic year. We will meet with the mathematics education coordinator specifically regarding our numbers and brainstorm for ways to enhance our recruitment efforts as a team. In the College of Education, we plan to focus on more internal recruitment over the next year, including working earlier with students (they do not apply to the College of Education until their junior year). We are working on a five-year recruitment plan, which we hope will be implemented in the fall of 2019. We will continue to attend New Student Orientations, Transfer Student Orientations, and Open House, but we will reach out to students throughout the first year and sophomore year to ensure that they have contact with us and can have their questions answered. We will continue scheduling information sessions, and we hope to plan regular dialogues where students can ask questions and discuss topics related to education. Our goal is to create a community so that students feel supported and welcomed prior to that junior year. We will continue to reach out to our partner schools as well. We have begun accreditation interviews with administrators, and we will be sure to reach out regarding visiting upper-level mathematics courses to speak with potential students and to ask these administrators for feedback regarding recruitment for mathematics education.

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

In past years, it was reported that we would add ten teachers in the 2016-2017 year; however, we realize that we needed to be more realistic give our past numbers. Thus, we had planned plan to increase our mathematics student population by two for the 2017-2018 academic year. We recognize that we need to start with small growth and move forward from there. Since we actually went down for this year, our plan is to meet with the mathematics education faculty regarding our numbers and discuss ways to collaborate regarding recruitment and retention of mathematics education majors. As noted above, we will continue to build relationships with the faculty in the mathematics department, as they manage all aspects of our secondary mathematics department. We will continue to invite mathematics faculty and the secondary mathematics coordinator to participate in College of Education (COE) meetings, workshops, and committees. We will work with our Coordinator for Diversity and Recruitment Initiatives and our Director of Clinical Engagement and Community partnerships to increase our middle and secondary student population and to provide strong Professional Development School settings with our local middle and secondary school partners. With the development of this new staff role, we now have a dedicated individual who can build relationships and work specifically on recruitment initiatives for our critical needs areas such as middle and secondary mathematics. As this past year was her first full year in this role, we do not anticipate seeing the results of her efforts in local high schools until the next year or two. As noted in narrative prompt number five, we are in the midst of developing and refining a five-year recruitment plan, which we hope to kick off in fall 2019. This plan has been shared with our mathematics education coordinator for feedback. Moreover, we will continue our recruitment efforts at local recruitment fairs to increase our numbers in secondary mathematics and we will continue to work on pre-program advising efforts with our secondary mathematics education students to ensure that their questions are being answered and their needs are being met. Lastly, our faculty will continue to collaborate on grants for STEM education that may be able to help us incentivize students via scholarships and other academic support networks.

Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

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

8. How many prospective teachers did your program plan to add in mathematics in 2018-19?

2

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

Again, as we continue to be realistic about our numbers, we erred on the low side with two. Our numbers in middle and secondary education fluctuate each year, which is an issue across the state, and one of our goals will be to pinpoint why more students are not going into mathematics education and other secondary content areas in our region--we hope our accreditation interviews will help with information here. Additionally, we need to make a more concerted effort to evaluate students upon entry and exit to discover the types of supports students need. We currently survey students, but these surveys focus more on content and field placement rather than other supports, including financial, academic, and social strategies for keeping students in colleges and helping them graduate. Additionally, we will continue to work on advising, building relationships with partner schools, recruiting in local high schools, and maintaining and continuing to build upon our relationship with our Mathematics Department in an effort to increase these numbers. A second goal for the upcoming year is to work with our Secondary Mathematics coordinator to target specific efforts for recruiting and retaining mathematics teacher candidates. As a sub-goal here, we would like for the individual in our new staff role (Director of Clinical Engagement and Community Partnerships) to meet with the secondary mathematics program coordinator in an effort to brainstorm about specific recruitment strategies. Thirdly, our STEM faculty also plan to continue to pursue grants that would help us recruit students in this area by providing scholarship opportunities. This effort, of course, is not a given, but our faculty in this area are actively working on grants dedicated to these efforts and have received excellent feedback to assist them in reapplying. Lastly, we are working on expanding our field placement options into a new county in the greater Atlanta area. We will not likely see the impact of this new relationship until the 2019-2020 reporting year. We will gradually expand into this region in 2018-2019, but we hope for growth in this region, and we anticipate that this will impact our overall numbers as well.

Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

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

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

> 2

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

As noted in the narratives above, we saw our numbers drop from the 2016-2017 reporting year to the 2017-2018 reporting year. Currently, we have accepted 10 students into our mathematics education program for 2018-2019 year and we anticipate six graduates this spring. For the ten new admits, we will work on retention with these students, trying to ensure that they have a strong community and academic support network throughout the next year. Additionally, we will continue with the steps listed in the narratives above regarding recruitment of new students. Across our state and nationally, numbers of students graduating in education are declining, and this makes recruitment for critical needs areas such as mathematics even more difficult. Our goal over the next couple of years is to find ways to better support our students and to work with our local educational partners to create pipelines into critical needs areas. We will do this through our accreditation interviews--by adding specific questions related to recruitment for critical needs areas such as mathematics--and at our Advisory Council and Mentor Teacher Advisory Board meetings. These are events where we have the full attention of our partners and can have in-depth conversations about potential partnerships (for example, we have developed partnerships to increase the number of Latinx teachers through "grow-your-own" programs and this might be something we can mimic in relation to critical needs content areas). We will work to integrate this feedback into our five-year recruitment plan, currently under development.

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 2017-18

1. Did your program prepare teachers in science in 2017-18?

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

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

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2
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3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- ○ Yes
- ⦿ No
- ○ Not applicable

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

In terms of numbers of admits for secondary science programs (biology, chemistry, and physics), we did not meet our goal for the 2017-2018 year; in fact, rather than adding two students, our number admitted from 2016-2017 to 2017-2018 went down by two students. In terms of completers, though, we completed four students in secondary science in 2016-2017, but we completed eight students in 2017-2018 in secondary science. These numbers do not include our middle grades, post baccalaureate, or Master of Arts in Teaching programs, which also certify in science education. According to data provided by Title II/Westat, our number of teachers prepared in the subject area of science was 29 in 2016-2017 as compared to 21 in 2017-2018. This past reporting year, as years prior, our science education faculty submitted for federal grants to increase the number of students, specifically the number of diverse students, entering into science education. This included a Teacher Quality Grant and a Robert Noyce Grant. Thus far, we have not received one of these grants, but this team will continue to apply utilizing the feedback they have received to improve upon their applications. As part of these grants, this team has developed a recruitment plan for science education, which we will integrate into our five-year recruitment plan currently under development. Our science education team also created Bachelors of Science in Education (BSED) for the sciences, including degrees in biology, chemistry, and physics, hoping that this would increase the number of students in these fields. Because we do not have much communication with our students during the first 2.5 years of their education (they are completing their core courses and do not begin in the College of Education until spring semester of their junior year), we feel that we lose students due to a lack of continual contact. Over the past couple of years, we have worked to change our degree pathways and our advising approaches so that we can have contact as early as possible and hopefully keep more students in the field of education. As noted with mathematics, we have implemented informational sessions, and we hope to continue to find ways to reach out to students and provide more events for them to attend to increase contact prior to the point of application.

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

Our science education faculty has developed BSEDs in biology, physics, and chemistry, and they have worked to maintain contact with our secondary science students over their first two years in order to have a strong line of contact and support for students prior to their admission into the College of Education. We are still having difficulty, however, recruiting additional students into the fields of science education, as with mathematics education. In terms of what we have learned, first, we recognize that we still need increased emphasis on advising. We need to improve in reaching out to students from their first day and ensuring that they have regular contact from the College of Education. Our secondary students are housed in their content areas throughout their college experience, meaning they don't typically have advisors in the College of Education, and we do not see them during their first two years, unless they reach out to us. We need to make concerted and specific efforts to reach out for both advising and social events so students have a connection and feel supported by the College of Education. Secondly, we need to ensure that we are collaborating successfully with our science departments so that we can work together to support these students. We need to schedule regular meetings with department heads in biology, chemistry, and physics to discuss ways to support teacher education students. This has not happened in the past, but, as we have learned, this is an important step for us to take in improving our programs for our students. We will work with our coordinator of secondary programs so that she feels comfortable reaching out and having regular meetings with our content area representatives. Lastly, we have increased our recruitment efforts with our local high schools over the past year, and we will continue in these efforts. As with our narrative regarding mathematics education, we would like to visit local schools to speak with students in their upper-level science courses about potential careers in science education. We noted last year, as well, that we were developing a recruitment plan; we have started on this plan, and it is currently in the feedback phase. We are seeking feedback on our goals, steps, and measures of achievement from faculty in the form of an online survey after which point we will implement this feedback and vote on our plan as a full faculty. As noted, we will integrate the elements of the recruitment plan created by science education faculty specifically for their grant work into this larger college-wide plan.

6. 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 in narrative prompt number five. Our department head will continue to emphasize the new Bachelors of Science in Education degrees in biology,

chemistry, and physics, and we will proceed with discussions with local high-school students and current University of North Georgia students to recruit new students into these BSEDs. With our two roles of Coordinator of Diversity and Recruitment Initiatives and the Director of Clinical Engagement and Community Partnerships, we will work to visit more high schools and career fairs to promote our secondary education degrees, including science. Lastly, we will work with our school partners to brainstorm regarding recruitment efforts and initiatives. As mentioned in our narrative focused on mathematics education, we are embarking on accreditation interviews with local administrators and experienced educators, and we will implement questions for our interviews in secondary schools related to critical needs areas. Additionally, we will work with our Advisory Council and Mentor Teacher Advisory Board to brainstorm for new ideas such as "grow your own" programs, as we have done in the past for other initiatives. We will incorporate all data gathered into our developing five-year recruitment plan.

Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

◉ Yes

○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2018-19?

| 1 |

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

As noted above, we want to be realistic in our abilities, particularly keeping our past reporting years in mind regarding numbers. Given our current numbers, it is unlikely that we will meet our goal again next year. In fact, our program recently admitted only one science education student for the 2018-2019 academic year and we will graduate four biology completers in 2019. With this in mind, we will continue the efforts with advisement, recruitment, and collaboration across disciplines mentioned above with increased emphasis. 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. With our roles of Coordinator of Diversity and Recruitment and Director of Clinical Engagement and Community Partnerships, we will work to visit more high schools and career fairs to promote our secondary education degrees, including science. We will work with these two individuals, as well, to integrate specific steps for recruitment of critical needs areas in our recruitment plan with, including the sciences, mathematics, special education, and English for Speakers of Other Languages. By the 2018-2019 year, we had anticipated having a fully functioning and fully supported (regarding budget and personnel) five-year recruitment plan, but we have pushed this goal to 2019-2020. We anticipate that launching this plan in the fall of 2019 will help us increase our numbers. Additionally, our STEM faculty are continuing to apply for grants meant to increase the numbers of students entering into STEM education. Lastly, we are in the process of developing two science endorsements. While this may not help us in recruiting initial certification candidates in science, we hope that we can attract current teachers who want to add to their certification with an emphasis in science. We had hoped that these endorsements would be in place by the 2018-2019 academic year, but we have pushed this goal to 2019-2020. Additionally, we are working on expanding our field placement options into a new county in the greater Atlanta area. We will not likely see the impact of this new relationship until the 2019-2020 reporting year. We have gradually expanded into this region in 2018-2019, but we hope for growth in this region, and we anticipate that this will impact our overall numbers as well.

Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

◉ Yes

○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2019-20?

| 1 |

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

As noted above, we want to be realistic in our abilities, particularly keeping our past reporting years in mind regarding numbers. Thus, as stated above, we will continue the efforts with advisement, recruitment, and collaboration across disciplines mentioned above with increased emphasis. 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. With our roles of Coordinator of Diversity and Recruitment and Director of Clinical Engagement and Community Partnerships, we will work to visit more high schools and career fairs to promote our secondary education degrees, including science. We will work with these two individuals, as well, to integrate specific steps for recruitment of critical needs areas in our recruitment plan with, including the sciences, mathematics, special education, and English for Speakers of

Other Languages. By the 2018-2019 year, we had anticipated having a fully functioning and fully supported (regarding budget and personnel) five-year recruitment plan, but we have pushed this goal to 2019-2020. We anticipate that launching this plan in the fall of 2019 will help us increase our numbers. Additionally, our STEM faculty are continuing to apply for grants meant to increase the numbers of students entering into STEM education. Lastly, we are in the process of developing two science endorsements. While this may not help us in recruiting initial certification candidates in science, we hope that we can attract current teachers who want to add to their certification with an emphasis in science. We had hoped that these endorsements would be in place by the 2018-2019 academic year, but we have pushed this goal to 2019-2020. Additionally, we are working on expanding our field placement options into a new county in the greater Atlanta area. We will not likely see the impact of this new relationship until the 2019-2020 reporting year. We have gradually expanded into this region in 2018-2019, but we hope for growth in this region, and we anticipate that this will impact our overall numbers as well.

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 2017-18

1. Did your program prepare teachers in special education in 2017-18?

● Yes
○ No (leave remaining questions for year blank)

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

> 5

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

○ Yes
● No
○ Not applicable

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

As a brief caveat, our only special education program is a dual bachelor's degree in elementary and special education--we have no other options for either elementary education or special education. In terms of completers, we did not meet our goal for 2017-2018. As noted in our Title II/Westat data, we had 107 completers claiming special education for their subject area and major, as opposed to 101 completers for 2017-2018. However, in terms of admits, our story is different. For reporting year 2017-2018, we did meet our goal of adding at least five prospective teachers to our special education program. In 2016-2017, we admitted 170 candidates, and in 2017-2018, we admitted 176 candidates. We are pleased with these numbers, as education programs across the state continue to decline, but we also know that this decline will eventually impact us as well. (We happen to be located in an area of the state where we are seeing higher numbers of students enrolling in IHEs). This particular program has intensive advising, which we know is an asset in terms of tracking students and ensuring that we have consistent contact with students. We have an advising center that focuses mostly on our Elementary/Special Education and Middle Grades students, and these students meet their advisors from their very first visit to campus, thus beginning a relationship that is cultivated over time. These students also have mandatory advising meetings prior to their application to the program, which occurs the semester prior to their junior year. Once in the program, candidates are cohorted into Professional Development Communities (PDCs), which we also believe helps with retention. Candidates remain with their cohort for both years in the program, and they are assigned in groups of eight to a school. Each school has a university faculty member associated with the school who checks in weekly with candidates to ensure that they are successful in placement. This kind of intensive focus on each candidate means faculty have a better pulse on how students are doing and when they are struggling. Candidates facing consistent issues are placed on a Professional Development Plan not as a punitive measure but to help them succeed. Additionally, our Director of Clinical Engagement and Community Partnerships visits Teacher Pathways Programs at local schools. In our state, these programs consist mainly of students entering into elementary education, and since our special education program is a dual degree program

in elementary and special education, we receive a number of recruits just through these efforts. Annually, we sponsor a Professional Association of Georgia Educators (PAGE) Future Georgia Educators day, and again, the majority of the high-school students in attendance are interested in elementary education, and thus for those entering into our program, they are dually certified in special education as well. Our dual certification results in increased numbers in terms of recruitment for special needs.

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

As with all of our degree programs, we can certainly continue to improve our performance in terms of student recruitment. As noted in earlier narratives related to mathematics and science education, we know that we need to work more on internal recruitment. We can reach our to our general/interdisciplinary studies programs and other first-year courses and programming to recruit students. Additionally, we will continue to emphasize recruitment outside of our IHE. As mentioned previously, we are starting accreditation interviews with P-12 administrators and teacher leaders, and we will discuss our recruitment plan with them and add questions specific to recruitment to our interview protocol. We will work with our Advisory Council and Mentor Teacher Advisory Board to brainstorm for recruitment initiatives on which we can partner such as "Grow Your Own" programs. We will continue to work with our Coordinator for Diversity and Recruitment Initiatives and our Director of Community Engagement and Partnerships on our external recruitment efforts as well, particularly in relation to the recruitment of diverse students in our Elementary/Special Education program (and other programs). We just completed a draft of our five-year recruitment plan, which has been sent out to our Teacher Education faculty for review. We will include their feedback in the plan prior to sending this out for a faculty vote, but we hope to be able to implement our new plan in the fall of 2019 (we will start with a recruitment plan kickoff at our retreat in the fall to engage all faculty). We hope to increase dissemination of information regarding our programs and our students' and faculty's successes through social media and reports--we know we need to improve in terms of telling our story and ensuring that our partners and our community are aware of the great work our Elementary/Special Education candidates and completers are doing.

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

As noted above, our Elementary Education/Special Education dual degree program is our largest program, and we will continue to expand our Professional Development Community (PDC) model to meet our program needs as our budget allows. We are at the mercy of our annual budget, however, in terms of hiring and adding new faculty lines. As it currently stands, we have to do less recruitment for this program than any of our other offerings. If we see the numbers begin to fall, however, we will expand our recruitment efforts. Our new Director of Clinical Engagement and Community Partnerships has been tasked with visiting our Teacher Pathways programs across our service region. These pathways programs are developed for high-school students who think that they may be interested in a career in teaching, and they can take up to three elective courses. Completion of the three electives and a state-created test can result in college credit for one of our pre-education required courses (EDUC 2110: Critical and Contemporary Issues in Education). The majority of students in these programs are interested in elementary education, and if recruited, they would enter our ELE/SPED dual degree program, as this is the only elementary certification option available at our institution. The 2017-2018 academic year was the first year of this position, we will be able to report on these efforts in the upcoming years in terms of success with recruitment or areas for improvement.

Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

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

8. How many prospective teachers did your program plan to add in special education in 2018-19?

| 1 |

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

We noted last year that we expected our numbers within our Elementary Education/Special Education dual degree program to remain consistent over the next couple of years. We do know, however, that we will have a decrease and we will not meet this goal for next year. For the 2018-2019 year, we ended up with 142 admits for fall 2018, which was down substantially from our previous year's numbers (although we inevitably lose students prior to the program start). If we see these numbers continue, we will expand our recruitment efforts and we will continue to cultivate and expand our Professional Development Community (PDC) partnerships, providing potential students with more placement options. We sometimes lose students prior to the program start due to limited placement options with our PDC model. While there are many benefits to this model, we also have to provide support for our students driving from long distances. As an example of this, we have expanded our PDC model into a new county in the greater Atlanta area. We will not likely see the impact of this new relationship until the 2019-2020 reporting year, but we hope this provides more choice for students. Additionally, our new Director of Clinical Engagement and Community Partnerships has been tasked with visiting our teacher pathways program across our service

region. These teacher pathways programs are developed for high-school students who think that they may be interested in a career in teaching, and they can take up to three elective courses. Completion of the three electives and a state-created test can result in college credit for one of our pre-education required courses (EDUC 2110: Critical and Contemporary Issues in Education). The majority of students in these programs are interested in elementary education, and if recruited, they would enter our ELE/SPED dual degree program, as this is the only elementary certification option available at our institution. Our Director is also working with a local community to develop a "Grow Your Own" program in regard to special education. This partner district had planned to recruit the first group for the 2018-2019 academic year, having these students intern in the county's schools for their senior year and then offering a position upon graduation. We were not able to find interested students for 2018-2019, but we will continue to emphasize this option to our current students in hopes of recruiting a cohort for 2019-2020. Lastly, as noted in previous narratives, we will work with our Advisory Council, Mentor Teacher Advisory Board, and our administrative partners to brainstorm regarding joint recruitment initiatives.

Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

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

11. How many prospective teachers does your program plan to add in special education in 2019-20?

| 1 |

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

As noted earlier, we are almost at capacity regarding the number of students we can serve (and serve well) in our Elementary/Special Education dual degree program. Thus, we chose to aim for adding only one prospective teacher in special education for the 2019-2020 reporting year. Currently, we have 182 provisionally admitted or admitted students for this coming fall. As noted in our admissions requirements description, many of these students will drop or be dropped prior to this point due to not meeting the requirements. Our admissions specialists will check all GPAs and transcripts by July 2019 to ensure that those on the list have fulfilled all requirements prior to the fall start date--those who have not met these requirements will be denied and their pre-service certification will be rescinded. We will continue all efforts indicated in the prompts above related to recruitment and retention.

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 2017-18

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

- ● 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 2017-18?

| 2 |

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- ● Yes
- ○ No
- ○ Not applicable

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

The University of North Georgia's (UNG) Educator Preparation Programs offer an endorsement in English for Speakers of Other Languages (ESOL) at the graduate level. This endorsement is fully online. While we did meet our goal (up from three to nine candidates according to our state database), this program has decreased substantially in previous years, as school districts have begun offering ESOL certifications through Regional Educational Service Agencies (RESAs). With this in mind, we worked to integrate the ESOL certification into our other degree programs, offering ESOL as a strand in our Curriculum and Instruction Master's Degree and our Early Childhood Education Master's Degree programs. We also offer this program as a stand-alone endorsement for both graduate and professional learning unit (PLU) credit for practicing teachers. We regularly attend recruitment events for middle and high-school students, and at these events, we also recruit practicing teachers (who attend with their students) for our graduate programs. We also talk with P-12 administrators and school partners to provide information about our graduate-level programs and endorsements to share with their teachers.

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

We have learned that we need to be more creative in terms of developing ways to compete with our Regional Educational Service Agencies (RESAs). As we create our college-wide recruitment plan, we have been thinking of ways to incentivize current educators to participate in these programs, and we plan to have these discussions with our Advisory Council and Mentor Teacher Advisory Board. In particular, we will seek out the input from our district partners with high numbers of English learners. These could include ideas such as offering a special rate for districts willing and able to send a specific number of practicing teachers through the program. We also need to focus on our advertising and marketing strategies, including enhancing our social media footprint and connecting more with our P-12 partners. We have done very little to advertise our ESOL program in the past. Lastly, we have learned that we need to solicit input from those who have completed this program, which we have not done previously. While we survey our initial program completers, we have not surveyed our endorsement completers, and this could help us gather vital input for program improvement. As we embark on accreditation interviews with P-12 administrators, teacher leaders, and induction teachers, we will seek out those who have completed our graduate ESOL endorsement, as well.

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

We will continue to offer the graduate-level stand-alone endorsement and the ESOL strand in our Curriculum and Instruction Master's in Education and Early Childhood Education Master's in Education degrees. Being realistic, however, we do not expect these numbers to grow substantially due to the number of teachers in our region who already have this certification and due to the number of RESAs that offer a pathway to certification at a lower cost. We will work with our ESOL program coordinator to develop and facilitate specific recruitment plan steps for this endorsement program, including partnering with local school districts and enhancing our advertising initiatives. Given our region, which has high numbers of English learners, we realize that ESOL certification is vital to adequate teacher preparation, and we will work closely with our partner school districts to help meet these needs. As one example of such collaborative efforts, we have worked with one of our partner districts to establish a specialized cohort of native-Spanish speaking students in a "Grow Your Own" model called the RISE program (Realizing Inspiring and Successful Educators). These students will be our first group of teacher candidates to graduate with the ability to teach in English and Spanish (bilingual instruction), and our partner district is promising these student a job upon graduation. However, the first group of students in this program began in fall 2017, and we will not see the results of this program until this first group graduates in 2021. Currently, we have a total of 24 students in the program, so the numbers are small, mostly for the purposes of sustainability. We are very excited, though, about the prospects of this program.

Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

- ● 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 2018-19?

> 1

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

As noted above, we will continue to offer the graduate-level stand-alone endorsement and the ESOL strand in our Curriculum and Instruction Master's in Education and Early Childhood Education Master's in Education degrees. Being realistic, we do not expect these numbers to grow substantially due to the number of teachers in our region who already have this certification and due to the number of RESAs that offer a pathway to certification at a lower cost. We will work with our ESOL program coordinator to develop and facilitate specific recruitment plan steps for this endorsement program, including partnering with local school districts and enhancing our advertising initiatives. Given our region, which has high numbers of English learners, we realize that ESOL certification is vital to adequate teacher preparation, and we will work closely with our partner school districts to help meet these needs. For example, as mentioned in narrative prompt eight, we have worked with one of our partner districts to establish a specialized cohort of native-Spanish speaking students in a "Grow Your Own" model called the RISE program (Realizing Inspiring and Successful Educators). These students will be our first group of teacher candidates to graduate with the ability to teach in English and Spanish (bilingual instruction), and our partner district is promising these student a job upon graduation. However, the first group of students in this program began in fall 2017, and we will not see the results of this program until this first group graduates in 2021. Currently, we have a total of 24 students in the program, so the numbers are small, mostly for the purposes of sustainability. We are very excited, though, about the prospects of this program, and we hope to be able to expand with similar initiatives in other districts. Once we started the RISE program, for instance, we met with another neighboring district interested in similar programming. Now, we have developed the Aspiring Teachers Program (ATP), which is a sister program to RISE.

Academic year 2019-20

10. Will your program prepare teachers in instruction of limited English proficient students in 2019-20?

● 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 2019-20?

1

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

As noted in the narrative prompts above, we are working on programming to increase the numbers of teacher candidates graduating with the skills to teach students English while helping students maintain their native languages and cultures as well. As we work on our college-wide recruitment plan, we are focused on critical needs areas such as ESOL, and we will implement specific steps and measurements to increase our numbers in this area. We will focus on both current students and practicing teachers. We will solicit feedback from our school partners and from those who have completed our programs in the past. Additionally, we will place an increased emphasis on advertising and marketing. This also includes recruiting from our initial program completers. We need to begin with our current students, emphasizing the importance of working with English learners and continuing their education past the undergraduate level. We know that this process will take time to complete and implement, so we have kept our numbers low for the next couple of years.

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:

In terms of responding to the identified needs of our partner districts, in the past two years, we have developed an Advisory Board, which includes local district and school representatives including superintendents, principals, and teachers and even district Human Resources representatives. We meet with our board three times per year (once in fall, spring, and summer), and we ask for their feedback and suggestions in terms of their needs and where they see a gap or lack in terms of preparation of educators in their districts and regions. This is how we were able to develop the program mentioned above for native-Spanish-speaking students. One of our partner districts indicated that they expected to have their students graduating with an English/Spanish bilingual seal on their high-school diplomas by 2021. Part of the problem in meeting this goal, however, is that the district does not have enough teachers who can teach content in Spanish (a little under half of the students served by this district are Latinx). As a result of one of our board meetings, we worked with the district to establish a partnership to recruit Latinx high-school students to go into teacher education. These students work as paraprofessionals within the school district for part of the day, and they take college classes for the second half of the day. The district plans to offer each student a position upon graduation and certification. This is just one example of how we have collaborated with our Advisory Board members to address their local needs. Additionally, we are part of our P-20 collaboratives, sponsored by our Georgia Professional Standards Commission. These collaboratives bring together K-12 school representatives along with university, state, and Regional Educational Service Agency (RESA) representatives to discuss needs and issues and to find ways to collaborate. These collaboratives meet at least three times per year, and we have been able to develop items such as our induction plan for graduating seniors based on these meetings. The induction plan is meant to highlight strengths and areas of improvement for our teacher candidates upon graduation. They can then take these plans to their hiring schools to facilitate the process of principals and new teachers co-creating professional development plans to ensure success in the first year. These meetings also provide a space to discuss general improvements in the development of mutually beneficial relationships between K-12 schools and Educator Preparation Programs. The induction plan is also an example of how preparation is linked with the needs of our partner schools, including "the instructional decisions new teachers face in the classroom," as noted in the question above. Our Professional Development Community (PDC) and Professional Development School (PDS) models also help facilitate this process. Each of our faculty is assigned one school, each of which hosts between six to eight of our students (depending on the level and content area). Faculty are expected to have a weekly presence at the school to facilitate strong relationships. They are expected to meet with mentor teachers and administrators regularly to ensure that they can address problems at the arise and meet the needs of the school. These faculty then work with our teacher candidates to ensure that their lessons and pedagogical approaches meet the needs of the school as well. Additionally, when requested, faculty are available for professional development for local schools, depending on the need and areas of expertise. Lastly, in terms of instructional needs, our mentor teachers are provided regular opportunity for feedback on our teacher candidates—in fact, weekly or bi-weekly feedback is expected. In this way, we can quickly address issues as they arise and ensure that teacher candidates are meeting the instructional needs of their mentor teachers' classrooms. This past year, we created a Mentor Teacher Advisory Board to provide targeted feedback on our students, processes, and assessments, and we began surveying all of our mentor teachers for feedback on our programs and processes. As noted this past reporting year, while we have a required diversity course for all education majors and a required special education courses and/or equivalent coursework for our 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 small work groups and as a whole Educator Preparation Program (EPP) 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 terms of preparing special education teachers to instruct in core academic subjects, our only special education degree option is a dual degree that gives equal emphasis to general education content and special education content. This degree is our Elementary Education and Special Education dual degree program. Special education theory, content, and practice is embedded in every class, as well as having classes dedicated specifically to disability studies, including "Characteristics of Students with Special Needs," "Educational Assessment of Students with Special Needs," "Instruction of Students with Special Needs," and "Behavioral Analysis." Additionally, in terms of academic content, students take four reading/literacy courses, one social studies course, one art course, one music course, one physical education course, three science foundations and methods courses, and three mathematics foundations and methods courses (in addition to the science and mathematics courses taken to fulfill the required academic core prior to admissions). Lastly, these students have rotating field

placements, meaning they are placed in a special education classroom for six weeks, then they are placed in a general education classroom for six weeks at the same school, and this pattern of placement continues for the duration of two two-year placements (junior and senior years). Accompanying coursework requires teacher candidates to complete specific assignments related to special education and general education students. Likewise, teacher candidates in our general education teacher programs are prepared to provide instruction to individuals with disabilities. Our middle grades, secondary, post baccalaureate, and Master of Arts in Teaching candidates have a required special education course, as do our physical education teacher candidates. Our art and music candidates complete 21 special education modules equivalent to that offered in a three-credit hour course. Currently, however, we are working on developing a special education course for our art and music candidates. In addition to special education content, our general education teachers are prepared to provide instruction to limited English proficient students and to students from limited-income and low-income families. As noted above, all of our students in the state of Georgia take a required sociocultural diversity course prior to entry into an Educator Preparation Program. This course covers diversity in multiple forms, including language, race, ethnicity, ability, socioeconomic status, gender, and so forth. In this entry-level course, students read sociological and educational theory regarding class structure in America and language acquisition. These topics are then expanded upon and theory is put into practice once students are accepted into their program. In terms of socioeconomic status, for example, students in our Elementary/Special Education program take a course entitled "Strategies for Supporting Children and Families from Diverse Communities," a major part of which involves discussions for supporting families and students from low-income backgrounds. Candidates in our middle grades program learn about supports for limited-income families and children in "Culture and Practice in Middle Level Schools" and in "Teaching Content to Diverse Learners." Likewise, our post baccalaureate and Masters of Arts in Teaching students take a course entitled, "Teaching Diverse Learners" in which socioeconomic status, language acquisition, and exceptionalities are discussed. In terms of working with English language learners, all students in all programs take either language and cognition courses or teaching reading courses, all of which cover approaches to bilingual education, and all teacher candidates take instructional differentiation and assessment courses, during which professors cover instructional and assessment strategies for English learners. As noted above, as well, we have developed a partnership with a local school district to recruit heritage Spanish speakers into the College of Education to increase the numbers of teachers who can teach content in Spanish, the most widely spoken language in our area after English. Lastly, our institution and its campuses are located in regions in which students' field placements require teacher candidates to have knowledge of teaching practices for both limited-income families and English learners. One of our campuses is located in rural Appalachia, where, unfortunately, poverty is all too familiar for our local families. Schools are under-resourced, and teacher candidates have to learn how to work with limited resources with parents and families who work long hours and are often isolated in rural areas. Likewise, our other major campus sits in a more urban location that is over 40 percent Latinx, meaning teacher candidates need to be prepared to work with English learners and, in many cases, parents who speak little to no English. Many of our partner schools in this area are close to 100 percent Latinx. Unfortunately, in this same area, poverty is also a stark reality, and many parents work long hours and do not have transportation to participate regularly in school events. Teacher candidates in the College of Education typically have placements in both regions (rural and urban) over the course of their programs (all candidates have a placement in our more urban area, as it is our most diverse area and we have at least one required diverse placement). Our teacher candidates, who are majority white and female, have to be prepared to understand and affirm the cultures and backgrounds of their students, and we have a responsibility, as an Education Preparation Provider, to ensure that they do not approach their classrooms from deficit perspectives. This past year, we expanded our Professional Development Communities (PDC) into the greater Atlanta area, which will provide additional preparation for urban education for our teacher candidates. This relationship will result in increased diversity of field experiences, as well, as this area serves a larger Asian student population.

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			
ESP0110 -ART EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	1			
GAT109 -ART EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	1			
GAT109 -ART EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2017-18	2			
GAT109 -ART EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2016-17	7			
GAT109 -ART EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2015-16	3			
GAT110 -ART EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	1			
GAT110 -ART EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2017-18	2			
GAT110 -ART EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2016-17	7			
GAT110 -ART EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2015-16	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) All program completers, 2017-18	8			
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) All program completers, 2016-17	4			
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) All program completers, 2015-16	4			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) All program completers, 2017-18	8			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) All program completers, 2016-17	4			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) All program completers, 2015-16	4			
GAT005 -BIRTH THROUGH KINDERGARTEN TEST I Educational Testing Service (ETS) All program completers, 2015-16	3			
GAT006 -BIRTH THROUGH KINDERGARTEN TEST II Educational Testing Service (ETS) All program completers, 2015-16	3			
GAT042 -BUSINESS EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	1			
GAT042 -BUSINESS EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2016-17	1			
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	1			
GAT043 -BUSINESS EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2016-17	1			
GAT043 -BUSINESS EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2015-16	1			
GAT001 -EARLY CHILDHOOD EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2016-17	41	261	41	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT001 -EARLY CHILDHOOD EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2015-16	16	263	16	100
GAT002 -EARLY CHILDHOOD EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2016-17	41	259	41	100
GAT002 -EARLY CHILDHOOD EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2015-16	16	268	16	100
GAT003 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I Educational Testing Service (ETS) Other enrolled students	2			
GAT003 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I Educational Testing Service (ETS) All program completers, 2017-18	101	276	101	100
GAT003 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I Educational Testing Service (ETS) All program completers, 2016-17	108	279	108	100
GAT003 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I Educational Testing Service (ETS) All program completers, 2015-16	107	278	107	100
GAT004 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST II Educational Testing Service (ETS) Other enrolled students	2			
GAT004 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST II Educational Testing Service (ETS) All program completers, 2017-18	101	256	101	100
GAT004 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST II Educational Testing Service (ETS) All program completers, 2016-17	108	260	108	100
GAT004 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST II Educational Testing Service (ETS) All program completers, 2015-16	107	258	107	100
TPA0102 -EDTPA: BUSINESS EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
TPA0102 -EDTPA: BUSINESS EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	1			
TPA0110 -EDTPA: ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
TPA0110 -EDTPA: ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	101	56	101	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0110 -EDTPA: ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	149	59	149	100
TPA0119 -EDTPA: HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1			
TPA0119 -EDTPA: HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	1			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson Other enrolled students	1			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2017-18	5			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2016-17	3			
TPA0011 -EDTPA: K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	14	42	13	93
TPA0011 -EDTPA: K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	10	46	10	100
TPA0018 -EDTPA: MIDDLE CHILDHOOD ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	3			
TPA0018 -EDTPA: MIDDLE CHILDHOOD ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	6			
TPA0019 -EDTPA: MIDDLE CHILDHOOD HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	3			
TPA0019 -EDTPA: MIDDLE CHILDHOOD HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	6			
TPA0016 -EDTPA: MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	9			
TPA0016 -EDTPA: MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	16	45	16	100
TPA0017 -EDTPA: MIDDLE CHILDHOOD SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0017 -EDTPA: MIDDLE CHILDHOOD SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	2			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	3			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	14	49	14	100
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	12	48	12	100
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	14	48	14	100
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	11	48	11	100
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	7			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	12	38	11	92
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	8			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	5			
TPA0015 -EDTPA: VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2017-18	2			
TPA0015 -EDTPA: VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2016-17	7			
TPA0020 -EDTPA: WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2017-18	1			

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) Other enrolled students	9			
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) All program completers, 2017-18	14	267	14	100
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) All program completers, 2016-17	12	275	12	100
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) All program completers, 2015-16	14	276	14	100
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) Other enrolled students	9			
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) All program completers, 2017-18	14	267	14	100
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) All program completers, 2016-17	12	276	12	100
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) All program completers, 2015-16	14	281	14	100
ESP0115 -HEALTH AND PHYSICAL EDUCATION TEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	1			
ESP0116 -HEALTH AND PHYSICAL EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	1			
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	6			
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2017-18	14	262	14	100
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2016-17	13	264	13	100
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2015-16	14	264	14	100
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2017-18	14	264	14	100
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2016-17	13	270	13	100
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2015-16	14	264	14	100
GAT034 -HISTORY TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
GAT034 -HISTORY TEST I Educational Testing Service (ETS) Other enrolled students	2			
GAT034 -HISTORY TEST I Educational Testing Service (ETS) All program completers, 2017-18	13	264	13	100
GAT034 -HISTORY TEST I Educational Testing Service (ETS) All program completers, 2016-17	11	267	11	100
GAT034 -HISTORY TEST I Educational Testing Service (ETS) All program completers, 2015-16	12	272	12	100
GAT035 -HISTORY TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
GAT035 -HISTORY TEST II Educational Testing Service (ETS) Other enrolled students	2			
GAT035 -HISTORY TEST II Educational Testing Service (ETS) All program completers, 2017-18	13	268	13	100
GAT035 -HISTORY TEST II Educational Testing Service (ETS) All program completers, 2016-17	11	263	11	100
GAT035 -HISTORY TEST II Educational Testing Service (ETS) All program completers, 2015-16	12	265	12	100
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) Other enrolled students	2			
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) All program completers, 2017-18	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) All program completers, 2016-17	12	273	12	100
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) All program completers, 2015-16	6			
GAT023 -MATHEMATICS TEST II Educational Testing Service (ETS) Other enrolled students	2			
GAT023 -MATHEMATICS TEST II Educational Testing Service (ETS) All program completers, 2017-18	6			
GAT023 -MATHEMATICS TEST II Educational Testing Service (ETS) All program completers, 2016-17	12	270	12	100
GAT023 -MATHEMATICS TEST II Educational Testing Service (ETS) All program completers, 2015-16	6			
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	3			
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2017-18	4			
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2016-17	11	264	11	100
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2015-16	24	262	24	100
ESP5011 -MIDDLE GRADES LANGUAGE ARTS TEST Evaluation Systems group of Pearson All program completers, 2015-16	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	5			
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	12	274	12	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	19	272	19	100
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	31	271	31	100
GAT012 -MIDDLE GRADES READING Educational Testing Service (ETS) Other enrolled students	2			
GAT012 -MIDDLE GRADES READING Educational Testing Service (ETS) All program completers, 2017-18	4			
GAT012 -MIDDLE GRADES READING Educational Testing Service (ETS) All program completers, 2016-17	2			
GAT012 -MIDDLE GRADES READING Educational Testing Service (ETS) All program completers, 2015-16	7			
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) Other enrolled students	4			
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	12	269	12	100
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All program completers, 2016-17	12	266	12	100
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	23	264	23	100
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) Other enrolled students	5			
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	8			
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All program completers, 2016-17	16	257	15	94
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	17	264	17	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT111 -MUSIC TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT111 -MUSIC TEST I Educational Testing Service (ETS) Other enrolled students	1			
GAT111 -MUSIC TEST I Educational Testing Service (ETS) All program completers, 2017-18	5			
GAT111 -MUSIC TEST I Educational Testing Service (ETS) All program completers, 2016-17	3			
GAT111 -MUSIC TEST I Educational Testing Service (ETS) All program completers, 2015-16	5			
GAT112 -MUSIC TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT112 -MUSIC TEST II Educational Testing Service (ETS) Other enrolled students	1			
GAT112 -MUSIC TEST II Educational Testing Service (ETS) All program completers, 2017-18	5			
GAT112 -MUSIC TEST II Educational Testing Service (ETS) All program completers, 2016-17	3			
GAT112 -MUSIC TEST II Educational Testing Service (ETS) All program completers, 2015-16	5			
GAT032 -POLITICAL SCIENCE TEST I Educational Testing Service (ETS) All program completers, 2017-18	1			
GAT033 -POLITICAL SCIENCE TEST II Educational Testing Service (ETS) All program completers, 2017-18	1			
ESP0024 -SCIENCE TEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	1			
ESP0025 -SCIENCE TEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	1			
GAT024 -SCIENCE TEST I Educational Testing Service (ETS) All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT024 -SCIENCE TEST I Educational Testing Service (ETS) All program completers, 2016-17	2			
GAT025 -SCIENCE TEST II Educational Testing Service (ETS) All program completers, 2017-18	1			
GAT025 -SCIENCE TEST II Educational Testing Service (ETS) All program completers, 2016-17	2			
GAT141 -SPANISH TEST I READING-WRITING Educational Testing Service (ETS) All program completers, 2015-16	1			
GAT142 -SPANISH TEST II LISTENING-SPEAKING Educational Testing Service (ETS) Other enrolled students	1			
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 (%)

Summary Pass Rates

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

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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	188	186	99
All program completers, 2016-17	245	243	99
All program completers, 2015-16	241	240	100

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:

NCTM (via CAEP) for Secondary Mathematics

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.

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.**

    The College of Education (COE) at the University of North Georgia (UNG) has designed its Educator Preparation Programs (EPP) to ensure that "candidates model and apply technology for design, implementation, and assessment learning experiences to engage students and improve learning" (CAEP Handbook Initial-Level Programs 2018). We have done so, in part, by utilizing the International Society for Technology in Education's (ISTE) standards for faculty and students as a guide. Faculty in all Teacher Education programs have incorporated ISTE standards into their course objectives and assessments where applicable--not all syllabi reflect these. In particular, technology standards have been incorporated into our assessment and curriculum courses to ensure that teacher candidates can implement and utilize technology for P-12 improvement and engagement in the areas of instruction and assessment. Our teacher candidates also take courses focused on differentiation of instruction, in which, from a Universal Design (UD), perspective, they learn about various ways to present materials and content; they learn to differentiate the ways in which their students can demonstrate and share what they know and have learned; they explore ways to encourage and enhance student engagement and motivation; and they generally explore ways to ensure materials, approaches, and resources are accessible to all students. Their content and theoretical knowledge in these areas is demonstrated through key assessments in specific courses submitted throughout students' tenure in their programs, through their Induction Portfolio submitted in the spring of their senior year, and through their edTPA portfolio submitted in the spring of their senior year. Data are captured in Livetext (our online portfolio management system for College of Education students) and analyzed for strengths and weaknesses. To expand just a bit, the

Induction Portfolio highlights 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. This past year, we added a technology-specific component to the Induction Portfolio, which is based on the ISTE standards. We asked candidates to identify artifacts that best demonstrate their understanding of teaching P-12 students how to integrate technology into their learning, and they must then reflect on how these artifacts represent the ISTE standards. 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. Additionally, components of our CAPS and dispositions assessment pinpoint technology. The dispositions assessment asks whether candidates effectively, ethically, and responsibly utilize technology in the classroom, and this is completed by the student (a self-assessment), the mentor teacher, and the university supervisor per placement. The CAPS is our summative assessment of a candidate's field placement performance, and this rubric also refers to candidates' responsible use of technology and the integration of technology into teaching and learning. While coursework can demonstrate a candidate's theoretical and conceptual use of technology, these placement-specific components provide us with data that tells the complete story of our candidate's understanding in this area. We do, however, want to continue to develop a plan for the use of technology to improve student learning and to assist with UD. To do this, last year, we charged our Technology and Online Programs Coordinator with reviewing all syllabi and key assessments for the integration of technology in meaningful ways. While she was not able to complete this review last year, we still plan on having her continue with this work in the upcoming year. Our goal is for her to complete the syllabi review by the end of this summer. Once she completes this review, she will meet with program workgroups in the fall of 2019 to discuss ways to improve and enhance the use of technology to enhance and increase student learning and to enhance and improve teaching. We hope faculty can complete changes during the spring and summer of 2020 so that any changes can be ready for implementation the following fall (2020). Our Technology Specialist (our dedicated COE instructional technology individual) also began surveying students regarding their technological needs three years ago, and we have since improved our survey to focus not just on types or forms of technology utilized but also on technological literacy and how technology is utilized to improve student learning. Our goal was to survey students to assess their current understanding of technology as a teaching tool so that we can identify gaps, refine and revise our curricula accordingly, and provide professional development for students and faculty for improvement in technology. As reported two years ago, we received funding to develop a Technology Lab for our students. Our technology specialist has developed an online technology check-out center, has offered workshops for students, and is working on the development of new workshops for the upcoming year. These are developed based on needs identified in the technology survey conducted at the end of each spring semester.

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.**

   All of our programs, with the exception of Art and Music Education, have at least one course focused on working with students with disabilities, and they have courses that embed knowledge on and techniques for English for Speakers of Other Languages (ESOL). Our Art and Music Education majors complete a series of 21 modules focused on working with individuals with disabilities. These modules each have assessments that are graded by a special education faculty member, and the modules are the equivalent of a three-credit-hour course. They cover content from an introduction to disabilities to more specific details on disabilities, to teaching techniques, to state-specific knowledge, including the development of Individualized Education Plans (IEPs). Currently both art and music are working on the development of a special education course. For all majors, EDUC 2120: Exploring Socio-Cultural Diversity, a Social Foundations course, introduces core theoretical components of working with both students with disabilities and students who are English Learners (we have units covering each area from a theoretical standpoint). Additionally, another Social 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 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 (IEP), and they see these plans in action in their field and clinical experience classrooms. In working with our faculty and with their mentor teachers in placement, teacher candidates learn what it means to participate as a member of IEP teams, including the components of an IEP (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 understand 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 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 SPED 3100: Characteristics of Students with Mild Disabilities, our middle grades students learn about disabilities in greater detail, they learn about how to teach and assess for students with special needs, and they learn about how to work navigate IEP teams to ensure student success. In the secondary programs, students enrolled in SCED 4003: Characteristics of Students with Mild Disabilities for Secondary Education, also learn about how to teach and assess students with disabilities, and they learn how to help lead IEP teams for students. They also take a curriculum course (SCED 3000) and an assessment course (SCED 4002) where they learn how to differentiate curricula and assessment for the various learners in their classrooms, including English learners. In terms of our largest program, one half of the curriculum and clinical placements in the ELE/SPED program are based in special education, and many 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. Candidates enrolled in this program take the following special education courses: (1) ECSP 3100: Characteristics of Students with Special Needs, (2) ECSP 4000: Educational Assessment of Students with Special Needs, (3) ECSP 4200: Instruction of Students with Special Needs, (4) ECSP 4001: Applied Behavior Analysis, and (5) ECSP 3010: Strategies for Supporting Children and Families from Diverse Communities, all of which have key assessment related to theory and practice. Additionally, they take ECSP 3030: Language and Cognition, a class during which they learn specifically about working with English learners. For our post baccalaureate and Master of Arts in Teaching program, candidates take EDUC 5104: Teaching Diverse Learners, which is focused specifically on students with special needs; they take a curriculum course; they take a teaching strategies course; and they enroll in an assessment course that all integrate methods for working with diverse learners, including English learners. Similarly, our physical education students take KINS 3400: Adapted Physical Education, which focuses specifically on working with students with special needs. All of these course have key assessments, which are collected each year and the data is provided to faculty so that they can review and revise their courses accordingly. We do need to work with our P-12 program coordinators in Physical Education, Art, and Music to integrate additional content and pedagogy on teaching English learners. 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 Induction Portfolio; in their field experience summative CAPS assessment completed by their university supervisor and mentor teacher at the end of each semester; and in their dispositions assessment completed by the candidate (self-assessment), the mentor teacher, and the university supervisor at the end of each placement. As noted above, we would like to see more of an emphasis on teaching students with special needs and working with language learners in our P-12 programs. Specifically, we would like to see our physical education faculty add in more information about English learners, and we would like our art and music programs to focus on developing special education courses and emphasizing strategies for working with English learners. We will continue to work with our art and music coordinators to ensure content is embedded throughout their programs and to ensure that they have key assessments that illustrate students' knowledge of working with English learners and individuals with disabilities. These P-12 programs are run by coordinators within the department, so changes require more collaboration and cooperation across departments. However, we meet regularly with these content coordinators, and we have stressed the necessity of these changes in the upcoming year. Additionally, we are expanding our field experiences into the greater Atlanta area for all of our students, which adds even more possibilities for diverse placements, especially in regard to language learners.

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 Elementary and Special Education (ELE/SPED) program is our only program specific to special education, and candidates in this program complete two years in placement, with at least one placement in a diverse setting. In order to cover all grade bands and general education and special education settings, candidates switch placement every six weeks--they spend six weeks in a general education classroom and then switch to complete the next six weeks in a special education classroom. While in placement, candidates are also enrolled in courses that enable them to bring together theory and practice through targeted assessments. Teacher candidates must successfully complete the following courses focused on the planning, instruction, and assessments of individuals with disabilities: (1) ECSP 3010: Strategies for Supporting Children and Families from Diverse Communities, (2) ECSP 3030: Language and Cognition, (3) ECSP 3100: Characteristics of Students with Special Needs, (4) ECSP 3540: Applied Data Analysis, (5) ECSP 4000: Educational Assessment of Students with Special Needs, (6) ECSP 4001: Applied Behavior Analysis, and (7) ECSP 4200: Instruction of Students with Special Needs. From their first ELE/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 academic, behavioral, and physical 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 ELE/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 English learners. In particular, teacher candidates learn about language acquisition, bilingual education approaches, and cultural affirmation in courses such as "Working with Students and Families from Diverse Backgrounds," "Language and Cognition," and through a series of four required reading courses. Teacher candidates evidence this knowledge through key assessments turned in via LiveText. Then, in their final semester, candidates are expected to demonstrate their knowledge of students with disabilities and of English learners through their Induction Portfolio, their edTPA portfolio, their dispositions assessments, and their CAPS summative field placement 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. These assessments are then analyzed each year, data is shared with faculty workgroups, and changes are made according to the strengths and weaknesses apparent in students' knowledge.

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.

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.

To better describe our Educator Preparation Programs, we are attaching the following: (1) SACSCOC assessment and planning reports for last year for each program (2) Graduate survey data from Educational Benchmarking, Inc., for the 2017-2018 reporting year (3) Mentor Teacher Survey 2017 2018 Reporting Year (4) Georgia Professional Standards Commission Induction Teacher Survey (2017 results--We do not have last year's results from the state at this time.) (5) Georgia Professional Standards Commission Employer Survey (2017 results--We do not have last year's results from the state at this time.) (5) Narrative portion of our Georgia Professional Standards Commission Program Approval Annual Report (PAAR) Additional reports and information can also be found on our Accreditation and Program Approval page at the following link: https://ung.edu/teacher-education/resources.php (See bottom of page, "Educator Preparation Program Reporting")

Supporting Files

SACSCOC 2017 2018 Report	
EBI Graduating Completer Survey Results 2017 2018	
Mentor Teacher Survey Results 2017 2018	
GaPSC Induction Teacher Survey 2017	
GaPSC Employer of Induction Teachers Survey 2017	
GaPSC PAAR 2018	

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 **550**.

Number of program completers from Section I: Program Information, Program Completers is **188**.

For a total enrollment of **738**.

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:

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 L. Martin

TITLE:

Title II Coordinator

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	484	550	13.64%
Male Enrollment	82	94	14.63%
Female Enrollment	402	456	13.43%
Hispanic/Latino Enrollment	39	47	20.51%
American Indian or Alaska Native Enrollment	2	4	100.00%
Asian Enrollment	8	8	0.00%
Black or African American Enrollment	11	7	-36.36%
Native Hawaiian or Other Pacific Islander Enrollment	0	1	

Item	Last Year	This Year	Change
White Enrollment	425	468	10.12%
Two or more races Enrollment	0	454	
Average number of clock hours required prior to student teaching	396	400	1.01%
Average number of clock hours required for student teaching	680	679	-0.15%
Average number of clock hours required for mentoring	32	32	0.00%
Number of full-time equivalent faculty in supervised clinical experience during this academic year	34	37	8.82%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	30	29	-3.33%
Number of students in supervised clinical experience during this academic year	423	441	4.26%
Total completers for current academic year	245	188	-23.27%
Total completers for prior academic year	243	245	0.82%
Total completers for second prior academic year	289	243	-15.92%