



Georgia College and State University
Traditional Report AY 2022-23
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

Flachbarth

PHONE

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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	UG	
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

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 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 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 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 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 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 2022-23. ([§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

700

Number of clock hours required for student teaching

400

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)

27

[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)

0

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

355

Number of students in supervised clinical experience during this academic year

367

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

2022-23 Total	
Total Number of Individuals Enrolled	736
Subset of Program Completers	216

Gender	Total Enrolled	Subset of Program Completers
Male	190	51
Female	546	165
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	2	2
Asian	8	3
Black or African American	201	41
Hispanic/Latino of any race	28	7
Native Hawaiian or Other Pacific Islander	1	1
White	474	160
Two or more races	7	0

Race/Ethnicity

Total Enrolled

Subset of Program Completers

No Race/Ethnicity Reported

15

2

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 2022-23.

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 2022-23

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="50"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="47"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	4
13.1305	Teacher Education - English/Language Arts	35
13.1306	Teacher Education - Foreign Language	4
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	42
13.1312	Teacher Education - Music	9
13.1314	Teacher Education - Physical Education and Coaching	10
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	33
13.1317	Teacher Education - Social Science	11
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	6
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	15
13.1329	Teacher Education - Physics	
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" value="Political Science"/>	3 <input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. 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 2022-23

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	50 <input type="text"/>
13.1202	Teacher Education - Elementary Education	47 <input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	55 <input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	2 <input type="text"/>
13.1303	Teacher Education - Business	4 <input type="text"/>
13.1305	Teacher Education - English/Language Arts	35 <input type="text"/>
13.1306	Teacher Education - Foreign Language	4 <input type="text"/>
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	42
13.1312	Teacher Education - Music	9
13.1314	Teacher Education - Physical Education and Coaching	10
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	33
13.1317	Teacher Education - Social Science	3
13.1318	Teacher Education - Social Studies	11
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	6
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	15
13.1329	Teacher Education - Physics	<input type="text"/>
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 truly and 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 in regards to working with diverse populations. Also, we have several courses dedicated to culture and diversity 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 \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

We are planning on preparing 25 teachers in the field of mathematics. Currently we are preparing 27 teachers in mathematics.

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:

We have prepared 34 teachers in the field of mathematics.

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Currently we have 62 students enrolled to be prepared to teach mathematics. Of these students we anticipate 25 to finish their program and able to teach mathematics.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

We anticipate to prepare 25 students to teach mathematics.

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 \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

We planed on preparing 10 teachers in the field of science.

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:

We graduated 39 students in the field of science: 6 in Biology and 33 in Middle Grade Science.

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

We currently have 84 students enrolled to be prepared to teach science. Of the 84 students we anticipate 27 to finish their studies for 2023/2024.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? 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

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 \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

We had planned on preparing 40 teachers in the field of Special Education.

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:

We prepared 76 students in the field of special education.

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

We are planning of preparing 40 students to teach special education.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

We are planning of preparing 40 students to teach special education. We currently have 182 students enrolled to be prepared in the field of special education.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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 (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

We will continue to offer the ELL endorsement to teacher candidates and others who are interested. Currently searching to hire a faculty member for Literacy, Reading, and Language.

3. Did your program meet the goal?

- Yes
 No

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

We did not prepare any teachers for the field of English as a Second Language.

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:

We offer PBIS, Reading and Dyslexia Endorsements.

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? 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 (%)
GAT109 -ART EDUCATION TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
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, 2022-23	1			
GAT109 -ART EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2021-22	7			
GAT109 -ART EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2020-21	3			
GAT110 -ART EDUCATION TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			

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) Other enrolled students	1			
GAT110 -ART EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2022-23	1			
GAT110 -ART EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2021-22	7			
GAT110 -ART EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2020-21	3			
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) All program completers, 2022-23	6			
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) All program completers, 2021-22	11	262	11	100
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) All program completers, 2020-21	5			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) All program completers, 2022-23	6			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) All program completers, 2021-22	11	258	10	91
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) All program completers, 2020-21	5			
GAT042 -BUSINESS EDUCATION TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
GAT042 -BUSINESS EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2022-23	4			
GAT042 -BUSINESS EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2021-22	17	261	17	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT042 -BUSINESS EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2020-21	10	268	10	100
GAT043 -BUSINESS EDUCATION TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
GAT043 -BUSINESS EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2022-23	4			
GAT043 -BUSINESS EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2021-22	17	270	17	100
GAT043 -BUSINESS EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2020-21	10	275	10	100
GAT028 -CHEMISTRY TEST I Educational Testing Service (ETS) All program completers, 2021-22	2			
GAT028 -CHEMISTRY TEST I Educational Testing Service (ETS) All program completers, 2020-21	3			
GAT029 -CHEMISTRY TEST II Educational Testing Service (ETS) All program completers, 2021-22	2			
GAT029 -CHEMISTRY TEST II Educational Testing Service (ETS) All program completers, 2020-21	3			
GAT001 -ELEMENTARY EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	9			
GAT001 -ELEMENTARY EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2022-23	47	271	47	100
GAT001 -ELEMENTARY EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2021-22	55	270	55	100
GAT001 -ELEMENTARY EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2020-21	41	270	41	100
GAT002 -ELEMENTARY EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	9			
GAT002 -ELEMENTARY EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2022-23	47	269	47	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT002 -ELEMENTARY EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2021-22	55	265	55	100
GAT002 -ELEMENTARY EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2020-21	41	266	41	100
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	19	248	17	89
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) Other enrolled students	1			
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) All program completers, 2022-23	11	254	11	100
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) All program completers, 2021-22	19	259	18	95
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) All program completers, 2020-21	7			
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	18	249	17	94
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) Other enrolled students	1			
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) All program completers, 2022-23	11	255	11	100
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) All program completers, 2021-22	19	255	17	89
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) All program completers, 2020-21	7			
GAT143 -FRENCH TEST I Educational Testing Service (ETS) All program completers, 2022-23	1			
GAT144 -FRENCH TEST II Educational Testing Service (ETS) All program completers, 2022-23	1			
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	10	242	10	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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, 2022-23	7			
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2021-22	11	253	11	100
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2020-21	11	259	11	100
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	10	238	8	80
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, 2022-23	7			
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2021-22	11	252	11	100
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2020-21	11	258	11	100
GAT034 -HISTORY TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	16	259	15	94
GAT034 -HISTORY TEST I Educational Testing Service (ETS) All program completers, 2022-23	14	245	12	86
GAT034 -HISTORY TEST I Educational Testing Service (ETS) All program completers, 2021-22	9			
GAT034 -HISTORY TEST I Educational Testing Service (ETS) All program completers, 2020-21	16	263	16	100
GAT035 -HISTORY TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	15	260	15	100
GAT035 -HISTORY TEST II Educational Testing Service (ETS) All program completers, 2022-23	14	249	12	86

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT035 -HISTORY TEST II Educational Testing Service (ETS) All program completers, 2021-22	9			
GAT035 -HISTORY TEST II Educational Testing Service (ETS) All program completers, 2020-21	16	260	16	100
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	11	237	8	73
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) All program completers, 2021-22	11	244	11	100
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) All program completers, 2020-21	3			
GAT023 -MATHEMATICS TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	11	222	8	73
GAT023 -MATHEMATICS TEST II Educational Testing Service (ETS) All program completers, 2021-22	11	232	10	91
GAT023 -MATHEMATICS TEST II Educational Testing Service (ETS) All program completers, 2020-21	5			
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	9			
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2022-23	24	253	24	100
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2021-22	21	256	21	100
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2020-21	9			
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	10	249	10	100
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) Other enrolled students	11	256	11	100
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	42	244	33	79

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	45	260	43	96
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	28	238	22	79
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	11	241	10	91
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) Other enrolled students	9			
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	33	256	32	97
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	43	263	42	98
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	28	245	24	86
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) Other enrolled students	3			
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	11	255	11	100
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	10	248	10	100
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	1			
GAT111 -MUSIC TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	14	226	11	79
GAT111 -MUSIC TEST I Educational Testing Service (ETS) Other enrolled students	4			
GAT111 -MUSIC TEST I Educational Testing Service (ETS) All program completers, 2022-23	9			
GAT111 -MUSIC TEST I Educational Testing Service (ETS) All program completers, 2021-22	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT111 -MUSIC TEST I Educational Testing Service (ETS) All program completers, 2020-21	13	253	13	100
GAT112 -MUSIC TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	13	258	13	100
GAT112 -MUSIC TEST II Educational Testing Service (ETS) Other enrolled students	4			
GAT112 -MUSIC TEST II Educational Testing Service (ETS) All program completers, 2022-23	9			
GAT112 -MUSIC TEST II Educational Testing Service (ETS) All program completers, 2021-22	3			
GAT112 -MUSIC TEST II Educational Testing Service (ETS) All program completers, 2020-21	13	261	13	100
GAT030 -PHYSICS TEST I Educational Testing Service (ETS) All program completers, 2021-22	1			
GAT031 -PHYSICS TEST II Educational Testing Service (ETS) All program completers, 2021-22	1			
GAT032 -POLITICAL SCIENCE TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
GAT032 -POLITICAL SCIENCE TEST I Educational Testing Service (ETS) All program completers, 2022-23	3			
GAT032 -POLITICAL SCIENCE TEST I Educational Testing Service (ETS) All program completers, 2021-22	1			
GAT032 -POLITICAL SCIENCE TEST I Educational Testing Service (ETS) All program completers, 2020-21	2			
GAT033 -POLITICAL SCIENCE TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
GAT033 -POLITICAL SCIENCE TEST II Educational Testing Service (ETS) All program completers, 2022-23	3			
GAT033 -POLITICAL SCIENCE TEST II Educational Testing Service (ETS) All program completers, 2021-22	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT033 -POLITICAL SCIENCE TEST II Educational Testing Service (ETS) All program completers, 2020-21	2			
GAT141 -SPANISH TEST I READING-WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
GAT141 -SPANISH TEST I READING-WRITING Educational Testing Service (ETS) All program completers, 2022-23	3			
GAT141 -SPANISH TEST I READING-WRITING Educational Testing Service (ETS) All program completers, 2021-22	2			
GAT141 -SPANISH TEST I READING-WRITING Educational Testing Service (ETS) All program completers, 2020-21	1			
GAT142 -SPANISH TEST II LISTENING-SPEAKING Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
GAT142 -SPANISH TEST II LISTENING-SPEAKING Educational Testing Service (ETS) All program completers, 2022-23	3			
GAT142 -SPANISH TEST II LISTENING-SPEAKING Educational Testing Service (ETS) All program completers, 2021-22	2			
GAT142 -SPANISH TEST II LISTENING-SPEAKING Educational Testing Service (ETS) All program completers, 2020-21	1			
GAT081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	22	240	19	86
GAT081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST I Educational Testing Service (ETS) Other enrolled students	8			
GAT081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST I Educational Testing Service (ETS) All program completers, 2022-23	48	253	47	98
GAT081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST I Educational Testing Service (ETS) All program completers, 2021-22	55	258	55	100
GAT081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST I Educational Testing Service (ETS) All program completers, 2020-21	44	257	44	100
GAT082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	21	241	21	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST II Educational Testing Service (ETS) Other enrolled students	7			
GAT082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST II Educational Testing Service (ETS) All program completers, 2022-23	48	253	48	100
GAT082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST II Educational Testing Service (ETS) All program completers, 2021-22	55	259	55	100
GAT082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST II Educational Testing Service (ETS) All program completers, 2020-21	44	256	44	100

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](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	209	203	97
All program completers, 2021-22	264	257	97
All program completers, 2020-21	195	194	99

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.

Students are expected to demonstrate knowledge of the effective use of instructional technology in teacher work samples, exit portfolios, lesson plans throughout the span of their program, and in formal coursework in Teaching with Technology (a of three hour course in all initial teaching programs). This skill is also part of the in-field observation instruments used by faculty and partner teachers. The unit utilizes LiveText to manage program data points for the purpose of improving teaching and learning. These critical assessment points are analyzed annually to ensure continuous progress. Initial undergraduate students become Apple Teacher Certified and/or Google Certified Educator Level 1. All initial teacher candidates also participate in the EPP's iPad initiative. Recent CAEP Accreditation reviewed the EPP's use of technology, and there were no areas for improvement noted.

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

Each candidate is required to take an Exceptional Children course which provides an overview of IDEA's requirements. Candidates are also placed in field experiences that often include inclusive classroom settings. Candidates are also instructed in co-teaching and differentiated instructional strategies.

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 are afforded opportunities to participate in IEP meetings during field placements were applicable.

c. Effectively teach students who are limited English proficient.

Candidates receive various instructional opportunities in the area of ELL support. All candidates receive explicit instruction in differentiated learning strategies. Georgia College also offers an ESOL endorsement as an elective part of its programs.

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 candidates' program is completely fashioned around the knowledge, skills, and dispositions necessary to effectively teach students with disabilities. They take extensive coursework and engage in field experiences that progress in nature all designed to teach them to work effectively with students with varying disabilities.

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 studying in all general education areas (middle grades, early childhood, secondary) are expected to differentiate lesson plans for IEP and exceptional students. The students take formal course work in such areas with requirements fashioned to meet the above skills and knowledge. Such courses are Language and Culture Introduction to Exceptional Individuals, and courses in both class-wide and individual behavior management and assessment all target working with children with special needs and those with diverse backgrounds.

c. Effectively teach students who are limited English proficient.

Candidates receive various instructional opportunities in the area of ELL support. All candidates receive explicit instruction in differentiated learning strategies. Georgia College also offers an ESOL endorsement as an elective part of its programs.

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.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

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 rank at the highest levels on the GaPSC's PPEM ratings (Level IV). 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 currently being developed. 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.

Supporting Files

No files have been provided.

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:

Eric Carlyle

TITLE:

Coordinator of Assessment and 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:

Assessment/ Accreditation Coordinator