

### 1.1. Update Contact Information in AIMS 2.0:

**1.1.1. I confirm that the EPP has listed the correct contact information for both individuals designated as "EPP Primary" and "EPP Secondary" under the Role section for the EPP.**

To update these users, please click on the "Users" tab at the top of the current page or via the left sidebar, then click the pencil shaped icon to edit that user. Please be sure to update the individuals with the correct contact information and to ensure one individual, usually the EPP Primary role, is selected as the **User Access Manager**.

The individuals identified should be authorized by the EPP to receive time-sensitive CAEP accreditation related communications.

- Agree  
 Disagree

### 1.2. Update EPP Information in AIMS 2.0:

**Organization Name**

University of North Georgia

**EPP Name**

College of Education

**Carnegie Classification**

Master's Colleges & Universities

**Control of Organization**

Public

**Population Served**

Not Applicable

**Degree of Urbanization**

Rural

**Language of Instruction**

English

**Religious Affiliations**

Not Religiously Affiliated

**Organizational Accreditation**

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Southern Association of Cc ▼

**Degree Granting**

Yes

No

**Address**

82 College Circle

**Address 2**

**City**

Dahlonega

**State**

Georgia ▼

**Zip**

30597

**Country**

United States ▼

**Phone**

706-864-1998

**Website**

www.ung.edu

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**1.2.1. I confirm that the above information displayed from the EPP Details tab (including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation) is up-to-date and accurately reflected in AIMS 2.0. Additionally, I confirm that the EPP Locations tab accurately reflects the EPP's main campus, as well as any associated branch campuses or**

**auxiliary locations.**

The questions appearing above need to be updated and verified. The rest of the questions noted on your EPP Details tab are read only.

EPP Locations must be updated on the EPP Locations tab, accessible at the top of this page and via the left sidebar on the "My Locations" page. Your **Main Campus**, which should be reflected in the address information above, needs to be added and saved in your EPP Locations tab.

Any additional campuses also offering your EPP's programs should each be listed in the EPP Locations tab as an **Auxiliary Location**.

- Agree  
 Disagree

**1.2.2. I confirm that EPP s licensure area listings [including program name, degree level, licensure level, licensure (program) category, and selected program review option for your CAEP Review] are up-to-date and accurately reflected in AIMS 2.0 for all licensure areas that fall within CAEP s scope of accreditation.**

The listing of programs can be found on the EPP Programs tab, or via the My Programs page on the left sidebar. Please click into each program to ensure all program information is both filled out and accurate.

- Agree  
 Disagree

**AR Reviewer Question 1.1 Did the EPP provide updated contacts with at least one EPP Primary and one EPP Secondary Contact?**

- Yes  
 No

**AR Reviewer Question 1.2 Did the EPP provide updated EPP Details information including noting all EPP Locations?**

- Yes  
 No

**AR Reviewer Question 1.3 Did the EPP provide updated information for all programs under the EPP Programs section?**

- Yes  
 No

**2.1. Total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2022-2023. Enter a numeric value for each textbox below. Note that some fields will be automatically calculated or prepopulated with last year's data.**

**2.1.1 What is the number of graduates in programs leading to initial teacher certification or licensure?**

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#) .

**Previous Year Number of initial-licensure level Graduates:**

**2.1.2 What is the number of graduates in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools? Please do not include those completers counted above.**

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#) .

**Previous Year Number of advanced level Graduates:**

**Total number of program graduates**

**Previous Year Total Number of Graduates:**

**Change from last year:**

Display calculation Difference between last year and this year

**AR Reviewer Question 2. Comparing the EPP s reported completer numbers from this year to last year, has the EPP changed fee brackets with CAEP? [No EPP action is required, unless the EPP finds the reported numbers to be in error.]**

Fee Brackets based on completer numbers:

1. 0-50
2. 51-150
3. 151-300
4. 301-500
5. 501-1000
6. 1000+
7. International

Yes

No

Please report on any of the following substantive changes that may have occurred at your Educator Preparation Provider (EPP) or institution/organization since the submission of the prior year's Annual Accreditation Report.

**3.1. Has there been any change in the EPP's legal status, form of control, or ownership?**

- Change  
 No Change/Not Applicable

**3.2. Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?**

- Change  
 No Change / Not Applicable

**3.3. Since the last reporting cycle, has the EPP seen a change in state program approval?**

- Change  
 No Change / Not Applicable

**3.4. What is the institution's current regional accreditation status?**

**3.4.1. Institutional Accreditation Agency:**

Southern Association of Cc ▼

**3.4.2. Institutional Accreditation Status:**

Accredited/Accreditation R€ ▼

**3.4.3. Does this represent a change in status from the prior year?**

- Change  
 No Change / Not Applicable

**3.5. Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per CAEP's Accreditation Policy?**

Please see Policy V.4.01 of the [CAEP Accreditation Policies and Procedures](#) document for CAEP's definition of substantive changes.

- Change  
 No Change / Not Applicable

**AR Reviewer Question 3. Please provide feedback on the EPP's substantive changes, if any. Type "None" if no substantive changes were identified.**

none

**Please update the EPP's public-facing website to include:**

4.1) the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP (NCATE/TEAC) reviewed programs, and

4.2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2022-2023

**4.1. EPP's current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs**

**In the box below, please provide a direct URL link to the EPP's website where information on its current CAEP accreditation status and a list of CAEP-reviewed programs can be found.**

<https://ung.edu/college-of-education>

**4.2. CAEP Accountability Measures [2022-2023 Academic Year]**

Please provide a direct URL link to the EPP's website where the CAEP Accountability Measures data display is made available to the public. The EPP's data display must include data relevant to the Four Measures listed below.

**Measure 1 (Initial): Completer effectiveness. (R4.1)**

*Data must address: (a) completer impact in contributing to P-12 student-learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions.*

**Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2, R5.3, RA4.1)**

*Data provided should be collected on employers' satisfaction with program completers.*

**Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)**

*Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)*

**Measure 4 (Initial and Advanced): Ability of completers to be hired (in positions for which they have prepared).**

*Data provided may come from various sources, including state or EPP collected data related to completers' employment in teaching positions for which they were prepared.*

**4.2.1. URL Link for EPP's Data Display of CAEP Accountability Measures - Initial-Licensure Level**

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your initial-licensure level programs.

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#### 4.2.2. URL Link for EPP's Data Display of CAEP Accountability Measures - Advanced Level

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your advanced level programs. If it is the same as the initial-licensure level link, repeat the link here.

If the same as the initial-licensure level link, please provide the link in this box again.

If your EPP does not have advanced level programs, then please leave this box blank.

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**AR Reviewer Question 4.1. Did the EPP provide a weblink that displays its current accreditation status and an accurate list of programs included during the most recent CAEP (NCATE/TEAC) accreditation review?**

- Yes  
 No

**AR Reviewer Question 4.2. Did the EPP provide a direct weblink to its website where the EPP's display of data for the CAEP Accountability Measures is available to the public?**

- Yes  
 No

**AR Reviewer Question 4.3. Are the CAEP Accountability Measures clearly identified and tagged? (Includes header identifying the CAEP Accountability Measures and sub-headings/tags to each of the four measures as defined by CAEP)**

- Yes  
 No

**AR Reviewer Question 4.4. Do the data, tagged to each of the four CAEP Accountability Measures, appear to be collected using appropriate data collection instruments/procedures for the relevant CAEP Component?**

- Yes  
 No

**AR Reviewer Question 4.5. Does the data for the CAEP Accountability Measures reflect data collected in the 2022-2023 Academic Year? (\*If data are currently unavailable, does the EPP provide a placeholder statement that details why data are unavailable, and an expected timeline for when updated data will be shared?)**

- Yes  
 No

**AR Reviewer Question 4.6. Has the EPP shared and explained the relevance of each of its data measures in a way that can be easily understood by the public?**

- Yes  
 No

**AR Reviewer Question 4.7. Has data been disaggregated and shared at the program level? Did the EPP separate its Initial Level Program data and Advanced Level Program data for the CAEP Accountability Measures? [\*Relevant to EPPs that receive/will receive CAEP accreditation at both the initial and advanced level.]**

- Yes  
 No

**Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report. The EPP will continue to report its action and progress on addressing its AFI(s) and/or stipulations until the EPP's next CAEP Accreditation Site Review.**

To write your summary, please click on the pencil icon next to each AFI/stipulation to edit the AFI/stipulation. Once there, please provide narrative in the "2024 Annual Accreditation Report Summary/Narrative and Supporting Documents" box at the bottom of the page.

If you do not have any AFIs or stipulations listed, please mark this section complete.

**AR Reviewer Question 5. Has the EPP summarized its activities and the outcomes of those activities as they relate to correcting the area cited in the last Accreditation Action/Decision Report? [As a reminder: The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP's next CAEP Accreditation Site Review.]**

Yes

No

#### AFI/STIPULATION

Name	Email	IsActive
Items per page: 10 <input type="text"/> 0 of 0 < >		

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**6.1. Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year.**

This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, progress with any Transition Plans (initial-licensure level) and/or Phase-in Plans (advanced level), and studying the results of those changes.

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For our 2022-2023 Annual Report, we would like to highlight three EPP improvements aligned with standard three. The first improvement is in connection with component R3.2/RA3.3, where we have redesigned our process for monitoring and supporting student progress. For our second improvement, we piloted a new method for collecting the evidence needed to demonstrate student competency at completion R3.3/RA3.4. The third improvement, the creation of a demographic survey that allows for extensive data disaggregation, is also connected to student monitoring (R3.2/RA3.3) and competency at completion (R3.3/RA3.4). We will discuss these in detail in the information that follows and also review the progress on our phase-in plans.

#### Monitoring and Supporting Student Progress

During the 2022-2023 academic year, program faculty, staff, and leadership collaborated to redevelop the EPP's method for monitoring and supporting student progress (R3.2/RA3.3). Supporting student progress is essential to the EPP's value of academic excellence: The College of Education is committed to rigorous academic standards in an environment that is centered on student support and growth through evidence- and research-based pedagogies. While the EPP had a process in place, it needed to be rethought to ensure the focus was on student support through consistency, oversight, and follow-through.

The previous process was initiated when a teaching or dispositional concern arose with a student. The EPP and school partner stakeholders addressed the concern by developing a support plan and meeting with the student. The process required using one of two forms, depending on the extent of the concern: 1) a Cause for Concern Form and a 2) Professional Development Plan. The purpose of the Cause for Concern Form was to focus a student's attention on areas requiring development, whether it was teaching practices or dispositions, and then allow the student some time to address the need. The purpose of the Professional Development Plan was to outline a more robust plan for the student's growth, in terms of specific behaviors (teaching practices or dispositions), expected changes in behaviors, and a timeline with monitoring points. Both forms were used in conjunction with student support meetings. The meetings included the student's university supervisor, mentor teacher, or program leader, as needed, and the support details were developed collaboratively with the student. As a part of the meeting, the forms were finalized and signed by the student and stakeholders. Once signed, the forms were to be filed on EPP's private network drive.

While this process worked to an extent, there were logistical challenges. The processes were managed at the program level, so the filing of the forms, oversight, and follow-up were inconsistent. The oversight of monitoring and supporting student progress was also not attached to a specific EPP role, outside of the program leadership, which could also lead to inconsistencies in the process and a lack of administrative support. Thus, the revised process for monitoring and supporting student progress improved upon these logistical concerns.

A team of staff, faculty, and leaders collaborated to develop the new process and standard operating procedures for supporting and monitoring student progress, which included newly designated roles, responsibilities, forms, and a web-based case management system. The web-based case management system, Maxient, was key to improving the logistics. The system allows for the creation and management of a case, which includes all the necessary forms, personnel routing, tracking, and filing.

The roles associated with the new process are the College of Education (CoE) Maxient administrator and Faculty Coordinators of Student Success Services (FCSSS). There are others in CoE Student Services that we will describe who are also included in the process. The CoE Maxient administrator initiates student support cases upon receipt of a form (student concern form, professional development plan, professional standards form, or academic support plan). Once the case is created, it is assigned to an FCSSS according to the student's program. The CoE Maxient administrator ensures the timely assignment and balanced allocation of cases across FCSSS. After assignment, the CoE Maxient administrator maintains oversight of the cases to ensure timely completion. The FCSSS leads student success teams to ensure Cause for Concern and Potential Violation of Professional Standard forms are reviewed and evaluated for the next steps. As with the previous rendition of our process, the student's university supervisor, mentor teacher, and program leader may also be included in the process, as needed, for support. Other CoE Student Support Service (SSS) areas could include the Field Placement Director or Undergraduate Program Admission Specialist. The Field Placement Director would be involved should any adjustments to a placement be needed. The Undergraduate Program Admissions Specialist prepares and monitors a list of students whose GPA falls below 3.0 overall or in a given semester, as this would indicate a need for an Academic Success Plan.

There are currently four forms in the Maxient system that can be submitted to initiate the support process: 1) Cause for Concern, 2) Professional Development Plan, 3) Academic Success Plan, and 4) Potential Violation of Professional Standards. If a Cause for Concern form is submitted, the behaviors (teaching or dispositional) are addressed with the student, and the form is considered resolved and stored in the Maxient system. When a Professional Development Plan (PDP) form is submitted, this indicates that the FCSSS and SSS have determined it necessary to provide additional support to a student. The form is submitted once a meeting occurs with the student to develop the necessary level of support and timeline for growth. The FCSSS checks in with the student throughout

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**AR Reviewer Question 6. Has the EPP shared its continuous improvement initiatives, AND (if applicable) provided CAEP with an update regarding the EPP's progress on its advanced level phase-in plans and/or initial level transition plans?**

Yes

No

**7.1. [OPTIONAL] Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?**

Though nothing has changed with our program locations since our last CAEP visit, the new system and Accreditation Policies and Procedures manual request that we identify auxiliary locations. We have added those in the AIMS 2.0 this year, but we were unsure if this were a substantive change since it isn't a change for us.

**7.2. Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2024 EPP Annual Report, and that the details provided in this report and linked webpages are up-to-date and accurate at the time of submission.**

I am authorized to complete this report.

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation, or having completed the accreditation process is considered the property of CAEP and may be used for training, research, and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

See [CAEP Accreditation Policies and Procedures](#).

Acknowledge

**Semester of EPP's next CAEP Site Review**

**Next Visit Date [Semester] - Initial-Licensure Level**

Spring

**Next Visit Date [Year] - Initial-Licensure Level**

2028

**Next Visit Date [Semester] - Advanced Level**

Spring

**Next Visit Date [Year] - Advanced Level**

2028

**AR Reviewer Question 7.1. If the EPP asked any questions, please respond to the questions below.**

Thank you for updating the EPP's location in AIMS 2.0. No additional action is requested.

The EPPs website (<https://ung.edu/college-of-education/accreditation-and-reporting.php#:~:text=The%20Council%20for%20the%20Accreditation,and%20leader%20preparation%20programs%2C%20which>) accurately listed programs and current accreditation status.

**AR Reviewer Question 7.2. The EPP report preparer indicated that they were authorized by the EPP to complete the 2024 EPP Annual Report and that the details provided in this report and linked webpages were up to date and accurate at the time of submission.**

Yes

No