Accessibility Statement:

If you need the document below in another format, please email Sheri Hardee at sheri.hardee@ung.edu or call 706-864-1672.

University of North Georgia
Traditional Program

2015 Title II Reports

Complete Report Card

AY 2013-14

Institution Information

Name of Institution: University of North Georgia
Institution/Program Type: Traditional
Academic Year: 2013-14
State: Georgia

Address: 82 College Circle

Dahlonega, GA, 30597

Contact Name: Ms. Kathleen Moody
Phone: 706-864-1457
Email: kathy.moody@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? (http://www2.ed.gov/about/offices/list/oii/tqp/index.html)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a 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 http://www2.ed.gov/about/offices/list/oii/tqp/index.html.

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

Mathematics	No
Middle Grades	No
Middle Grades (CCG)	No
Music	No
Physics	No
Post-Baccalaureate Initial Teacher Certification	No
Spanish	No
Special Education-Early Childhood Education (CCG)	No
Total number of teacher preparation programs: 20	

Section I.b Admissions

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

Does your initial teacher certification program conditionally admit students?
No

Provide a link to your website where additional information about admissions requirements can be found:
http://ung.edu/teacher-education/admissions.php

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

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	Yes	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other Successful completion of Pre-education foundational coursework	Yes	Yes

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.3

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2013-14

3.9

Please provide any additional comments about the information provided above:

Students may exempt minimum basic skills testing with qualifying ACT or SAT scores.

Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	Yes	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	Yes	No
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	No	Data not reported

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.8

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2013-14

3.2

Please provide any additional comments about the information provided above:

The Post Baccalaureate program requires a 2.5 GPA for admission. The MAT program requires a 2.75 GPA for admission.

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

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 2013-14:	538
Unduplicated number of males enrolled in 2013-14:	91
Unduplicated number of females enrolled in 2013-14:	447

2013-14	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	28
Race	
American Indian or Alaska Native:	0
Asian:	3
Black or African American:	12

Native Hawaiian or Other Pacific Islander:	0
White:	483
Two or more races:	9

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	300
Average number of clock hours required for student teaching	750
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	27
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	44
Number of students in supervised clinical experience during this academic year	301

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

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. 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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	88
Teacher Education - Early Childhood Education	88
Teacher Education - Early Childhood Education	18
Teacher Education - Elementary Education	44
Teacher Education - Junior High/Intermediate/Middle School Education	41
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	5
Teacher Education - Business	
Teacher Education - English/Language Arts	16
Teacher Education - Foreign Language	
Teacher Education - Health	18
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	8
Teacher Education - Music	5
Teacher Education - Physical Education and Coaching	18
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	4
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	16
Teacher Education - Physics	
Teacher Education - Spanish	1
Teacher Education - Speech	
Teacher Education - Geography	

Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. 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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	88
Teacher Education - Early Childhood Education	88
Teacher Education - Early Childhood Education	18
Teacher Education - Elementary Education	44
Teacher Education - Junior High/Intermediate/Middle School Education	41
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	5
Teacher Education - Business	
Teacher Education - English/Language Arts	16
Teacher Education - Foreign Language	
Teacher Education - Health	18
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	8
Teacher Education - Music	5
Teacher Education - Physical Education and Coaching	18
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	4
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	16
Teacher Education - Physics	
Teacher Education - Spanish	1
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	

Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

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

2013-14: 265

2012-13: 261

2011-12: 0

Section II 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 http://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 2013-14

Did your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

10

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

Throughout the academic year, program workgroups meet to discuss key assessments in each course of the program. Changes are made and documented in meeting notes. Yearly, an annual retreat for the college is held and program workgroups review the collected data from the academic year. Changes to assessments are discussed, rubrics are updated and put in place. State and national changes are discussed as well.

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

annually, the results are the changes are analyzed for effectiveness.

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

Yes

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

10

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers does your program plan to add in mathematics in 2015-16?

10

Provide any additional comments, exceptions and explanations below:

Section II 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 http://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 2013-14

Did your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

5

Did your program meet the goal for prospective teachers set in science in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

Throughout the academic year, program workgroups meet to discuss key assessments in each course of the program. Changes are made and documented in meeting notes. Yearly, an annual retreat for the college is held and program workgroups review the collected data from the academic year. Changes to assessments are discussed, rubrics are updated and put in place. State and national changes are discussed as well.

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

Data for each assessment is examined; i.e. subset data for GACE content assessments, changes are discussed and then implemented. Throughout the year and annually, the results are the changes are analyzed for effectiveness.

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

Yes

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

5

Provide any additional comments, exceptions and explanations below:

We are hoping that as a consolidated university we will be able to recruit freshman and sophomores from other campuses.

Academic year 2015-16

Will your program prepare teachers in science in 2015-16?

Yes

5

Provide any additional comments, exceptions and explanations below:

Section II 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 http://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 2013-14

Did your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers did your program plan to add in special education in 2013-14?

9

Did your program meet the goal for prospective teachers set in special education in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

Throughout the academic year, program workgroups meet to discuss key assessments in each course of the program. Changes are made and documented in meeting notes. Yearly, an annual retreat for the college is held and program workgroups review the collected data from the academic year. Changes to assessments are discussed, rubrics are updated and put in place. State and national changes are discussed as well.

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

Data for each assessment is examined; i.e. subset data for GACE content assessments, changes are discussed and then implemented. Throughout the year and annually, the results are the changes are analyzed for effectiveness.

Provide any additional comments, exceptions and explanations below:

Enrollment in ECE/SPED program remained consistent, however preliminary data for 2014 suggests significant increases in enrollment for this program. Numbers above do not reflect the total for our blended ECE and Special Education program.

Academic year 2014-15

Is your program preparing teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

10

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in special education in 2015-16?

Yes

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

10

Provide any additional comments, exceptions and explanations below:

Section II 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 http://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 2013-14

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

NA

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

Yes

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

10

Provide any additional comments, exceptions and explanations below:

Resurrect the graduate ESOL endorsement which was deactivated for curricular revision and qualified faculty search. Embed ESOL endorsement in undergraduate ECE/SPED program.

Academic year 2015-16

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

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

25

Provide any additional comments, exceptions and explanations below:

Section II 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.

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

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

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

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

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

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

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

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

Development of highly intensive and comprehensive professional development school partnerships.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP0109 -ART EDUCATION TEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			

ESP0109 -ART EDUCATION TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	4			
ESP0109 -ART EDUCATION TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	6			
ESP0110 -ART EDUCATION TEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP0110 -ART EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	4			
ESP0110 -ART EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	6			
GAT109 -ART EDUCATION TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
GAT109 -ART EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	2			
GAT110 -ART EDUCATION TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
GAT110 -ART EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	2			
ESP0026 -BIOLOGY TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	2			
ESP0027 -BIOLOGY TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	2			
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) Other enrolled students	2			
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) All program completers, 2013-14	2			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) Other enrolled students	2			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) All program completers, 2013-14	2			
ESP0005 -BIRTH THROUGH KINDERGARTEN Evaluation Systems group of Pearson Other enrolled students	1			
ESP0005 -BIRTH THROUGH KINDERGARTEN Evaluation Systems group of Pearson All program completers, 2013-14	5			
ESP0005 -BIRTH THROUGH KINDERGARTEN Evaluation Systems group of Pearson All program completers, 2012-13	7			
ESP5006 -BIRTH THROUGH KINDERGARTEN TEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
ESP5006 -BIRTH THROUGH KINDERGARTEN TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	5			

ESP5000 -BIRTH THROUGH KINDERGARTEN TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	7			
GAT005 -BIRTH THROUGH KINDERGARTEN TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
GAT005 -BIRTH THROUGH KINDERGARTEN TEST I Educational Testing Service (ETS) Other enrolled students	9			
GAT005 -BIRTH THROUGH KINDERGARTEN TEST I Educational Testing Service (ETS) All program completers, 2013-14	9			
GAT006 -BIRTH THROUGH KINDERGARTEN TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
GAT006 -BIRTH THROUGH KINDERGARTEN TEST II Educational Testing Service (ETS) Other enrolled students	9			
GAT006 -BIRTH THROUGH KINDERGARTEN TEST II Educational Testing Service (ETS) All program completers, 2013-14	9			
ESP0028 -CHEMISTRY TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	1			
ESP0029 -CHEMISTRY TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	1			
ESP5001 -EARLY CHILDHOOD EDUCATION TEST 1 Evaluation Systems group of Pearson Other enrolled students	3			
ESP5001 -EARLY CHILDHOOD EDUCATION TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	26	244	26	100
ESP5001 -EARLY CHILDHOOD EDUCATION TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	41	242	40	98
ESP5002 -EARLY CHILDHOOD EDUCATION TEST 2 Evaluation Systems group of Pearson Other enrolled students	3			
ESP5002 -EARLY CHILDHOOD EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	26	253	26	100
ESP5002 -EARLY CHILDHOOD EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	41	253	41	100
GAT001 -EARLY CHILDHOOD EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	27	266	27	100
GAT001 -EARLY CHILDHOOD EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2013-14	9			
GAT002 -EARLY CHILDHOOD EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	27	265	27	100
GAT002 -EARLY CHILDHOOD EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2013-14	9			
GAT003 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I Educational Testing Service (ETS) Other enrolled students	3			
GAT003 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I Educational Testing Service (ETS) All program completers, 2013-14	81	275	81	100
GAT004 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST II Educational Testing Service (ETS) Other enrolled students	3			

GAT004 -EARLY CHILDHOOD SPECIAL EDUCATION GC TEST II Educational Testing Service (ETS) All program completers, 2013-14	61	257	61	100
ESP5003 -EARLY CHILDHOOD SPECIAL EDUCATION GC TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	7			
ESP5003 -EARLY CHILDHOOD SPECIAL EDUCATION GC TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	69	255	69	100
ESP5004 -EARLY CHILDHOOD SPECIAL EDUCATION GC TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	7			
ESP5004 -EARLY CHILDHOOD SPECIAL EDUCATION GC TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	69	242	69	100
ESP0020 -ENGLISH TEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP0020 -ENGLISH TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	4			
ESP0020 -ENGLISH TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	11	253	10	91
ESP0021 -ENGLISH TEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP0021 -ENGLISH TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	4			
ESP0021 -ENGLISH TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	11	250	11	100
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) All program completers, 2013-14	9			
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) All program completers, 2013-14	9			
ESP0115 -HEALTH AND PHYSICAL EDUCATION TEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP0115 -HEALTH AND PHYSICAL EDUCATION TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	4			
ESP0115 -HEALTH AND PHYSICAL EDUCATION TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	18	251	18	100
ESP0116 -HEALTH AND PHYSICAL EDUCATION TEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP0116 -HEALTH AND PHYSICAL EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	4			
ESP0116 -HEALTH AND PHYSICAL EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	18	251	18	100
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			

GAT113 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	2			
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2013-14	11	259	11	100
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	2			
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2013-14	11	268	11	100
ESP0034 -HISTORY TEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP0034 -HISTORY TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	1			
ESP0034 -HISTORY TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	21	242	21	100
ESP0035 -HISTORY TEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP0035 -HISTORY TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	1			
ESP0035 -HISTORY TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	21	240	21	100
GAT034 -HISTORY TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
GAT034 -HISTORY TEST I Educational Testing Service (ETS) All program completers, 2013-14	13	267	13	100
GAT035 -HISTORY TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
GAT035 -HISTORY TEST II Educational Testing Service (ETS) All program completers, 2013-14	13	258	13	100
ESP0022 -MATHEMATICS TEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
ESP0022 -MATHEMATICS TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	4			
ESP0022 -MATHEMATICS TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	11	252	11	100
ESP0023 -MATHEMATICS TEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
ESP0023 -MATHEMATICS TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	4			
ESP0023 -MATHEMATICS TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	11	242	11	100
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			

GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) Other enrolled students	4			
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) All program completers, 2013-14	2			
GAT023 -MATHEMATICS TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
GAT023 -MATHEMATICS TEST II Educational Testing Service (ETS) Other enrolled students	4			
GAT023 -MATHEMATICS TEST II Educational Testing Service (ETS) All program completers, 2013-14	2			
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	2			
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2013-14	8			
ESP5011 -MIDDLE GRADES LANGUAGE ARTS TEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
ESP5011 -MIDDLE GRADES LANGUAGE ARTS TEST Evaluation Systems group of Pearson All program completers, 2013-14	1			
ESP5011 -MIDDLE GRADES LANGUAGE ARTS TEST Evaluation Systems group of Pearson All program completers, 2012-13	13	248	13	100
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ESP5013 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) Other enrolled students	4			
ESP5013 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	13	274	13	100
ESP5013 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	7			
ESP5013 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	27	249	26	96
ESP5014 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) Other enrolled students	3			
ESP5014 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	3			

GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	11	239	11	100
ESP5014 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2012-13	17	246	16	94
ESP5015 -MIDDLE GRADES SCIENCE TEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP5015 -MIDDLE GRADES SCIENCE TEST Evaluation Systems group of Pearson Other enrolled students	1			
ESP5015 -MIDDLE GRADES SCIENCE TEST Evaluation Systems group of Pearson All program completers, 2013-14	10	245	10	100
ESP5015 -MIDDLE GRADES SCIENCE TEST Evaluation Systems group of Pearson All program completers, 2012-13	25	242	23	92
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	11	261	11	100
ESP0111 -MUSIC TEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
ESP0111 -MUSIC TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	4			
ESP0111 -MUSIC TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	1			
ESP0112 -MUSIC TEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
ESP0112 -MUSIC TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	4			
ESP0112 -MUSIC TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	1			
GAT111 -MUSIC TEST I Educational Testing Service (ETS) 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, 2013-14	1			
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, 2013-14	1			
ESP0141 -SPANISH TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	3			

ESP0142 -SPANISH TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	3			
GAT141 -SPANISH TEST I READING-WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
GAT141 -SPANISH TEST I READING-WRITING Educational Testing Service (ETS) All program completers, 2013-14	1			
GAT142 -SPANISH TEST II LISTENING-SPEAKING Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
GAT142 -SPANISH TEST II LISTENING-SPEAKING Educational Testing Service (ETS) All program completers, 2013-14	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	239	238	100
All program completers, 2012-13	246	239	97

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

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

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V Use of Technology

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.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
  Yes
- use technology effectively to collect data to improve teaching and learning
  Yes
- use technology effectively to manage data to improve teaching and learning
  Yes
- use technology effectively to analyze data to improve teaching and learning
  Yes

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

Faculty development of common assignment/assessments that require teacher candidate utilization of technology and P-12 student utilization of technology for learning with outcome data captured in Livetext and analyzed. Collection of evidence in teacher candidate professional portfolios. Utilization of Teacher Work Samples or edTPA candidate work to identify utilization of technology in assessment and instruction.

Section VI 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.

Does your program prepare general education teachers to:

- teach students with disabilities effectively
  Yes
- participate as a member of individualized education program teams
  Yes
- teach students who are limited English proficient effectively

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.

Middle and Secondary, and Elementary education majors must complete a minimum of 1-3 courses in working with students with disabilities. A foundations course introduces the principle of universal design. Required classroom management courses introduce lesson and unit planning with emphases on effective differentiation, as do required curriculum and methods courses. One half of the curriculum and clinical placements in the ECE/SPED program are based in special education. All teacher candidates are required to complete clinical experiences working with students at risk.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
  Yes
- **participate as a member of individualized education program teams**
  Yes
- **teach students who are limited English proficient effectively**
  Yes

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

The Early Childhood and Special Education complete two semesters of placement in special education settings and two in early childhood settings. Teacher candidates must successfully complete the following courses that include standards based assessment and clinical experience requirements: ECSP 3100 Characteristics of Students with Disabilities; ECSP 4000: Assessment of Exceptional Students;ECSP 4200 Methods and Materials for students with Disabilities ;ECSP 4001 Applied Behavior Analysis; ECSP 3010: Working with Students and Families from Diverse Backgrounds

Section VII Contextual Information

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

Supporting Files

Complete Report Card

AY 2013-14

ED.gov This is a United States Department of Education computer system.