

University of North Georgia

College of Education

Title II Report – 2023



University of North Georgia
Traditional Report AY 2021-22
Georgia



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

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

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Nelms

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List of Programs

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

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

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

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

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	UG	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	Both	
13.1303	Teacher Education - Business	PG	
13.1323	Teacher Education - Chemistry	Both	
13.1324	Teacher Education - Drama and Dance	PG	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	PG	
13.1316	Teacher Education - General Science	Both	
13.1328	Teacher Education - History	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1329	Teacher Education - Physics	Both	
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

17

Program Requirements

THIS PAGE INCLUDES:

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

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

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

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

Undergraduate Requirements

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

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

- Yes
 No

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

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

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Pre-education coursework; preservice certification; ethics assessment, dispositions	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

2.75

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

3

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

Pre-education students complete 60 hours of their program of study before their admission to an education program. The core coursework includes three entry-level foundational education courses with 40 hours of observation experiences in schools. During the 2021-2022 academic year, many of the hours were completed through online modules, professional development, and virtual tutoring to accommodate for safety during the pandemic. Before students are allowed to pursue these early observation experiences, they must complete an online certified background check. The results are then submitted directly to our Program Admissions Specialist for review. We require students to complete their core coursework with a 2.75 GPA or higher and earn a "C" or higher in their early education courses mentioned above, entry-level English courses, and the 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 before acceptance into an educator preparation program (EPP). Students, however, may be exempt from this assessment with qualifying ACT or SAT scores (a combined score of 1080 or higher on the verbal and math portions of the SAT or a combined score of 43 or higher on the verbal and math portions of the ACT). We noted in element one above that SAT and ACT scores are optional, but many of our students utilize this option instead of taking the GACE Program Admissions Assessment. 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 before issuing the pre-service certificate, which is the first level of our state's tiered certification process. This process does not include a fingerprint check. Before being issued a pre-service certificate, students must also pass the GACE Ethics Assessment for Educators and complete a self-beliefs disposition assessment. Before program completion, candidates must attempt the GACE Content Area Assessment for their chosen field.

Postgraduate Requirements

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

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

- Yes
 No

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

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="Bachelor degree, preservice certification, ethics, dispositions"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

2.75

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

3

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

We offer two initial certification programs at the postgraduate level: the Post-Baccalaureate Initial Teacher Certification and the Master of Arts in Teaching degree. The Post-Baccalaureate and Master of Arts in Teaching (MAT) initial certification programs require applicants to complete an undergraduate degree with at least a 2.75 overall GPA. As with the initial certification programs at the undergraduate level, the Post Baccalaureate and MAT programs also require students to go through the Georgia Professional Standards Commission's (GaPSC) pre-service certification process before starting either program. The GaPSC conducts the background check for this process, and there is no fingerprint requirement. Before admissions into either of these programs, prospective candidates must pass three assessments: 1) the Georgia Assessments for the Certification of Educators (GACE) Ethics Assessment for Educators, the GACE Program Admissions Assessment (PAA), and the GACE Content Area Assessment at the professional level (a score of 250 out of 300) for their chosen content field. As with our undergraduate programs, postgraduate students may be exempt from the PAA with qualifying ACT or SAT scores (a combined score of 1080 or higher on the verbal and math portions of the SAT or a combined score of 43 or higher on the verbal and math portions of the ACT). Additionally, applicants complete a self-beliefs dispositions assessment at the time of admissions.

Supervised Clinical Experience

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

Provide the following information about supervised clinical experience in 2021-22. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

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

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

423.5

Number of clock hours required for student teaching

692.8

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

- Yes
 No

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

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

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

48

Years required of teaching as the teacher of record in a classroom

1

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

47.5

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

27

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

944

Number of students in supervised clinical experience during this academic year

487

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

The average number of clock hours varies for our programs due to each program's length and the content course requirements. Programs that encompass the entire length of the candidates' junior and senior years, which include Elementary and Special Education (ESE) and Middle Grades Education (MGE), have a year-long internship during the senior year, and these candidates are also in the schools the entirety of their junior year. Our ESE program has two year-long placements. While our MGE candidates are in the schools for two entire years, only the senior placement is year-long. The MGE candidates also have an elementary school placement to cover all required grade bands for certification that occurs during the first half of year one of the program. Our Secondary Education programs, which include history, mathematics, English, biology, chemistry, and physics, are three-semester programs. They also include one year-long placement during the senior year and a middle grades placement during the second semester of the junior year. These programs mentioned above, which comprise most of our 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. Still, they have fewer clinical experiences due to the required time 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. Each faculty member is assigned to a particular school and a group of students placed within that school (approximately eight students per faculty member except for

art, music, physical education, and mathematics). Faculty are expected to visit their school and students at least once weekly. They are not required to conduct a formal observation weekly, but they are expected to have a presence at the school and be available for their teacher candidates, as anticipated in a Professional Development School model. This model also makes it easier for faculty to build relationships with school personnel. Faculty have specific guidelines for documenting their time with their interns, to be turned in via LiveText (an online data and learning management system). These guidelines include submitting biweekly reports, conducting informal observations, conducting formal assessments utilizing our Candidate Assessment on Performance Standards (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. The 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 Georgia are evaluated utilizing the Teacher Keys Effective System, upon which our CAPS tool is based. While a level three rating is the expected level of performance for teachers in our state, our goal with teacher candidates is to see growth over time. We do not expect them to score 4s 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 dispositions assessments each semester and document hours and time spent with candidates biweekly. In terms of evaluation of clinical experiences, teacher candidates have the opportunity to provide feedback on both their university supervisors and mentor teachers through an evaluation sent out via LiveText at the end of each year. Mentor teachers receive 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 to bridge theory and practice. Candidates are given specific assignments during their courses that they fulfill within their assigned K-12 classrooms. These key assessments are collected via LiveText for data reporting purposes. Each year, results are obtained for our SACSCOC report and shared with faculty workgroups for overall planning purposes and program improvement.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

(§205(a)(1)(C)(ii))

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

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

Enrollment and Program Completers

2021-22 Total	
Total Number of Individuals Enrolled	821
Subset of Program Completers	267

Gender	Total Enrolled	Subset of Program Completers
Male	121	47
Female	700	220
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	7	3
Black or African American	24	3
Hispanic/Latino of any race	80	34
Native Hawaiian or Other Pacific Islander	0	0
White	673	224

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	7	0
No Race/Ethnicity Reported	30	3

Teachers Prepared

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

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

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

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

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

- [Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2021-22.

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

What are CIP Codes?

No teachers prepared in academic year 2021-22

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	160

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	160
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	46
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	5
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	29
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	31
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	17
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	24
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	25
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	15
13.1329	Teacher Education - Physics	1

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2021-22. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

[What are CIP Codes?](#)

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

- Yes
 No

No teachers prepared in academic year 2021-22

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="160"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="160"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="37"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text" value="5"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="22"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	26
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	13
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	18
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	20
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	13
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>

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

CIP Code	Academic Major	Number Prepared
54	History	<input type="text"/>
99	Other Specify: <input type="text"/>	<input type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

Program Assurances

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

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

Regarding responding to the identified needs of our partner districts, we have a College of Education Advisory Council comprised of local district and school representatives, including superintendents, principals, teachers, and district Human Resources representatives. We meet with the council three times per year, once in the fall, spring, and summer. We ask for their feedback and suggestions to determine their needs and where they see gaps in the preparation of educators in their districts and regions. In the 2021-2022 school year, we furthered our partnerships for special programs for students who are native Spanish speakers or who are from diverse backgrounds to become teachers, identified the need to prepare computer science teachers, and provided specialized training through an autism endorsement. We also identified the need for specialized training in dyslexia and planned a unique program to curtail a teacher shortage in our partnering systems. One of our partner districts indicated they expected their students to graduate with an

English/Spanish bilingual seal on their high-school diplomas by 2023. Part of the problem in meeting this goal, however, is that the district needs more teachers who can teach content classes in Spanish (a little under half of the students served by this district are Latinx). Another school system indicated they would like to increase the diverse representation of educators on their staff. As a result of our advisory council meetings, we worked with the districts to establish a partnership to recruit students from diverse backgrounds and Latinx high school students to pursue teacher education. These students work as paraprofessionals within the school districts for part of the day and take college classes for the second half. The districts offer each student a position upon graduation and certification. The state of Georgia plans to require each high school to offer a computer science course by the start of the 2024-2025 school year. Our school partners are challenged to find teachers with preparation and certification in computer science. With this in mind, we planned two preparation routes to meet this need: a computer science endorsement for current teachers and a postgraduate certification in computer science for individuals who want to become computer science teachers. These programs will be offered for the first time in the summer of 2022. Moreover, we aim to offer a master of arts in teaching computer science by the summer of 2024. To fulfill our partners' more specialized needs in special education, we have implemented an autism endorsement for current teachers and are developing an endorsement in dyslexia for current teachers. Our partners also told us they are experiencing a teacher shortage in our region. They were concerned about being able to fulfill their vacant positions for the 2022-2023 school year. We worked with our partners to plan a Teacher Candidate Residency Program (TCRP) starting in the fall of 2022. The TCRP will allow teacher candidates to teach as full-time employees in the school system during their senior year. These teacher candidates will be the teacher of record in their own classrooms. They will teach full-time and complete their program coursework online. These candidates will earn a salary and credit toward retirement. They will also benefit from the additional support provided by a mentor teacher in the building, a school administrator, a university supervisor, and a program coordinator dedicated to their grade band (K-5 or 6-12). These are just a few examples of how we have collaborated with our Advisory Council 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 and university, state, and Regional Educational Service Agency (RESA) representatives to discuss needs and issues and find ways to collaborate. These meetings also provide a space to discuss general improvements in developing mutually beneficial relationships between K-12 schools and Educator Preparation Programs. We have a required diversity course for all education majors and special education courses for all students. We also have faculty with expertise in special education and second language acquisition strategies. These experts have met with their College of Education colleagues to embed theory and practice into coursework in our initial certification programs. We meet regularly in small workgroups and as a whole Educator Preparation Program (EPP) to ensure that we are consistently updating the curricula and assessments regarding special education and diversity, including language acquisition and socioeconomic status. Regarding 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 and special education content. This degree is our B.S. in Elementary Education and Special Education. Special education theory, content, and practice are embedded in every class, as well as having classes explicitly dedicated 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 before 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 and music education teacher candidates. Our art education candidates can select a special education course tailored to the K-5, 4-8, or 6-12 grade bands. In addition to special education content, our general education teachers are prepared to provide instruction to limited English proficient students and students from limited-income and low-income families. As noted above, all of our students in Georgia take a required sociocultural diversity course before entering into an Educator Preparation Program. This course covers diversity in multiple forms, including language, race, ethnicity, ability, socioeconomic status, gender, etc. In this entry-level course, students read sociological and educational theories regarding class structure in America and language acquisition. Then, these topics are expanded upon, and the theory is put into practice once students are accepted into their program. For example, regarding socioeconomic status, students in our Elementary/Special Education program take a course entitled "Strategies for Supporting Children and Families from Diverse Communities," a significant part of which involves discussions about supporting families and students from low-income backgrounds. Candidates in our middle grades program learn about support structures for limited-income families and children in "Culture and Practice in Middle-Level Schools" and "Teaching Content to Diverse Learners." Likewise, our Post-Baccalaureate and Master 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. All teacher candidates take instructional differentiation and assessment courses, during which professors include instructional and assessment strategies for English learners. As noted above, we have also partnered with a local school district to recruit heritage Spanish speakers into the College of Education to increase the number 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 where students' field placements require teacher candidates to know teaching practices for 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 must learn to work with limited resources with parents and families who work long hours and are often isolated in rural areas. We are expanding to create online options for our students located in our Blue Ridge region (which is currently underserved), which will provide increased opportunities for future educators to attend college and provide increased opportunities to gain practice teaching in this region's schools. Likewise, our other primary campus sits in a more urban location with over 40 percent Latinx, meaning teacher candidates must 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 nearly 100 percent Latinx. Unfortunately, poverty is a stark reality in this area. Many parents work long hours and need transportation to participate regularly in school events. Teacher candidates in the College of Education typically have placements in both regions (rural and urban) throughout 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 (Nieto &

Bode, 2012). In recent years, 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 also result in the increased diversity of field experiences, as this area serves a larger Asian student population.

Annual Goals: Mathematics

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

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

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

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

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

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in mathematics in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

For the 2021-2022 academic year, we aspire to maintain our current number of teachers prepared or add one additional teacher in mathematics.

3. Did your program meet the goal?

- Yes
 No

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

In the field of mathematics education, we prepare candidates in the field of middle grades and secondary mathematics through two separate programs. We aimed to prepare at least one additional mathematics educator during the 2021-2022 school year. We met this goal and exceeded it by preparing two additional mathematics educators. At the university level, the admissions office recruits students to the university, but we also have close relationships with our schools through our program's field experiences in mathematics education. Once students are enrolled at the institution, we recruit through events such as "Open House," where students are invited to learn more about the major and meet the faculty. Once students declare a major in mathematics, faculty in the mathematics department review students' transcripts and advise them when to apply to the College of Education and begin their preservice teacher certification requirements (discussed in section I). Beyond the transcript review, faculty provide intensive advising each semester. Faculty in the Middle, Secondary, and Science Education, which houses the Middle Grades Education - Mathematics program, partner with faculty in the Mathematics Department to host a Mathematics Club. Faculty recruit directly from this group, as well.

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

Our "lessons learned" centered on having a consistent recruitment strategy and holding events and meetings for prospective and current students. We know that our university's overall enrollment declined after the pandemic, so we may not know the full extent of the impact until future reporting years, but this also means that we will need to expand our recruiting efforts to maintain or increase our production of mathematics educators.

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

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in mathematics in 2022-23? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

For the 2022-2023 academic year, we aim to maintain our 2021-2022 number of teachers prepared in mathematics or add one additional teacher in mathematics.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in mathematics in 2023-24? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

For the 2023-2024 academic year, we aim to maintain our 2022-2023 number of teachers prepared in mathematics or add one additional teacher in mathematics.

Annual Goals: Science

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

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

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

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

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

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in science in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

For the 2021-2022 academic year, we aspire to maintain our current number of teachers prepared or add one additional science teacher.

3. Did your program meet the goal?

- Yes
 No

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

In the field of science education, we prepare candidates in middle grades - general science, secondary - biology, secondary - chemistry, and secondary - physics. We aimed to prepare at least one additional science educator during the 2021-2022 school year. We met our goal and prepared five more science educators in 2021-2022 than the year before. At the university level, the admissions office recruits students to the university, but we also have close relationships with our schools through our program's field experiences. Once students are enrolled at the institution, we recruit through events such as "Open House," where students are invited to learn more about the major and meet the faculty. Once students declare a major in middle grades or secondary education, discipline-specific advisors review students' transcripts and advise them when to apply to the College of Education and begin their preservice teacher certification requirements (discussed in section I). Students majoring in biology, chemistry, or physics have dedicated content and education advisors. Once students are admitted to their program, faculty provide intensive advising each semester. The Middle, Secondary, and Science Education Department proudly hosts a National Science Teachers Association student chapter. Faculty work closely with this group of students and maintain strong engagement through monthly meetings, hosting community-based events, and attending conferences.

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

We met our goal and prepared five more science educators in 2021-2022 than the year before. The science education faculty in the College of Education works closely with the science faculty in the disciplines of biology, chemistry, and physics. A unique collaboration was formed with physics and chemistry faculty to plan and implement a "Learning Assistant" (LA) program where students have a physics or chemistry pedagogy course dedicated to learning laboratory teaching strategies and supporting their peers in the lab. As a part of this grant-funded program, faculty recruit directly from the LA program and local high schools in the northern region of our state. Through this program, we produced our first physics teacher in many years. Our "lessons learned" centered on having a consistent recruitment strategy, holding events and meetings for prospective and current students, and maintaining contact with them through advising. In the 2021-2022 school year, our efforts were impacted by the pandemic. Our university's overall enrollment declined after the pandemic, so we may not know the full extent of the impact until future reporting years.¹ However, this also means that we must expand our recruiting efforts to maintain or increase our production of science educators.

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

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in science in 2022-23? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

For the 2022-2023 academic year, we aim to maintain our 2021-2022 number of teachers prepared or add one additional teacher of science.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in science in 2023-24? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

For the 2023-2024 academic year, we aim to maintain our 2022-2023 number of teachers prepared or add one additional teacher of science.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

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

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

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

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

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in special education in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

For the 2021-2022 academic year, we will aim to maintain our current number of teachers prepared or add one additional teacher in special education.

3. Did your program meet the goal?

- Yes
 No

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

Our special education teacher preparation program is a dual certification bachelor's degree in elementary and special education. We do not offer standalone options for either elementary or special education. Our number of completers decreased from 165 to 160 in 2021-2022, which is less than a 1% change. Those who completed in 2021-2022 were enrolled in the program for two years, with their first year of being in the program when pandemic protocols were more extensive. The pandemic may have impacted our admissions numbers and withdrawal numbers during the program. The Elementary and Special Education program employs several strategies for supporting students in our special education program. This program has intensive advising, which we know is an asset in tracking students and ensuring consistent contact with students. We have highly trained advisors that focus primarily on our Elementary and Special Education and Middle Grades Education students. These students meet their advisors on their first campus visit, thus beginning a cultivated relationship over time. These students have mandatory advising meetings before applying to the program during the second semester of their sophomore year. Once in the program, candidates are placed in cohort groups and Professional Development Communities (PDCs), which helps with retention. Candidates remain with their cohort for both years in the program and 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 intensive focus on each candidate means faculty better understand how students are progressing 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. Our Director of Academic and Community Engagement also visits Teacher Pathways Programs at local schools. In our state, these programs consist mainly of students planning to pursue elementary education in college. Since our special education program is a dual certification program in elementary and special education, we receive many recruits in special education just through these efforts. We also sponsor an annual Professional Association of Georgia Educators (PAGE) Future Georgia Educators Day, and again, most high-school students in attendance are interested in elementary education. Thus, for those entering our program, they are dually certified in special education as well. Our dual certification offering 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 undoubtedly continue improving our performance in 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 will continue to reach out to our general/interdisciplinary studies programs and other first-year courses and programming to recruit students. Additionally, we will continue to emphasize recruitment outside our higher education institution. We will continue working with our Advisory Council and Mentor Teacher Advisory Board to brainstorm recruitment initiatives on which we can partner, such as "Grow-Your-Own" programs. We will continue to work with our Assistant Dean, who oversees Diversity and Recruitment Initiatives, and our Director of Academic and Community Engagement on our external recruitment efforts, particularly concerning recruiting diverse students. We have increased the dissemination of information regarding our programs and our students' and faculty members' successes through social media and reports. We know we need to improve in telling our story and ensuring that our partners and community know the great work our Elementary and Special Education candidates and completers are doing.

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

We previously noted that we expected our numbers within our Elementary Education/Special Education dual degree program to remain consistent over the next few years. They have remained consistent thus far, although we anticipate seeing fluctuation in upcoming years after the COVID pandemic. Still, we will expand our recruitment efforts and continue cultivating and growing our Professional Development Community (PDC) partnerships to provide potential students with more placement options. We sometimes lose students before the program starts due to limited placement options with our PDC model. While this model has many benefits, we must also support our students driving from long distances. For example, we expanded our PDC model into a new county in the greater Atlanta area and saw growth in our placement opportunities there. Moreover, we extended this PDC to our Blue Ridge area through an online PDC model, which has also allowed us to work with students in paraprofessional positions. Additionally, our Director of Academic and Community Engagement is tasked with visiting our teacher pathways program across our service region. These teacher pathways programs are developed for high school students who think they may be interested in a career in teaching, and students can take up to three elective courses. Completing the three electives, a final portfolio 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). Most students in these programs are interested in elementary education. If recruited, they would enter our dual degree program, as this is our institution's only elementary certification option. 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.

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in special education in 2022-23? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

For the 2022-2023 academic year, we will aim to maintain our current number of teachers prepared or add one additional teacher in special education.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in special education in 2023-24? If no, leave the next question blank.

Yes

No

10. Describe your goal.

For the 2023-2024 academic year, we will aim to maintain our current number of teachers prepared or add one additional teacher in special education.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

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

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

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

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

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in instruction of limited English proficient students in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

During the 2021-2022 academic year, our goal is to prepare 40 additional teachers for the instruction of limited English proficient students.

3. Did your program meet the goal?

- Yes
 No

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

To prepare teachers for the instruction of limited English proficient students, we offer an endorsement in English for Speakers of Other Languages (ESOL) at the postgraduate level. This endorsement is entirely online, and we offer this program as a standalone endorsement for both graduate and professional learning unit (PLU) credit for practicing teachers. During the 2021-2022 reporting year, we prepared 58 educators in ESOL. In 2021-2022, we partnered with one school district to prepare educators in ESOL. This resulted in a significant increase in enrollment and program completion. We see fluctuations in our ESOL endorsement numbers due to the interest or need present in our local school partners and from our students pursuing our graduate degree programs. Local school districts offer ESOL endorsements through Regional Educational Service Agencies (RESAs), which recruit students from the same region as we do. With this in mind, we integrated the ESOL endorsement as an "interest strand" option for two graduate degree programs and sought school district partnerships to offer the endorsement. The ESOL endorsement is an option in our Curriculum and Instruction master's and our Early Childhood Education master's degree programs. As enrollments in our graduate programs are starting to increase, we are also seeing an increase in enrollment in the ESOL endorsement.

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

Regarding recruitment, we regularly attend recruitment events for middle and high-school students. 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. We host graduate student interest meetings for the Curriculum and Instruction and Early Childhood Education programs and advertise the ESOL endorsement at the interest meetings and program orientations. The most impactful changes have been our active recruiting for unique school partnerships and recruiting more candidates to our graduate programs, including options for candidates to select an endorsement strand. Now, more graduate candidates are choosing the ESOL endorsement. We have learned that we must be more creative in developing ways to compete with our Regional Educational Service Agencies (RESAs). We created a Graduate Committee and are working with all graduate program coordinators on recruitment efforts in collaboration with our Graduate Admissions Office. Our coordinator for ESOL has attended online recruitment sessions as part of these efforts.

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

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our goal for the 2022-2023 academic year is to prepare ten teachers in the instruction of limited English proficient students.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

At this time, we are unsure if we will prepare teachers in the instruction of limited English proficient students in 2023-2024. Our program enrollment numbers for summer 2023 are not currently viable. If we are able to support a cohort, we will aim to prepare ten teachers.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(S205\(a\)\(1\)\(B\)\)](#)

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

THIS PAGE INCLUDES:

[>> Assessment Pass Rates](#)

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

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

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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, 2021-22	5			
GAT109 -ART EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2020-21	4			
GAT109 -ART EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2019-20	6			
GAT110 -ART EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT110 -ART EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2021-22	5			
GAT110 -ART EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2020-21	4			
GAT110 -ART EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2019-20	6			
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) Other enrolled students	2			
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) All program completers, 2021-22	4			
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) All program completers, 2020-21	3			
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) All program completers, 2019-20	1			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) Other enrolled students	2			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) All program completers, 2021-22	4			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) All program completers, 2020-21	3			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) All program completers, 2019-20	1			
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, 2020-21	1			
GAT042 -BUSINESS EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2019-20	1			
GAT043 -BUSINESS EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT043 -BUSINESS EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2020-21	1			
GAT043 -BUSINESS EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2019-20	1			
GAT028 -CHEMISTRY TEST I Educational Testing Service (ETS) All program completers, 2020-21	2			
GAT029 -CHEMISTRY TEST II Educational Testing Service (ETS) All program completers, 2020-21	2			
GAT003 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I Educational Testing Service (ETS) Other enrolled students	17	269	17	100
GAT003 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I Educational Testing Service (ETS) All program completers, 2021-22	160	270	160	100
GAT003 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I Educational Testing Service (ETS) All program completers, 2020-21	165	273	165	100
GAT003 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I Educational Testing Service (ETS) All program completers, 2019-20	131	276	131	100
GAT004 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST II Educational Testing Service (ETS) Other enrolled students	17	249	15	88
GAT004 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST II Educational Testing Service (ETS) All program completers, 2021-22	160	254	160	100
GAT004 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST II Educational Testing Service (ETS) All program completers, 2020-21	165	253	164	99
GAT004 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST II Educational Testing Service (ETS) All program completers, 2019-20	131	259	131	100
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) Other enrolled students	7			
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) All program completers, 2021-22	8			
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) All program completers, 2020-21	11	257	11	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) All program completers, 2019-20	12	260	12	100
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) Other enrolled students	7			
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) All program completers, 2021-22	8			
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) All program completers, 2020-21	11	257	11	100
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) All program completers, 2019-20	12	266	12	100
GAT115 -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, 2021-22	17	253	17	100
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2020-21	16	255	16	100
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2019-20	12	264	12	100
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, 2021-22	17	256	17	100
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2020-21	16	264	16	100
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2019-20	12	265	12	100
GAT034 -HISTORY TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT034 -HISTORY TEST I Educational Testing Service (ETS) Other enrolled students	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT034 -HISTORY TEST I Educational Testing Service (ETS) All program completers, 2021-22	15	271	15	100
GAT034 -HISTORY TEST I Educational Testing Service (ETS) All program completers, 2020-21	13	266	13	100
GAT034 -HISTORY TEST I Educational Testing Service (ETS) All program completers, 2019-20	18	272	18	100
GAT035 -HISTORY TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT035 -HISTORY TEST II Educational Testing Service (ETS) Other enrolled students	7			
GAT035 -HISTORY TEST II Educational Testing Service (ETS) All program completers, 2021-22	15	270	15	100
GAT035 -HISTORY TEST II Educational Testing Service (ETS) All program completers, 2020-21	13	265	13	100
GAT035 -HISTORY TEST II Educational Testing Service (ETS) All program completers, 2019-20	18	266	18	100
GAT046 -MARKETING EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2019-20	1			
GAT047 -MARKETING EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2019-20	1			
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) Other enrolled students	1			
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) All program completers, 2021-22	9			
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) All program completers, 2020-21	9			
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) All program completers, 2019-20	11	267	11	100
GAT023 -MATHEMATICS TEST II Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT023 -MATHEMATICS TEST II Educational Testing Service (ETS) All program completers, 2021-22	9			
GAT023 -MATHEMATICS TEST II Educational Testing Service (ETS) All program completers, 2020-21	9			
GAT023 -MATHEMATICS TEST II Educational Testing Service (ETS) All program completers, 2019-20	11	275	11	100
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, 2021-22	21	260	21	100
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2020-21	17	253	17	100
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2019-20	9			
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) Other enrolled students	5			
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	22	268	22	100
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	19	274	19	100
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	16	272	16	100
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) Other enrolled students	6			
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	24	263	24	100
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	16	269	16	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All program completers, 2019-20	18	271	18	100
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) Other enrolled students	2			
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	25	260	25	100
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	19	258	18	95
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All program completers, 2019-20	19	264	19	100
GAT111 -MUSIC TEST I Educational Testing Service (ETS) Other enrolled students	3			
GAT111 -MUSIC TEST I Educational Testing Service (ETS) All program completers, 2021-22	2			
GAT111 -MUSIC TEST I Educational Testing Service (ETS) All program completers, 2020-21	5			
GAT111 -MUSIC TEST I Educational Testing Service (ETS) All program completers, 2019-20	6			
GAT112 -MUSIC TEST II Educational Testing Service (ETS) Other enrolled students	3			
GAT112 -MUSIC TEST II Educational Testing Service (ETS) All program completers, 2021-22	2			
GAT112 -MUSIC TEST II Educational Testing Service (ETS) All program completers, 2020-21	5			
GAT112 -MUSIC TEST II Educational Testing Service (ETS) All program completers, 2019-20	6			
GAT030 -PHYSICS TEST I Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT030 -PHYSICS TEST I Educational Testing Service (ETS) All program completers, 2021-22	1			
GAT030 -PHYSICS TEST I Educational Testing Service (ETS) All program completers, 2019-20	1			
GAT031 -PHYSICS TEST II Educational Testing Service (ETS) Other enrolled students	1			
GAT031 -PHYSICS TEST II Educational Testing Service (ETS) All program completers, 2021-22	1			
GAT031 -PHYSICS TEST II Educational Testing Service (ETS) All program completers, 2019-20	1			
GAT024 -SCIENCE TEST I Educational Testing Service (ETS) Other enrolled students	1			
GAT024 -SCIENCE TEST I Educational Testing Service (ETS) All program completers, 2019-20	2			
GAT025 -SCIENCE TEST II Educational Testing Service (ETS) Other enrolled students	1			
GAT025 -SCIENCE TEST II Educational Testing Service (ETS) All program completers, 2019-20	2			
GAT142 -SPANISH TEST II LISTENING-SPEAKING Educational Testing Service (ETS) Other enrolled students	1			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(S205\(a\)\(1\)\(B\)\)](#)

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

THIS PAGE INCLUDES:

[>> Summary Pass Rates](#)

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

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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2021-22	267	267	100
All program completers, 2020-21	265	264	100
All program completers, 2019-20	234	234	100

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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

Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

NCTM (via CAEP) for Secondary Mathematics; NASAD for Art Education

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

- Yes
- No

Use of Technology

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

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

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

Yes
 No

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

Yes
 No

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

Yes
 No

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

The College of Education (COE) at the University of North Georgia (UNG) has designed its Educator Preparation Programs (EPP) to ensure that "Providers ensure candidates model and apply national or state approved technology standards to engage and improve learning for all students." (CAEP Standards Workbook, 2022). 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. 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 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 how 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 are demonstrated through key assessments in specific courses submitted throughout students' tenure in their programs and through their Induction Portfolio submitted in the spring of their senior year. Data are captured in Livetext (our online data management system for College of Education students) and analyzed for strengths and weaknesses. To expand, the Professional Induction Portfolio highlights the use of technology in improving teaching and learning, managing data, and analyzing data to improve teaching and learning. The Professional Induction Portfolio contains a technology-specific component 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. They

must then reflect on how these artifacts represent the ISTE standards. Additionally, components of our teacher candidate evaluation assessment (referred to as CAPS) and dispositions assessment pinpoint technology. The dispositions assessment asks whether candidates effectively, ethically, and responsibly utilize technology in the classroom. 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. This rubric also refers to candidates' responsible use of technology and integrating 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. Our Coordinator of Educational Technology (our dedicated COE instructional technology individual) surveys students regarding their technological needs. The survey identifies the forms of technology teacher candidates utilized during their preparation program and field experience placements, their technological literacy, and how technology is utilized to enhance 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. We also developed a Learning and Support Center, which is a technology lab specifically for education students. Our Coordinator of Educational Technology has developed an online technology check-out center, offered workshops for students and faculty, and is working on developing an education community-based event for the upcoming year.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

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

Teacher Training

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

a. Teach students with disabilities effectively

For all majors, EDUC 2120: Exploring Socio-Cultural Diversity, a Social Foundations course, introduces core theoretical components of working with students with disabilities. Another Social Foundations course for all majors, EDUC 2130: Exploring Teaching and Learning, requires that students demonstrate proficiency regarding learning and teaching theories for students with special needs and English learners. In both foundational courses, students are introduced to the basic structure and requirements of an Individualized Education Program. For this reporting year, all students in our programs had at least one course focused on working with students with disabilities. Required classroom management courses introduce lesson and unit planning with an emphasis 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 regarding strategies for readers needing 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, how to teach and assess for students with special needs, and how to work with 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 how to teach and assess students with disabilities and 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 assessments for the various learners in their classrooms. 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. For our post-baccalaureate and Master of Arts in Teaching program, candidates take EDUC 5104: Teaching Diverse Learners, which is explicitly focused 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. Similarly, our physical education students take KINS 3400: Adapted Physical Education, which focuses specifically on working with students with special needs. Candidates in the Music Education Program complete the music for special learners course, MUED 3220, which includes an introduction to special education laws and terms, a basic overview of specific disabilities, an explanation of the Individualized Education Program (IEP), and practical examples of how to accommodate and modify music instruction for students with disabilities in the inclusive classroom. The Art Education Program allows its candidates to select a grade-band-focused special education course from ECSP 3100, SPED 3011, and SCED 4003 described above, depending on the level at which they plan to teach art. All of these courses have key assessments, which are collected each year, and the data is provided to faculty to review and revise their courses accordingly. In all programs, teacher candidates are expected to demonstrate their training in working with students with special needs 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.

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

In their later courses described below, candidates learn how to administer an Individualized Education Program (IEP) and see these plans in action in their field and clinical experience classrooms. In working with our faculty and 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). 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 with 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 how to teach and assess students with disabilities and 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 assessments for the various learners in their classrooms. 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. As mentioned above, our art education students select their special education course from SPED 3100, ECSP 3100, or SCED 4003, depending on the level at which they intend to teach art. For our post-baccalaureate and Master of Arts in Teaching programs, candidates take EDUC 5104: Teaching Diverse Learners, which is explicitly focused on students with special needs and learning about IEPs and how to engage as team members. Similarly, our physical education students take KINS 3400: Adapted Physical Education, and our music education students take MUED 3220. Both courses focus specifically on working with students with special needs, where candidates learn how to participate as a member of an individualized education program team. All of these courses have key assessments, which are collected each year, and the data is provided to the faculty so that they can review and revise their courses accordingly.

c. Effectively teach students who are limited English proficient.

For all majors, EDUC 2120: Exploring Socio-Cultural Diversity, a Social Foundations course, introduces core theoretical components of working with students who are English Learners. 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 students who are English learners. 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 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 emphasis 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 regarding strategies for readers needing 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. They also take a curriculum course (SCED 3000) and an assessment course (SCED 4002), where they learn how to differentiate curricula and assessments for the various learners in their classrooms, including English learners. Additionally, candidates in our Elementary and Special Education Program 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 programs, candidates take EDUC 5104: Teaching Diverse Learners. They take coursework, curriculum, instructional strategies, and assessment that integrate methods for working with diverse learners, including English learners. All of these courses have key assessments, which are collected each year and the data is provided to faculty so they can review and revise their courses accordingly. In all programs, teacher candidates are expected to demonstrate their training in working with students who are limited English proficient in their Induction Portfolio; in their field experience summative 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. We would like to see more emphasis on working with language learners in our P-12 programs. We will continue to work with our kinesiology, 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. These P-12 programs are run by coordinators within their respective departments, so changes require more collaboration and cooperation across the university. However, we meet regularly with these content coordinators and will stress 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 with regard to language learners.

2. Does your program prepare special education teachers?

- Yes
- No

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

a. Teach students with disabilities effectively

The Elementary and Special Education (ELE/SPED) program is our only program specific to special education. Candidates in this program complete

two years of placement, with at least one placement in a diverse setting. 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. They then switch to completing the next six weeks in a special education classroom. While in placement, candidates also enroll in courses that enable them to bring theory and practice together 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.

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

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 their students' various academic, behavioral, and physical needs. They generate a disability resource presentation that is shared with their peers to develop a library of resources for future use in the elementary and 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 Multi-Tiered System of Support (MTSS) approach. In addition, in this same course, they engage in a case study where they participate in Individualized Education Program (IEP) development and 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.

c. Effectively teach students who are limited English proficient.

Regarding 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 ELE/SPED program courses. We have a membership to WIDA, which provides standards-based resources for faculty and their students regarding 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 in their Induction Portfolio, dispositions assessments, and summative field placement assessments. Each of these requires that candidates demonstrate their abilities to work with students with special needs 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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

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

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

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.

The pandemic continued in the 2021-2022 reporting year, which impacted test-taking and field experience. Fortunately, our state implemented guidance for testing centers, permitting students to continue required testing, albeit in less populated spaces. Students may have driven further or faced some difficulty in securing a testing appointment, but the state monitored this, and all of our completers were able to test. Our state also issued guidance for field experience, allowing candidates to move seamlessly with their teachers from face-to-face, virtual, and hybrid instruction as conditions allowed in each school. Our programs include extensive year-long placements in addition to early field experiences, which made it possible for our candidates to receive thorough experience in the field, even with the pandemic. 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) Education Exit Survey data from Educational Benchmarking, Inc., for the 2021-2022 reporting year Additional reports and information can also be found on our Accreditation and Program Approval page at the following link: <https://ung.edu/college-of-education/accreditation-and-reporting.php>

Supporting Files

Elementary and Special Education SACS 2021-2022 Report	
Middle Grades Education SACS 2021-2022 Report	
Secondary Education SACS 2021-2022 Report	
MAT and Post-Baccalaureate SACS 2021-2022 Report	
2021-2022 Education Exit Survey	

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Dr. April A. Nelms

TITLE:

Associate Dean, College of Education

Certification of review of submission

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

NAME OF REVIEWER:

Dr. Sheri C. Hardee

TITLE:

Dean, College of Education