



Georgia College and State University  
Traditional Report AY 2024-25  
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

Harper

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**EMAIL**

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# List of Programs

THIS PAGE INCLUDES:

>> [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](#)

## 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	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	PG	
13.1322	Teacher Education - Biology	PG	
13.1303	Teacher Education - Business	PG	
13.1323	Teacher Education - Chemistry	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	PG	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.1314	Teacher Education - Physical Education and Coaching	PG	
13.1329	Teacher Education - Physics	PG	
13.1317	Teacher Education - Social Sciences	PG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

15

# Program Requirements

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\(a\)\(1\)\(C\)\(i\)\)](#)

## THIS PAGE INCLUDES:

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

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 type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input 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 checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input checked="" type="radio"/> Yes <input 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 checked="" type="radio"/> Yes <input 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 checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify: edTPA	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" 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.)

2.75

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

## 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 type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input 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 checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input checked="" type="radio"/> Yes <input 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 checked="" type="radio"/> Yes <input 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

Element	Admission	Completion
Recommendation(s)	<input checked="" type="radio"/> Yes <input 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 checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" 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:

<http://www.gcsu.edu/education/teached/special-education-mat> <http://www.gcsu.edu/education/teached/secondary-education-mat>

## 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 2024-25. ([§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

1200

Number of clock hours required for student teaching

680

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

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

### All Programs

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

19

[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)

5

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

462

Number of students in supervised clinical experience during this academic year

387

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

The undergraduate programs (EC, SpEd, MG) have a year-long student teaching/ Internship beginning with pre-planning and continues through late April.

# 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

2024-25 Total	
Total Number of Individuals Enrolled	794
Subset of Program Completers	262

Gender	Total Enrolled	Subset of Program Completers
Male	201	73
Female	593	189
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	0
Asian	8	2
Black or African American	262	80
Hispanic/Latino of any race	22	7
Native Hawaiian or Other Pacific Islander	0	0
White	476	164
Two or more races	13	1

**Race/Ethnicity**

**Total Enrolled**

**Subset of Program Completers**

**No Race/Ethnicity Reported**

12

8

# 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.

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

- [Academic Major](#)

## THIS PAGE INCLUDES:

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

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2024-25.

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 2024-25

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	<input type="text" value="71"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="50"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	32
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	5
13.1303	Teacher Education - Business	6
13.1305	Teacher Education - English/Language Arts	35
13.1306	Teacher Education - Foreign Language	3
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	26
13.1312	Teacher Education - Music	15
13.1314	Teacher Education - Physical Education and Coaching	24
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	15
13.1317	Teacher Education - Social Science	6
13.1318	Teacher Education - Social Studies	9
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	9
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	19
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
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 2024-25. 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 2024-25

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="71"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="50"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="32"/>
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" value="6"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="35"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="3"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
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	15
13.1314	Teacher Education - Physical Education and Coaching	24
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	15
13.1317	Teacher Education - Social Science	6
13.1318	Teacher Education - Social Studies	9
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	19
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"/>
09	Communication or Journalism	<input type="text"/>

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

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1263 163" type="text"/>	<input data-bbox="1295 90 1572 132" 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:

With our extensive field-based requirements in multiple settings for each candidate, our students are authentically involved in P-12 classrooms every week that they are in their program. They begin these experiences immediately as juniors and complete two 10-week placements during their senior year, including pre-planning. These internship experiences are instrumental in developing the candidates' knowledge, skills, and dispositions regarding their preparation to work with diverse populations. Also, we have several courses dedicated to meet the needs of candidates from all backgrounds at all degree levels as well as a course for teaching exceptional children at all degree levels.



# Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route 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](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

## Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in mathematics in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

Our goal was 25 initial certifications in mathematics.

3. Did your program meet the goal?

- Yes  
 No

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

The program set a target of 25 initial mathematics certifications for the 2024-25 academic year; we successfully recommended 18 candidates for certification. The EPP has designed an MAT program with a STEM focus which supports recruitment in Mathematics Education. All candidates in every program take an upper level Math course which can facilitate them adding Math to their professional certificate through testing.

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

The program maintains a robust pipeline with 70 students currently enrolled in the mathematics certification track. Projected completion dates include 14 candidates in 2025, 26 in 2026, and 20 in 2027, ensuring a steady increase in qualified Mathematics educators over the next three years. The EPP continues to have full enrollment of new cohorts in the STEM MAT program with hopes of more candidates selecting Math as a concentration.

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

n/a

## Review Current Year's Goal (2025-26)

**7. Is your program preparing teachers in mathematics in 2025-26? If no, leave the next question blank.**

- Yes**  
 **No**

**8. Describe your goal.**

We anticipate preparing 20 mathematics candidates.

## Set Next Year's Goal (2026-27)

**9. Will your program prepare teachers in mathematics in 2026-27? If no, leave the next question blank.**

- Yes**  
 **No**

**10. Describe your goal.**

We will increase this number to 15 mathematics candidates.

# Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route 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](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

## Report Progress on Last Year's Goal (2024-25)

### 1. Did your program prepare teachers in science in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes  
 No

### 2. Describe your goal.

The program established a goal of 25 initial certifications in the sciences for the 2024-25 reporting year. We successfully recommended 12 candidates for certification, consisting of 10 in Biology, 1 in Physics, and 1 in Middle Grades Science

### 3. Did your program meet the goal?

- Yes  
 No

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

The program currently has 35 candidates enrolled in the science certification pipeline. This enrollment is distributed across three key disciplines: 25 candidates in Middle Grades Science, 10 in Biology, and 2 in Chemistry. The Middle Grades MAT degree program has a STEM focus so all candidates are prepared in both Science and Math.

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

We are continuing to build the capacity of our faculty through ongoing professional development opportunities in order to meet the literacy and rigorous requirements of teachers of Science. Also, COE faculty work collaboratively with faculty in the College of Arts and Sciences to promote enrollment

growth in Science concentrations.

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

## Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in science in 2025-26? If no, leave the next question blank.

Yes

No

8. Describe your goal.

We anticipate preparing 25 students to teach in the field of science.

## Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in science in 2026-27? If no, leave the next question blank.

Yes

No

10. Describe your goal.

We anticipate preparing 25 students to teach in the field of science.

# Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

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 (2024-25)

1. Did your program prepare teachers in special education in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

We aimed to prepare a minimum of 40 Special Education candidates.

3. Did your program meet the goal?

- Yes  
 No

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

Our graduates included 35 students with an MAT and 52 with a B.S. Additional degree completions included two BFAs, one DA, and one AS. The EPP partners with school districts to recruit provisionally certified teachers into the MAT program. The COE is working with GCSU marketing to improve messaging that will convey the benefits and possibilities of the MAT program. The EPP has experienced a 36% enrollment increase in the SPED MAT program.

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

As the requirements by the Georgia Professional Standards Commission change, we are continuously evaluating our curriculum and instructional practices to better align our programs to reflect this changing landscape. The EPP partners with school districts to recruit provisionally certified teachers

into the MAT program. The COE is working with GCSU marketing to improve messaging that will convey the benefits and possibilities of the MAT program.

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

## Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in special education in 2025-26? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

We are planning to prepare 40 Special Education candidates. We currently have 21 students enrolled in initial certification in Special Education with an MAT degree, with an additional 18 candidates who are expected to graduate in 2026. Additionally we have 1 student enrolled in an advanced Ed.S. degree program.

## Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in special education in 2026-27? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

Our goal is to prepare 40 students for special education licensure. Currently, 55 students are working toward initial certification with an anticipated 2027 graduation date (13 in the BS program and 42 in the MAT program). Additionally, 42 students are enrolled in advanced programs slated for 2027 completion, including 24 in the MEd (advanced certification) and 18 in the EdS program.

# Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route 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](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

## Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in instruction of limited English proficient students in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes  
 No

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

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

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

The last student obtained an ESOL Endorsement in 2014.

## Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

## Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in instruction of limited English proficient students in 2026-27? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

## 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.  [\(§205\(a\)\(1\)\(B\)\)](#)

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.

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](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
726 -ART (P-12) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
726 -ART (P-12) Evaluation Systems group of Pearson All program completers, 2024-25	1			
109 -ART EDUCATION TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
109 -ART EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	2			
109 -ART EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2024-25	4			
110 -ART EDUCATION TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
110 -ART EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	2			
110 -ART EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2024-25	4			
710 -BIOLOGY (6-12) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
026 -BIOLOGY TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
026 -BIOLOGY TEST I Educational Testing Service (ETS) Other enrolled students	1			
026 -BIOLOGY TEST I Educational Testing Service (ETS) All program completers, 2024-25	7			
027 -BIOLOGY TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
027 -BIOLOGY TEST II Educational Testing Service (ETS) Other enrolled students	1			
027 -BIOLOGY TEST II Educational Testing Service (ETS) All program completers, 2024-25	7			
042 -BUSINESS EDUCATION TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
042 -BUSINESS EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	3			
042 -BUSINESS EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2024-25	5			
043 -BUSINESS EDUCATION TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
043 -BUSINESS EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	3			
043 -BUSINESS EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2024-25	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
028 -CHEMISTRY TEST I Educational Testing Service (ETS) Other enrolled students	1			
029 -CHEMISTRY TEST II Educational Testing Service (ETS) Other enrolled students	1			
001 -ELEMENTARY EDUCATION TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
001 -ELEMENTARY EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	56	264	56	100
001 -ELEMENTARY EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2024-25	50	265	50	100
002 -ELEMENTARY EDUCATION TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
002 -ELEMENTARY EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	56	257	56	100
002 -ELEMENTARY EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2024-25	50	258	50	100
020 -ENGLISH TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
020 -ENGLISH TEST I Educational Testing Service (ETS) Other enrolled students	9			
020 -ENGLISH TEST I Educational Testing Service (ETS) All program completers, 2024-25	12	261	12	100
021 -ENGLISH TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
021 -ENGLISH TEST II Educational Testing Service (ETS) Other enrolled students	9			
021 -ENGLISH TEST II Educational Testing Service (ETS) All program completers, 2024-25	12	264	12	100
143 -FRENCH TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
143 -FRENCH TEST I Educational Testing Service (ETS) Other enrolled students	1			
144 -FRENCH TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
144 -FRENCH TEST II Educational Testing Service (ETS) Other enrolled students	1			
115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	10	244	10	100
115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	3			
115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2024-25	21	246	21	100
116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	10	247	10	100
116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	3			
116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2024-25	21	247	21	100
721 -HISTORY (6-12) Evaluation Systems group of Pearson All program completers, 2024-25	1			
034 -HISTORY TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
034 -HISTORY TEST I Educational Testing Service (ETS) Other enrolled students	6			
034 -HISTORY TEST I Educational Testing Service (ETS) All program completers, 2024-25	13	255	13	100
035 -HISTORY TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
035 -HISTORY TEST II Educational Testing Service (ETS) Other enrolled students	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
035 -HISTORY TEST II Educational Testing Service (ETS) All program completers, 2024-25	13	253	13	100
022 -MATHEMATICS TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
022 -MATHEMATICS TEST I Educational Testing Service (ETS) Other enrolled students	6			
022 -MATHEMATICS TEST I Educational Testing Service (ETS) All program completers, 2024-25	5			
023 -MATHEMATICS TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
023 -MATHEMATICS TEST II Educational Testing Service (ETS) Other enrolled students	6			
023 -MATHEMATICS TEST II Educational Testing Service (ETS) All program completers, 2024-25	5			
011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	10	266	10	100
011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2024-25	20	253	18	90
704 -MIDDLE GRADES MATH (4-8) Evaluation Systems group of Pearson All program completers, 2024-25	1			
013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	11	260	11	100
013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) Other enrolled students	12	240	11	92
013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All program completers, 2024-25	15	259	14	93
014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) Other enrolled students	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All program completers, 2024-25	12	226	7	58
705 -MIDDLE GRADES SCIENCE (4-8) Evaluation Systems group of Pearson Other enrolled students	1			
705 -MIDDLE GRADES SCIENCE (4-8) Evaluation Systems group of Pearson All program completers, 2024-25	1			
015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) Other enrolled students	8			
015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All program completers, 2024-25	8			
111 -MUSIC TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
111 -MUSIC TEST I Educational Testing Service (ETS) Other enrolled students	5			
111 -MUSIC TEST I Educational Testing Service (ETS) All program completers, 2024-25	7			
112 -MUSIC TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
112 -MUSIC TEST II Educational Testing Service (ETS) Other enrolled students	5			
112 -MUSIC TEST II Educational Testing Service (ETS) All program completers, 2024-25	7			
718 -PHYSICS (6-12) Evaluation Systems group of Pearson All program completers, 2024-25	1			
032 -POLITICAL SCIENCE TEST I Educational Testing Service (ETS) All program completers, 2024-25	5			
033 -POLITICAL SCIENCE TEST II Educational Testing Service (ETS) All program completers, 2024-25	5			
141 -SPANISH TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
141 -SPANISH TEST I Educational Testing Service (ETS) All program completers, 2024-25	1			
142 -SPANISH TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
142 -SPANISH TEST II Educational Testing Service (ETS) All program completers, 2024-25	1			
081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST I Educational Testing Service (ETS) Other enrolled students	31	251	31	100
081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST I Educational Testing Service (ETS) All program completers, 2024-25	65	251	65	100
082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST II Educational Testing Service (ETS) Other enrolled students	31	249	31	100
082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST II Educational Testing Service (ETS) All program completers, 2024-25	65	250	65	100

## Summary Pass Rates

THIS PAGE INCLUDES:

[>> 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.  [\(§205\(a\)\(1\)\(B\)\)](#)

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.

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, 2024-25	228	223	98

# 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:

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.

Candidates demonstrate proficiency in instructional technology through integrated assessments, including teacher work samples, exit portfolios, and longitudinal lesson planning. All initial certification programs require a dedicated three-hour 'Teaching with Technology' course, with technical pedagogical skills validated via in-field observation instruments. To ensure continuous improvement, the unit utilizes Student Learning & Licensure (SL & L) to aggregate and analyze these critical data points annually. Furthermore, the EPP's iPad initiative ensures all undergraduate candidates achieve professional distinction as an Apple Certified Teacher and/or Google Certified Educator Level 1. The effectiveness of this comprehensive approach was recently validated by CAEP accreditation, which resulted in zero 'Areas for Improvement' (AFIs) regarding the EPP's use of technology.

# 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

All candidates complete a mandatory course in Exceptional Children, providing a comprehensive foundation in IDEA requirements and the legal frameworks of special education. To bridge theory and practice, candidates are placed in clinical field experiences that emphasize inclusive classroom settings. Within these placements and throughout their coursework, candidates receive targeted instruction in evidence-based co-teaching models and differentiated instructional strategies to support diverse learner 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*.

Whenever feasible within their clinical settings, candidates actively participate in the Individualized Education Program (IEP) process. This engagement allows them to observe and contribute to the collaborative development of student goals, accommodations, and legal compliance measures alongside mentor teachers and multi-disciplinary teams.

#### c. Effectively teach students who are limited English proficient.

The EPP provides comprehensive preparation for supporting English Language Learners (ELLs) through a multi-tiered instructional approach. All candidates receive explicit training in research-based differentiated instruction and sheltered content strategies. Furthermore, Georgia College offers a formal ESOL Endorsement as an integrated elective, allowing candidates to deepen their expertise in linguistic diversity and cross-cultural pedagogy prior to graduation.

### 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 Special Education curriculum is purposefully engineered to cultivate the specialized knowledge, clinical skills, and professional dispositions essential for educating students with diverse disabilities. Candidates complete a rigorous sequence of coursework integrated with developmental field experiences that increase in complexity. This scaffolded approach ensures that graduates are proficient in implementing evidence-based interventions and specialized instruction for students across a wide spectrum of exceptionalities.

#### 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.**

Candidates across all general education disciplines—including Elementary, Middle Grades, and Secondary Education—are required to demonstrate mastery in differentiating instruction for students with Individualized Education Programs (IEPs) and other exceptionalities. This competency is developed through a rigorous core of specialized coursework, including Language and Culture, Introduction to Exceptional Individuals, and dedicated courses in Class-wide and Individual Behavior Management and Assessment. These modules are specifically designed to equip candidates with the pedagogical tools and diagnostic skills necessary to support children with special needs and those from diverse cultural and linguistic backgrounds.

**c. Effectively teach students who are limited English proficient.**

The EPP provides comprehensive preparation for supporting English Language Learners (ELLs) through a multi-tiered instructional approach. All candidates receive explicit training in research-based differentiated instruction and sheltered content strategies. Furthermore, Georgia College offers a formal ESOL Endorsement as an integrated elective, allowing candidates to deepen their expertise in linguistic diversity and cross-cultural pedagogy prior to graduation.

# 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 cohort undergraduate and graduate programs at Georgia College have commendable reputations within and beyond the state of Georgia. All programs are CAEP accredited and ranked at high levels on the GaPSC's PPEM ratings. The EPP's Middle Grades and Special Education programs recently received national recognition from the accrediting agency known as CAEP. The undergraduate programs are offered in cohort models only. Cohorts begin the fall of the junior year and last through the senior year. Admission to the cohorts is competitive and applications are due the third Friday in January prior to the beginning of the next fall semester. The Master of Arts in Teaching (M.A.T.) degree with a major in Middle Grades Education and concentrations in Mathematics and Science Education provides a 100% initial teacher preparation (except field experiences) at the master's degree level for qualified candidates who hold a bachelor's degree from a regionally accredited institution. The core program is designed for college graduates whose undergraduate degrees did not include professional education preparation and is comprised of a minimum of 36 semester hours of graduate course work in professional education. Successful completion of the M.A.T. with a major in Middle Grades Education (grades 4-8) leads to a T-5 Georgia Certification in Middle Grades Mathematics and Science. The Master of Arts in Teaching (M.A.T) degree with a major in Secondary Teacher Education provides initial educator preparation at the master's degree level for qualified candidates who hold a bachelor's degree from a regionally accredited institution with a major in one of the content fields listed below, or in a related area that includes coursework that is the equivalent of a major in such an area. The degree program prepares persons for certification to teach in grades 6-12 in the fields of Biology, Business Education, Chemistry, English, History, Mathematics, Physics, and Political Science; and for certification to teach in grades P-12 in Art, Health Education, French, and Spanish. The program is designed for college graduates whose undergraduate degrees did not include professional education preparation. The program requires a minimum of 36 semester hours of graduate coursework. The Master of Arts in Teaching (M.A.T.) degree in Special Education provides initial teacher preparation at the master's degree level for qualified candidates who hold a bachelor's degree from a regionally accredited institution. A Master of Arts in Teaching (M.A.T.) degree in Elementary Education is in its second year of operation. Most candidates do not currently hold clear, renewable certification; some candidates hold clear, renewable certificates in distantly related teaching fields (e.g., Physical Education, Business Education). Students are expected to begin and matriculate with their cohort for satisfactory completion of the degree program. Cohorts start each June and the program is 100% online. Additionally, the EPP is currently working on an initiative entitled a "Double Bobcats" major, specifically targeting Elementary Education undergraduates in hopes of increasing enrollment in the Elementary Education Master's program. A similar initiative has been launched in Secondary Education.

## Supporting Files

<a href="#">CAEP 2021 SSR</a>	
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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

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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:

Eric Carlyle

TITLE:

Coordinator of Assessment & Accreditation

## 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:

Eric Carlyle

TITLE:

Coordinator of Assessment & Accreditation