



Mercer 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

140447

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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CITY

Macon

STATE

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ZIP

31207

SALUTATION

Dr.

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Jeffrey

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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
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	Both	
13.01	General Education (alternative programs/programs providing pedagogy only)	PG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	UG	
13.1302	Teacher Education - Art	PG	
13.1322	Teacher Education - Biology	Both	
13.1303	Teacher Education - Business	PG	
13.1323	Teacher Education - Chemistry	Both	
13.1321	Teacher Education - Computer Science	Both	
13.14	Teacher Education - English as a Second Language	PG	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1316	Teacher Education - General Science	Both	
13.1328	Teacher Education - History	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1329	Teacher Education - Physics	Both	
13.1317	Teacher Education - Social Sciences	Both	
13.1318	Teacher Education - Social Studies	Both	
13.1309	Teacher Education - Technology/Industrial Arts	PG	
13.1320	Teacher Education - Trade and Industrial	PG	

Total number of teacher preparation programs:

25

Program Requirements

THIS PAGE INCLUDES:

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

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

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

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

Undergraduate Requirements

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

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

- Yes
 No

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

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

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

2.5

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:

The background check is required prior to any field experience and is part of the pre-service certification process.

Postgraduate Requirements

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

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

- Yes
 No

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

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

Element	Admission	Completion
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="Ethics Assessment"/>	<input checked="" type="radio"/> Yes <input 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.)

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.)

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

The background check is required prior to any field experience and is part of the pre-service certification process.

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	<input type="text" value="115"/>
Number of clock hours required for student teaching	<input type="text" value="520"/>

You have programs with the teacher of record model, but "clock hours of supervised clinical experience required prior to teaching as the teacher of record" and "years required for teaching as the teacher of record" are 0. Please correct the data, or confirm.

I confirm that there are 0 hours required

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

- Yes

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)

[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)

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

Number of students in supervised clinical experience during this academic year

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

Clinical experiences provide candidates with gradual exposure to teaching, culminating in a semester-long, full-time Student Teaching or Internship experience. Student Teaching candidates are assigned to diverse schools and gradually assume all responsibility for the classroom to which they are assigned. Employed teachers of record are allowed to do an Internship in their own classroom of employment (assuming it meets state suitability requirements) instead of Student Teaching in order to earn a recommendation for initial teacher certification. Candidates participate in classroom teaching and observation, planning and evaluation conferences, and other school-related experiences with guidance provided by the cooperating teacher(s) and the University Supervisor. Each Student Teaching candidate teaches full-time for a minimum of three to five weeks. Required seminars are held in conjunction with these experiences and address a variety of topics. All candidates are required to attend orientation at the beginning of placement and seminars scheduled throughout the semester.

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	975
Subset of Program Completers	310

Gender	Total Enrolled	Subset of Program Completers
Male	195	69
Female	780	241
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	11	8
Asian	22	7
Black or African American	580	185
Hispanic/Latino of any race	45	11
Native Hawaiian or Other Pacific Islander	3	1
White	257	81
Two or more races	19	8

Race/Ethnicity

Total Enrolled

Subset of Program Completers

No Race/Ethnicity Reported

38

9

Teachers Prepared

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

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

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

THIS PAGE INCLUDES:

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

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

- [Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 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="47"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="141"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	67
13.1210	Teacher Education - Early Childhood Education	18
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	3
13.1303	Teacher Education - Business	5
13.1305	Teacher Education - English/Language Arts	24
13.1306	Teacher Education - Foreign Language	4
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	1
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	1
13.1311	Teacher Education - Mathematics	33
13.1312	Teacher Education - Music	7
13.1314	Teacher Education - Physical Education and Coaching	18
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	14
13.1317	Teacher Education - Social Science	2
13.1318	Teacher Education - Social Studies	17
13.1320	Teacher Education - Trade and Industrial	1
13.1321	Teacher Education - Computer Science	4
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	2
13.1328	Teacher Education - History	13
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" value="1"/>
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="44"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="138"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="67"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="16"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text" value="3"/>
13.1303	Teacher Education - Business	<input type="text" value="5"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="24"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="4"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	1
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	1
13.1311	Teacher Education - Mathematics	33
13.1312	Teacher Education - Music	7
13.1314	Teacher Education - Physical Education and Coaching	18
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	14
13.1317	Teacher Education - Social Science	2
13.1318	Teacher Education - Social Studies	17
13.1320	Teacher Education - Trade and Industrial	1
13.1321	Teacher Education - Computer Science	4
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	2
13.1328	Teacher Education - History	13
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	1
13.99	Education - Other Specify: <input data-bbox="289 1644 1263 1696" type="text"/>	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

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 1260 163" type="text"/>	<input data-bbox="1292 90 1568 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:

We maintain strong partnerships with local public and independent schools to ensure our programs align with district needs. Elementary/Special Education program candidates are prepared to teach the general curriculum (P-5) and serve as special education collaborative teachers. All general education candidates complete a required course in special education to support students with disabilities. Instruction for English Language Learners is integrated across the curriculum, especially in literacy courses. Field placements encompass rural, suburban, and urban settings, with Holistic Child candidates completing yearlong placements in high-poverty, urban schools. Candidates' performance is assessed through coursework, observations, and performance-based assessments to ensure readiness to support all learners.

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.

The goal for year 2024-25 is to maintain or increase the number of math education candidates and/or completers from 2023-2024 (67 candidates and 17 completers) by 5 in the initial certification programs.

3. Did your program meet the goal?

- Yes
 No

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

We had 85 candidates and 33 completers of math education in 2024-2025, an increase of 18 and 16, respectively, compared to 2023-2024. Our goal was achieved with assistance from the GENERATE grant, which helped to pay for candidates to matriculate through our MAT initial certification degree programs. This \$9.6 million grant helped us to recruit more candidates and retain them through to program completion.

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:

Providing tuition and stipend assistance is critical to increasing the number of math education completers. Now that funding for the GENERATE grant has ended, we are seeking new sources of funding and seeking ways to streamline and improve our programs to reduce total cost and provide better value to students. It is exceptionally challenging to grow or even maintain enrollment with the removal of grant funding that paid for full tuition and provided stipends to students, so a more accurate baseline for enrollment goals for AY 26-27 would be to compare our growth next year to our previous baseline before the grant was provided (AY 22-23).

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.

The goal for academic year 2025-26 is to maintain or increase the number of math education candidates and/or completers from 2022-2023 (54 candidates and 14 completers) by 5 in the initial certification programs. [Note: this goal has been revised to reflect the loss of grant funding]

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.

The goal for academic year 2026-27 is to maintain or increase the number of math education candidates and/or completers from 2022-2023 (54 candidates and 14 completers) by 5 in the initial certification programs.

Annual Goals: Science

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 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 goal for year 2024-25 is to maintain or increase the number of science education candidates and/or completers from 2023-2024 (56 candidates and 7 completers) by 5 in the initial certification programs.

3. Did your program meet the goal?

- Yes
 No

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

We had 55 candidates and 16 completers of science education in 2024-2025, an increase of 9 completers compared to 2023-2024. Our goal was achieved with assistance from the GENERATE grant, which helped to pay for candidates to matriculate through our MAT initial certification degree programs. This \$9.6 million grant helped us to recruit more candidates and retain them through to program completion.

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:

Providing tuition and stipend assistance is critical to increasing the number of science education completers. Now that funding for the GENERATE grant has ended, we are seeking new sources of funding and seeking ways to streamline and improve our programs to reduce total cost and provide better value to students. It is exceptionally challenging to grow or even maintain enrollment with the removal of grant funding that paid for full tuition and provided stipends to students, so a more accurate baseline for enrollment goals for AY 26-27 would be to compare our growth next year to our previous baseline before the grant was provided (AY 22-23).

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.

The goal for academic year 2025-26 is to maintain or increase the number of science education candidates and/or completers from 2022-2023 (27 candidates and 10 completers) by 5 in the initial certification programs. [Note: this goal has been revised to reflect the loss of grant funding]

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.

The goal for academic year 2026-27 is to maintain or increase the number of science education candidates and/or completers from 2022-2023 (27 candidates and 10 completers) by 5 in the initial certification programs.

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 \(2024-25\)](#)
- >> [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 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.

The goal for year 2024-25 is to maintain or increase the number of candidates and/or completers prepared in Special Education from 2023-2024 (133 candidates and 65 completers) by 5 in the initial certification program.

3. Did your program meet the goal?

- Yes
 No

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

We regularly discuss ways to improve recruiting strategies and ways to make our programs more appealing to prospective students.

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:

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.

The goal for year 2025-26 is to maintain or increase the number of candidates and/or completers prepared in Special Education from 2024-2025 (160 candidates and 46 completers) by 5 in the initial certification 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.

The goal for year 2026-27 is to maintain or increase the number of candidates and/or completers prepared in Special Education from 2025-2026 (? candidates and ? completers) by 5 in the initial certification program.

Annual Goals: Instruction of Limited English Proficient Students

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 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.

The goal for year 2024-25 is to maintain or increase the number of ESOL candidates and/or completers from 2023-2024 (4 candidates and 3 completers) by 1 in the initial certification programs.

3. Did your program meet the goal?

- Yes
 No

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

We were able to maintain the number of ESOL candidates by actively recruiting for prospective students across Georgia.

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:

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.

The goal for year 2025-26 is to maintain or increase the number of ESOL candidates and/or completers from 2024-2025 (4 candidates and 1 completers) by 1 in the initial certification programs.

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.

The goal for year 2026-27 is to maintain or increase the number of ESOL candidates and/or completers from 2025-2026 (? candidates and ? completers) by 1 in the initial certification programs.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [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](#)

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 Other enrolled students	1			
109 -ART EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	5			
109 -ART EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2024-25	1			
110 -ART EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	5			
110 -ART EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2024-25	1			
026 -BIOLOGY 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 (%)
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	1			
027 -BIOLOGY TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
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	1			
701 -BIRTH THROUGH KINDERGARTEN (B-K) Evaluation Systems group of Pearson All program completers, 2024-25	1			
005 -BIRTH THROUGH KINDERGARTEN TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
005 -BIRTH THROUGH KINDERGARTEN TEST I Educational Testing Service (ETS) Other enrolled students	44	249	44	100
005 -BIRTH THROUGH KINDERGARTEN TEST I Educational Testing Service (ETS) All program completers, 2024-25	14	246	14	100
006 -BIRTH THROUGH KINDERGARTEN TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
006 -BIRTH THROUGH KINDERGARTEN TEST II Educational Testing Service (ETS) Other enrolled students	44	250	44	100
006 -BIRTH THROUGH KINDERGARTEN TEST II Educational Testing Service (ETS) All program completers, 2024-25	14	250	14	100
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	2			
043 -BUSINESS EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
043 -BUSINESS EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2024-25	2			
555 -COMPUTER SCIENCE Educational Testing Service (ETS) Other enrolled students	4			
555 -COMPUTER SCIENCE Educational Testing Service (ETS) All program completers, 2024-25	3			
038 -ECONOMICS TEST I Educational Testing Service (ETS) Other enrolled students	1			
038 -ECONOMICS TEST I Educational Testing Service (ETS) All program completers, 2024-25	1			
039 -ECONOMICS TEST II Educational Testing Service (ETS) Other enrolled students	1			
039 -ECONOMICS TEST II Educational Testing Service (ETS) All program completers, 2024-25	1			
702 -ELEMENTARY EDUCATION (P-5) Evaluation Systems group of Pearson All program completers, 2024-25	1			
702 -ELEMENTARY EDUCATION (P-5) Evaluation Systems group of Pearson All program completers, 2023-24	1			
001 -ELEMENTARY EDUCATION TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
001 -ELEMENTARY EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	74	254	74	100
001 -ELEMENTARY EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2024-25	66	258	66	100
001 -ELEMENTARY EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2023-24	1			
002 -ELEMENTARY EDUCATION TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
002 -ELEMENTARY EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	74	249	74	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
002 -ELEMENTARY EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2024-25	66	252	66	100
002 -ELEMENTARY EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2023-24	1			
052 -ENGINEERING AND TECHNOLOGY EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	1			
053 -ENGINEERING AND TECHNOLOGY EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	1			
020 -ENGLISH TEST I Educational Testing Service (ETS) Other enrolled students	10	252	10	100
020 -ENGLISH TEST I Educational Testing Service (ETS) All program completers, 2024-25	6			
021 -ENGLISH TEST II Educational Testing Service (ETS) Other enrolled students	10	249	10	100
021 -ENGLISH TEST II Educational Testing Service (ETS) All program completers, 2024-25	6			
119 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES TEST I Educational Testing Service (ETS) Other enrolled students	3			
119 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES TEST I Educational Testing Service (ETS) All program completers, 2024-25	1			
120 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES TEST II Educational Testing Service (ETS) Other enrolled students	3			
120 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES TEST II Educational Testing Service (ETS) All program completers, 2024-25	1			
044 -FAMILY AND CONSUMER SCIENCES EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2024-25	1			
045 -FAMILY AND CONSUMER SCIENCES EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2024-25	1			
115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	12	241	12	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2024-25	10	241	10	100
116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	12	241	12	100
116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2024-25	10	241	10	100
721 -HISTORY (6-12) Evaluation Systems group of Pearson Other enrolled students	1			
034 -HISTORY TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
034 -HISTORY TEST I Educational Testing Service (ETS) Other enrolled students	10	264	10	100
034 -HISTORY TEST I Educational Testing Service (ETS) All program completers, 2024-25	8			
035 -HISTORY TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
035 -HISTORY TEST II Educational Testing Service (ETS) Other enrolled students	10	258	10	100
035 -HISTORY TEST II Educational Testing Service (ETS) All program completers, 2024-25	8			
046 -MARKETING EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	2			
046 -MARKETING EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2024-25	2			
047 -MARKETING EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	2			
047 -MARKETING EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2024-25	2			
022 -MATHEMATICS 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 (%)
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	4			
023 -MATHEMATICS TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
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	4			
011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	10	238	10	100
011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2024-25	12	238	11	92
706 -MIDDLE GRADES LANGUAGE ARTS (4-8) Evaluation Systems group of Pearson Other enrolled students	1			
013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) Other enrolled students	21	249	20	95
013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All program completers, 2024-25	24	247	24	100
014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) Other enrolled students	12	251	12	100
014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All program completers, 2024-25	8			
015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) Other enrolled students	16	239	15	94

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All program completers, 2024-25	13	242	12	92
111 -MUSIC TEST I Educational Testing Service (ETS) Other enrolled students	1			
111 -MUSIC TEST I Educational Testing Service (ETS) All program completers, 2024-25	7			
112 -MUSIC TEST II Educational Testing Service (ETS) Other enrolled students	1			
112 -MUSIC TEST II Educational Testing Service (ETS) All program completers, 2024-25	7			
030 -PHYSICS TEST I Educational Testing Service (ETS) All program completers, 2024-25	1			
031 -PHYSICS TEST II Educational Testing Service (ETS) All program completers, 2024-25	1			
032 -POLITICAL SCIENCE TEST I Educational Testing Service (ETS) Other enrolled students	1			
033 -POLITICAL SCIENCE TEST II Educational Testing Service (ETS) Other enrolled students	1			
024 -SCIENCE TEST I Educational Testing Service (ETS) Other enrolled students	14	258	14	100
024 -SCIENCE TEST I Educational Testing Service (ETS) All program completers, 2024-25	4			
025 -SCIENCE TEST II Educational Testing Service (ETS) Other enrolled students	14	253	14	100
025 -SCIENCE TEST II Educational Testing Service (ETS) All program completers, 2024-25	4			
141 -SPANISH TEST I Educational Testing Service (ETS) Other enrolled students	2			
141 -SPANISH TEST I Educational Testing Service (ETS) All program completers, 2024-25	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
142 -SPANISH TEST II Educational Testing Service (ETS) Other enrolled students	2			
142 -SPANISH TEST II Educational Testing Service (ETS) All program completers, 2024-25	2			
003 -SPECEDUCATION GENERAL CUR/ELEM EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	3			
003 -SPECEDUCATION GENERAL CUR/ELEM EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2024-25	39	257	39	100
004 -SPECEDUCATION GENERAL CUR/ELEM EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	3			
004 -SPECEDUCATION GENERAL CUR/ELEM EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2024-25	39	250	39	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, 2024-25	231	229	99
All program completers, 2023-24	2		

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

THIS PAGE INCLUDES:

>> [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.

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.

In undergraduate pre-service teacher preparation programs, skills are reinforced across the programs with multiple assignments that require the use of technology and address the effective integration of technology into curricula and instruction. In the postgraduate programs at the graduate level, the use of technology to support teaching and learning is embedded within courses. All teacher candidates complete a Learning Segment task at the end of their programs that requires the collection, management, and analysis of data as they relate to student learning. As candidates learn the importance of differentiated instruction, they are equipped to use the principles of universal design for learning.

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

Candidates in general education certification programs take a required course in Teaching Exceptional Learners and must earn a minimum final grade of a B.

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 examine models of IEPs in class and have the opportunity to observe IEP meetings during their field experiences.

c. Effectively teach students who are limited English proficient.

Teaching students who are limited in English proficiency is embedded across the curriculum, with a strong emphasis in literacy courses.

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

Candidates receive preparation to teach students with disabilities through coursework on instructional strategies, IEP development, and field experiences that encompass reviewing real IEPs and participating in or observing IEP processes meetings.

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 gain experience with IEPs by creating sample plans in their coursework, analyzing actual IEPs during field experiences, and participating in or observing IEP team meetings.

c. Effectively teach students who are limited English proficient.

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 Georgia Professional Standards Commission (GaPSC) evaluated Mercer University's teacher preparation programs in November 2025. The GaPSC determined that all standards were met, and they identified no areas for improvement and no stipulations. The GaPSC identified areas of strength in Component 3.2 Teaching and Component 3.3 Service/Leadership.

Supporting Files

Summary of GaPSC Approval Review Report for Mercer University	
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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

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:

Thomas R. Koballa, Jr., PhD

TITLE:

Dean, Tift College of Education

Certification of review of submission

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

NAME OF REVIEWER:

Jeffrey S. Hall, Ed.D.

TITLE:

Associate Dean of Student Affairs and Field Experiences, Tift College of Education