GA | **Mercer 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

140447

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

1501 Mercer University Drive

CITY

Macon

STATE

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ZIP

31207

SALUTATION

Dr. ▼

FIRST NAME

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List of Programs

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

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

- Teacher Preparation Program

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	PG	
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	PG	
13.1329	Teacher Education - Physics	PG	
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:

24

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update

SECTION I: PROGRAM INFORMATION

Program Requirements

>> 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	● Yes	○ No	● Yes	○ No
Fingerprint check	○ Yes	● No	○ Yes	● No
Background check	● Yes	○ No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	● Yes	○ No
Recommendation(s)	○ Yes	● No	○ Yes	● No

Element	Admission		Completion	
Essay or personal statement	Yes ○	No ●	Yes ○	No ●
Interview	Yes ○	No ●	Yes ○	No ●
Other Specify: Ethics Assessment	Yes ●	No ○	Yes ○	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	Yes ●	No ○	Yes ●	No ○
Fingerprint check	Yes ○	No ●	Yes ○	No ●
Background check	Yes ●	No ○	Yes ○	No ●
Minimum number of courses/credits/semester hours completed	Yes ●	No ○	Yes ●	No ○
Minimum GPA	Yes ●	No ○	Yes ●	No ○
Minimum GPA in content area coursework	Yes ○	No ●	Yes ●	No ○
Minimum GPA in professional education coursework	Yes ●	No ○	Yes ●	No ○
Minimum ACT score	Yes ○	No ●	Yes ○	No ●
Minimum SAT score	Yes ○	No ●	Yes ○	No ●
Minimum basic skills test score	Yes ○	No ●	Yes ○	No ●

Element	Admission		Completion	
Subject area/academic content test or other subject matter verification	○ Yes	● No	● Yes	○ No
Recommendation(s)	○ Yes	● No	○ Yes	● No
Essay or personal statement	○ Yes	● No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify: Ethics Assessment	● Yes	○ No	○ Yes	● 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.)

3

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 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	130
Number of clock hours required for student teaching	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

○ **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	0
<u>Years</u> required of teaching as the teacher of record in a classroom	0

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	13
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	28
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	189
Number of students in supervised clinical experience during this academic year	192

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

The clinical experience provides candidates with a semester-long, full-day teaching experience. Candidates are assigned to diverse schools and gradually assume all responsibility for the classroom to which they are assigned. 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 University Supervisor. Each 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

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	846
Subset of Program Completers	178

Gender	Total Enrolled	Subset of Program Completers
Male	151	25
Female	695	153
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	26	4
Black or African American	444	90
Hispanic/Latino of any race	34	10
Native Hawaiian or Other Pacific Islander	2	0
White	282	60

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	22	6
No Race/Ethnicity Reported	36	8

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	22	6
No Race/Ethnicity Reported	36	8

Teachers Prepared

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

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

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

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

- Academic Major

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	35

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	105
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	23
13.1210	Teacher Education - Early Childhood Education	14
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	2
13.1305	Teacher Education - English/Language Arts	13
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	14
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	10
13.1317	Teacher Education - Social Science	1
13.1318	Teacher Education - Social Studies	5
13.1320	Teacher Education - Trade and Industrial	1
13.1321	Teacher Education - Computer Science	1
13.1322	Teacher Education - Biology	5
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	8
13.1329	Teacher Education - Physics	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	2
13.99	Education - Other Specify:	

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	29
13.1202	Teacher Education - Elementary Education	99
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	21
13.1210	Teacher Education - Early Childhood Education	7
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	2
13.1305	Teacher Education - English/Language Arts	13
13.1306	Teacher Education - Foreign Language	

CIP Code	Academic Major	Number Prepared
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	12
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	8
13.1317	Teacher Education - Social Science	1
13.1318	Teacher Education - Social Studies	5
13.1320	Teacher Education - Trade and Industrial	1
13.1321	Teacher Education - Computer Science	1
13.1322	Teacher Education - Biology	5
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	8
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	2
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	

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

CIP Code	Academic Major	Number Prepared
54	History	
99	Other Specify:	

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:**

   Our partnerships with local public schools give us feedback on the LEAs needs and the degree to which we are meeting those needs. Candidates in the Elementary and Special Education General Curriculum P-5 are qualified to teach the general curriculum for P-5 and to serve as special education collaborative teachers. All candidates in general education programs take a required course in special education, in which they learn to address the needs of children with disabilities. Instruction for limited English proficient students is incorporated into all programs in the required literacy courses. Candidates take a course in cultural diversity, which includes how to address the needs of children from low-income families. Field placements include rural, suburban, and urban schools. Candidates in the Holistic Child program in Elementary/Special Education participate in yearlong field placements in a high poverty, urban school.

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

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.

The goal for year 2022-23 is to maintain or increase the number of math education candidates and/or completers from 2021-2022 (35 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:

Along with outreach to the districts, we intentionally engaged school district partners, families, and potential students.

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

Targeted recruitment efforts in various districts, including tuition discounts.

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

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.

The goal for year 2023-24 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.

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.

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

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

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.

The goal for year 2022-23 is to maintain or increase the number of science education candidates and/or completers from 2021-2022 (25 candidates and 18 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:

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

Targeted recruitment efforts in various districts, including tuition discounts. Additionally, an NSF grant was received to establish a grow-your-own program, which will target computer science educators in rural communities.

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

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.

The goal for year 2023-24 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.

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.

The goal for year 2024-25 is to maintain or increase the number of science education candidates and/or completers from 2023-2024 (X candidates and X 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

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.

The goal for year 2022-23 is to maintain or increase the number of candidates and/or completers majoring in Special Education from 2021-2022 (149 candidates and 42 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:

Along with outreach to the districts, we were more intentional about streamlining and creating pipelines for para-to-teacher programs, giving credit for prior learning, and offering job-embedded field experiences.

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

Targeted recruitment efforts in various districts, including tuition discounts.

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

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.

The goal for year 2023-24 is to maintain or increase the number of candidates and/or completers majoring in Special Education from 2022-2023 (185 candidates and 35 completers) by 5 in the initial certification program.

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.

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

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

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

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

- Quantifiable Goals

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.

The goal for year 2022-23 is to maintain or increase the number of ESOL candidates and/or completers from 2021-2022 (4 candidates) 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:

Along with outreach to the districts, we intentionally engaged school district partners, families, and potential students. Additionally, the MAT program has been expanded to include the Macon campus.

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

Targeted recruitment efforts in various districts, including tuition discounts.

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

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.

The goal for year 2023-24 is to maintain or increase the number of ESOL candidates/completers from 2022-2023 (4 candidates and 2 completers) by 1 in the initial certification programs.

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.

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

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 (%)
GAT109 -ART EDUCATION TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
GAT109 -ART EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	3			
GAT110 -ART EDUCATION TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
GAT110 -ART EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	3			
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) All program completers, 2022-23	5			
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) All program completers, 2021-22	3			
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) All program completers, 2020-21	3			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) Other enrolled students	1			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) All program completers, 2022-23	5			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) All program completers, 2021-22	3			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) All program completers, 2020-21	3			
GAT005 -BIRTH THROUGH KINDERGARTEN TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT005 -BIRTH THROUGH KINDERGARTEN TEST I Educational Testing Service (ETS) Other enrolled students	6			
GAT005 -BIRTH THROUGH KINDERGARTEN TEST I Educational Testing Service (ETS) All program completers, 2022-23	14	246	14	100
GAT006 -BIRTH THROUGH KINDERGARTEN TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT006 -BIRTH THROUGH KINDERGARTEN TEST II Educational Testing Service (ETS) Other enrolled students	6			
GAT006 -BIRTH THROUGH KINDERGARTEN TEST II Educational Testing Service (ETS) All program completers, 2022-23	14	248	14	100
GAT042 -BUSINESS EDUCATION TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT042 -BUSINESS EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	2			

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, 2022-23	2			
GAT042 -BUSINESS EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2021-22	1			
GAT043 -BUSINESS EDUCATION TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT043 -BUSINESS EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	2			
GAT043 -BUSINESS EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2022-23	2			
GAT043 -BUSINESS EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2021-22	1			
GAT028 -CHEMISTRY TEST I Educational Testing Service (ETS) Other enrolled students	1			
GAT028 -CHEMISTRY TEST I Educational Testing Service (ETS) All program completers, 2021-22	1			
GAT028 -CHEMISTRY TEST I Educational Testing Service (ETS) All program completers, 2020-21	1			
GAT029 -CHEMISTRY TEST II Educational Testing Service (ETS) Other enrolled students	1			
GAT029 -CHEMISTRY TEST II Educational Testing Service (ETS) All program completers, 2021-22	1			
GAT029 -CHEMISTRY TEST II Educational Testing Service (ETS) All program completers, 2020-21	1			
GAT555 -COMPUTER SCIENCE (NEW) Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
GAT555 -COMPUTER SCIENCE (NEW) Educational Testing Service (ETS) Other enrolled students	1			
GAT555 -COMPUTER SCIENCE (NEW) Educational Testing Service (ETS) All program completers, 2022-23	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT003 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
GAT003 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I Educational Testing Service (ETS) Other enrolled students	10	255	9	90
GAT003 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I Educational Testing Service (ETS) All program completers, 2022-23	35	259	34	97
GAT003 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I Educational Testing Service (ETS) All program completers, 2021-22	41	265	41	100
GAT003 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I Educational Testing Service (ETS) All program completers, 2020-21	38	265	38	100
GAT004 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
GAT004 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST II Educational Testing Service (ETS) Other enrolled students	10	245	9	90
GAT004 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST II Educational Testing Service (ETS) All program completers, 2022-23	35	245	31	89
GAT004 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST II Educational Testing Service (ETS) All program completers, 2021-22	41	252	41	100
GAT004 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST II Educational Testing Service (ETS) All program completers, 2020-21	38	251	38	100
GAT038 -ECONOMICS TEST I Educational Testing Service (ETS) Other enrolled students	1			
GAT038 -ECONOMICS TEST I Educational Testing Service (ETS) All program completers, 2022-23	1			
GAT038 -ECONOMICS TEST I Educational Testing Service (ETS) All program completers, 2020-21	1			
GAT039 -ECONOMICS TEST II Educational Testing Service (ETS) Other enrolled students	1			
GAT039 -ECONOMICS TEST II Educational Testing Service (ETS) All program completers, 2022-23	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT039 -ECONOMICS TEST II Educational Testing Service (ETS) All program completers, 2020-21	1			
GAT001 -ELEMENTARY EDUCATION TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	25	248	24	96
GAT001 -ELEMENTARY EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	82	247	69	84
GAT001 -ELEMENTARY EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2022-23	57	254	55	96
GAT001 -ELEMENTARY EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2021-22	79	257	78	99
GAT001 -ELEMENTARY EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2020-21	69	255	69	100
GAT002 -ELEMENTARY EDUCATION TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	24	249	22	92
GAT002 -ELEMENTARY EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	73	240	60	82
GAT002 -ELEMENTARY EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2022-23	58	248	57	98
GAT002 -ELEMENTARY EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2021-22	79	247	77	97
GAT002 -ELEMENTARY EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2020-21	69	250	69	100
GAT052 -ENGINEERING AND TECHNOLOGY EDUCATION TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT052 -ENGINEERING AND TECHNOLOGY EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	1			
GAT052 -ENGINEERING AND TECHNOLOGY EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2020-21	1			
GAT053 -ENGINEERING AND TECHNOLOGY EDUCATION TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT053 -ENGINEERING AND TECHNOLOGY EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	1			
GAT053 -ENGINEERING AND TECHNOLOGY EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2020-21	1			
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) Other enrolled students	6			
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) All program completers, 2022-23	9			
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) All program completers, 2021-22	4			
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) All program completers, 2020-21	11	273	11	100
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) Other enrolled students	5			
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) All program completers, 2022-23	8			
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) All program completers, 2021-22	4			
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) All program completers, 2020-21	11	268	11	100
GAT119 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES TEST I Educational Testing Service (ETS) Other enrolled students	4			
GAT119 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES TEST I Educational Testing Service (ETS) All program completers, 2022-23	2			
GAT120 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES TEST II Educational Testing Service (ETS) Other enrolled students	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT120 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES TEST II Educational Testing Service (ETS) All program completers, 2022-23	2			
GAT143 -FRENCH TEST I Educational Testing Service (ETS) All program completers, 2020-21	1			
GAT144 -FRENCH TEST II Educational Testing Service (ETS) All program completers, 2020-21	1			
GAT036 -GEOGRAPHY TEST I Educational Testing Service (ETS) Other enrolled students	1			
GAT037 -GEOGRAPHY TEST II Educational Testing Service (ETS) Other enrolled students	1			
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	8			
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	8			
GAT034 -HISTORY TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
GAT034 -HISTORY TEST I Educational Testing Service (ETS) Other enrolled students	8			
GAT034 -HISTORY TEST I Educational Testing Service (ETS) All program completers, 2022-23	8			
GAT034 -HISTORY TEST I Educational Testing Service (ETS) All program completers, 2021-22	3			
GAT034 -HISTORY TEST I Educational Testing Service (ETS) All program completers, 2020-21	10	277	10	100
GAT035 -HISTORY TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			

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) Other enrolled students	8			
GAT035 -HISTORY TEST II Educational Testing Service (ETS) All program completers, 2022-23	8			
GAT035 -HISTORY TEST II Educational Testing Service (ETS) All program completers, 2021-22	3			
GAT035 -HISTORY TEST II Educational Testing Service (ETS) All program completers, 2020-21	10	267	10	100
GAT147 -LATIN Educational Testing Service (ETS) Other enrolled students	1			
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) Other enrolled students	4			
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) All program completers, 2022-23	3			
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) All program completers, 2021-22	1			
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) All program completers, 2020-21	2			
GAT023 -MATHEMATICS TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
GAT023 -MATHEMATICS TEST II Educational Testing Service (ETS) Other enrolled students	5			
GAT023 -MATHEMATICS TEST II Educational Testing Service (ETS) All program completers, 2022-23	3			
GAT023 -MATHEMATICS TEST II Educational Testing Service (ETS) All program completers, 2021-22	1			
GAT023 -MATHEMATICS TEST II Educational Testing Service (ETS) All program completers, 2020-21	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	6			
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2022-23	4			
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2021-22	6			
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2020-21	7			
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) Other enrolled students	19	238	18	95
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	6			
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	5			
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	11	250	9	82
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) Other enrolled students	8			
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	6			
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	9			
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	12	235	9	75

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) Other enrolled students	14	246	14	100
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	3			
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	7			
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	20	248	19	95
GAT111 -MUSIC TEST I Educational Testing Service (ETS) Other enrolled students	3			
GAT111 -MUSIC TEST I Educational Testing Service (ETS) All program completers, 2022-23	3			
GAT111 -MUSIC TEST I Educational Testing Service (ETS) All program completers, 2021-22	2			
GAT111 -MUSIC TEST I Educational Testing Service (ETS) All program completers, 2020-21	3			
GAT112 -MUSIC TEST II Educational Testing Service (ETS) Other enrolled students	3			
GAT112 -MUSIC TEST II Educational Testing Service (ETS) All program completers, 2022-23	3			
GAT112 -MUSIC TEST II Educational Testing Service (ETS) All program completers, 2021-22	2			
GAT112 -MUSIC TEST II Educational Testing Service (ETS) All program completers, 2020-21	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			

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, 2021-22	1			
GAT033 -POLITICAL SCIENCE TEST II Educational Testing Service (ETS) All program completers, 2020-21	2			
GAT024 -SCIENCE TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT024 -SCIENCE TEST I Educational Testing Service (ETS) Other enrolled students	1			
GAT024 -SCIENCE TEST I Educational Testing Service (ETS) All program completers, 2021-22	2			
GAT025 -SCIENCE TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT025 -SCIENCE TEST II Educational Testing Service (ETS) Other enrolled students	1			
GAT025 -SCIENCE TEST II Educational Testing Service (ETS) All program completers, 2021-22	2			
GAT141 -SPANISH TEST I READING-WRITING Educational Testing Service (ETS) Other enrolled students	1			
GAT142 -SPANISH TEST II LISTENING-SPEAKING Educational Testing Service (ETS) Other enrolled students	2			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	157	148	94
All program completers, 2021-22	157	155	99
All program completers, 2020-21	172	172	100

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.

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

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 the Exceptional Learner 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 addressed in literacy courses. Candidates are also placed in diverse settings that include ELL students.

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**

   Within the Elementary/Special Education and Early Learning and Development programs candidates are prepared to teach students with disabilities effectively. Candidates practice the development of IEPs in their courses, examine real ones in their field experiences, and participate in/observe IEP meetings. prepare educators to meet the needs of students with special needs.

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

   Candidates practice the development of IEPs in their courses, examine real ones in their field experiences, and participate in/observe IEP meetings.

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

Limited English proficient student needs are addressed as one of many areas of special needs that require differentiation; ELL issues are addressed most directly in literacy and social/cultural context courses.

Contextual Information

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

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

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

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:

Dr. Thomas R. Koballa, Jr., Ph.D.

TITLE:

Dean

Certification of review of submission

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

NAME OF REVIEWER:

Dr. Loleta Sartin, Ph.D.

TITLE:

Associate Dean for Academic Affairs and Strategic Engagement