



Valdosta State University
Traditional Report AY 2018-19
Georgia



REPORT COMPLETE

STATUS: CERTIFIED

Institution Information

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

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Oliver

PHONE

(229) 333-5925

EMAIL

beoliver@valdosta.edu

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information 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](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	Both	
13.1301	Teacher Education - Agriculture	PG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	PG	
13.1323	Teacher Education - Chemistry	PG	
13.1337	Teacher Education - Earth 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	PG	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1329	Teacher Education - Physics	PG	
13.1315	Teacher Education - Reading	UG	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1317	Teacher Education - Social Sciences	PG	
13.1318	Teacher Education - Social Studies	Both	
13.1320	Teacher Education - Trade and Industrial	PG	

Total number of teacher preparation programs:

17

Program Requirements

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

THIS PAGE INCLUDES:

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

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

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

Undergraduate Requirements

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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input 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

Element	Admission	Completion
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="Entry: complete GA Educator Ethics, teacher ed major; Exit:complete GA Educato..."/>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

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

In Fall 2014, the EPP transitioned to a 2.75 minimum admission GPA for candidates who declared their major in Fall 2014 or later. Candidates admitted under this policy change are required to maintain a 2.75 GPA for program progression and completion.

Postgraduate Requirements

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 type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <div>Entry: complete GA Educator Ethics, bachelor's degree; Exit: complete GA Educ. ...</div>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

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

In Fall 2014, the EPP transitioned to a 2.75 minimum admission GPA for candidates who declared their major in Fall 2014 or later. Candidates admitted under this policy change are required to maintain a 2.75 GPA for program progression and completion.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2018-19. ([§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	<div>600</div>
Number of clock hours required for student teaching	<div>600</div>

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	<div>240</div>

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of years required for teaching as the teacher of record in a classroom

600

All Programs

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

15

[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)

11

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

165

Number of students in supervised clinical experience during this academic year

162

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

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))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

2018-19 Total	
Total Number of Individuals Enrolled	626
Subset of Program Completers	171

Gender	Total Enrolled	Subset of Program Completers
Male	152	38
Female	474	133
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	0
Asian	4	2
Black or African American	115	28
Hispanic/Latino of any race	42	10
Native Hawaiian or Other Pacific Islander	0	0
White	439	126

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	22	4
No Race/Ethnicity Reported	3	1

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

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

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

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

- [Academic Major](#)

THIS PAGE INCLUDES:

>> [Teachers Prepared by Subject Area](#)

>> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2018-19.

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 2018-19

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	<div>29</div>
13.1202	Teacher Education - Elementary Education	<div>67</div>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	25
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	8
13.1306	Teacher Education - Foreign Language	5
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	17
13.1312	Teacher Education - Music	5
13.1314	Teacher Education - Physical Education and Coaching	8
13.1315	Teacher Education - Reading	5
13.1316	Teacher Education - Science Teacher Education/General Science	8
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	17
13.1320	Teacher Education - Trade and Industrial	20
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	2
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text" 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 2018-19. 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?

Do participants earn a degree upon completion of the program?

- ☒ Yes
- ☐ No

☐ No teachers prepared in academic year 2018-19

If your program 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="29"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="66"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="25"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text" value="1"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="8"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="5"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	17
13.1312	Teacher Education - Music	5
13.1314	Teacher Education - Physical Education and Coaching	8
13.1315	Teacher Education - Reading	5
13.1316	Teacher Education - General Science	8
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	17
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	2
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	1
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

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

CIP Code	Academic Major	Number Prepared
99	Other Specify: <div></div>	<div></div>

Respond to the following assurances. Note: 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

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 continued to revise and expand the field experiences to allow candidates more time in the P-12 classrooms prior to clinical practice. Some programs have adopted a clinical model in which professors and P-12 faculty teach methods courses in the P-12 schools. Our programs have continued to work closely with their advisory councils to ensure that our stakeholders are involved in the co-design of experiences and requirements for our candidates and that we have strong reciprocal relationships with our P-12 partners.

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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in mathematics in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

We planned to prepare 17 new mathematics teachers in academic year 2018-19.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

We continued to implement our clinical-based model of educator preparation in the Middle Grades and the Secondary Education programs, which requires the instructor of the course to be in the field with teacher candidates providing authentic hands-on teaching opportunities with immediate

feedback on teaching for approximately 4 hours in addition to class time (one full day) in the Math Methods courses. These meaningful experiences help recruit and retain candidates. Continued focus on recruitment initiatives, which included student and faculty representation at the VSU Open Houses. Additionally, the COEHS participated in the College Fairs at Future Georgia Educators Days. The College Middle Level Educators (CMLE) student organization at VSU continues to create a sense of belonging and contributes to students developing their professional identity.

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

Not applicable

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

We continued to focus on recruitment initiatives, which included student and faculty representatives at the VSU Open Houses. Additionally, the COEHS participated in the College Fairs at Future Georgia Educators Days. VSU hosted one of the Future Georgia Educators Day. The department offered a panel discussion with our current student teachers acting as experts who responded to questions posed by high school students about the educator preparation programs.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

We plan to prepare 15 new mathematics teachers in academic year 2019-20.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in mathematics in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

We plan to prepare 15 new mathematics teachers in academic year 2020-21.

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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in science in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

☒ Yes

☐ No

2. Describe your goal.

We planned to prepare 15 new science teachers in academic year 2018-19.

3. Did your program meet the goal?

☐ Yes

☒ No

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

Not applicable

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

Offer meaningful experiences to help recruit and retain candidates. These include a clinical-based model of educator preparation in the Middle Grades and the Secondary Education programs, which requires the instructor of the course to be in the field with teacher candidates providing authentic hands-on teaching opportunities with immediate feedback on teaching for approximately 4 hours in addition to class time (one full day) in the Science Methods courses. Focus on recruitment initiatives, which included student and faculty representation at the VSU Open Houses. Additionally, the COEHS participated in the College Fairs at Future Georgia Educators Days.

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

We continued to focus on recruitment initiatives, which included student and faculty representatives at the VSU Open Houses. Additionally, the COEHS participated in the College Fairs at Future Georgia Educators Days. VSU hosted one of the Future Georgia Educators Day. The department offered a panel discussion with our current student teachers acting as experts who responded to questions posed by high school students about the educator preparation programs. The College Middle Level Educators (CMLE) student organization at VSU continues to create a sense of belonging and contributes to students developing their professional identity. In Fall 2020, we began offering a BSED in Secondary Education which includes biology, chemistry, physics, and earth/space science certification areas.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

We plan to prepare 13 new science teachers in academic year 2019-20.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in science in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

We plan to prepare 12 new science teachers in academic year 2020-21.

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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in special education in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

☒ Yes

☐ No

2. Describe your goal.

We planned to prepare 35 special education teachers in academic year 2018-19.

3. Did your program meet the goal?

☐ Yes

☒ No

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

Our Special Education/Deaf Education program has been working extensively to offer a deaf education program in states that currently do not offer these programs. Our program has established a partnership with the state of Kansas to train teachers and joined the Michigan Consortium for the same

reason. Faculty in our other special education programs have been working to improve recruiting efforts for the program by attending in- and out-of-state marketing events, on-campus events for VSU and prospective students, VSU open house events, and developing additional and updated marketing material for these events. For the online special education programs, referrals from program completers and ensuring these programs are represented on online course offering resource websites such as SREB's electronic campus were also strategies used to achieve goal. The MAT special education programs in special education general curriculum and special education adapted curriculum prepared 21 special education teachers during 2018-19. We maintain approximately 50 teacher candidates in our programs from year to year, with a number of referrals from new applicants coming from program completers and Human Resource directors at schools employing our candidates.

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

For our special education program faculty at VSU, one of the most important steps is educating students about the programs. This entails ensuring high school students understand the viability of deaf education programs, the need, and clarifying/marketing the type of special education certification available at VSU. For the MAT special education general and adapted curriculum programs, we have focused on providing prompt responses to prospective applicants, expediently reviewing applications and submitting admission decisions to the Graduate School, and providing guidance to those applicants who do not currently meet admission requirements. Once admitted, candidates are provided with a course rotation, based on their semester of entry, to allow them a structured and expeditious route to completion. Candidates in both programs complete the MAT program in six semesters.

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

We established a Living Learning Community in a residence hall for Deaf Education and American Sign Language(ASL)/English Interpreting students. This community provides these students additional opportunities to foster the development of ASL, learn about Deaf culture, and enhance their comprehension of the linguistics of the language. This community was developed, in part, to retain students who are interested in the major. Throughout the academic year, various activities are scheduled to encourage a sense of community involvement with the majors. Our Special Education/Early Childhood Special Education General Curriculum dual certification program was deactivated and will no longer have candidates enrolled beginning in academic year 2020-21. This will impact the overall number of Special Education teachers prepared.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

We plan to prepare 20 special education teachers in academic year 2019-20.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

We plan to prepare 20 special education teachers in academic year 2020-21.

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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in instruction of limited English proficient students in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

☒ Yes

☐ No

2. Describe your goal.

We planned to prepare 1 ESOL teacher in academic year 2018-19.

3. Did your program meet the goal?

☒ Yes

☐ No

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

We made many changes to put together a program focused on teaching ESOL in the P-12 classroom. Our first year of using this newly created MAT

curriculum was successful and contributed to our achievement of our goal.

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:

This program started accepting applicants in Summer 2017 and had the first completer in 2018-19 academic year.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

We plan to prepare 7 ESOL teachers in academic year 2019-20.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

We plan to prepare 7 ESOL teachers in academic year 2020-21.

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 Westat's Title II Support Center and your testing company representative.

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT109 -ART EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	1			
GAT109 -ART EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2018-19	1			
GAT109 -ART EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2016-17	4			
GAT110 -ART EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	1			
GAT110 -ART EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2018-19	1			
GAT110 -ART EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2016-17	4			

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 enrolled students who have completed all noncl	3			
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) All program completers, 2018-19	3			
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) All program completers, 2017-18	2			
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) All program completers, 2016-17	2			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) All program completers, 2018-19	3			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) All program completers, 2017-18	2			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) All program completers, 2016-17	2			
GAT028 -CHEMISTRY TEST I Educational Testing Service (ETS) All program completers, 2017-18	2			
GAT028 -CHEMISTRY TEST I Educational Testing Service (ETS) All program completers, 2016-17	1			
GAT029 -CHEMISTRY TEST II Educational Testing Service (ETS) All program completers, 2017-18	2			
GAT029 -CHEMISTRY TEST II Educational Testing Service (ETS) All program completers, 2016-17	1			
GAT001 -EARLY CHILDHOOD EDUCATION TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT001 -EARLY CHILDHOOD EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	26	263	26	100
GAT001 -EARLY CHILDHOOD EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2018-19	67	267	66	99

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT001 -EARLY CHILDHOOD EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2017-18	38	268	38	100
GAT001 -EARLY CHILDHOOD EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2016-17	37	265	37	100
GAT002 -EARLY CHILDHOOD EDUCATION TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT002 -EARLY CHILDHOOD EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	26	252	25	96
GAT002 -EARLY CHILDHOOD EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2018-19	67	260	66	99
GAT002 -EARLY CHILDHOOD EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2017-18	38	261	38	100
GAT002 -EARLY CHILDHOOD EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2016-17	37	256	37	100
GAT003 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I Educational Testing Service (ETS) Other enrolled students	1			
GAT003 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I Educational Testing Service (ETS) All program completers, 2018-19	1			
GAT003 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I Educational Testing Service (ETS) All program completers, 2017-18	25	274	25	100
GAT003 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I Educational Testing Service (ETS) All program completers, 2016-17	29	277	29	100
GAT004 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST II Educational Testing Service (ETS) Other enrolled students	1			
GAT004 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST II Educational Testing Service (ETS) All program completers, 2018-19	1			
GAT004 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST II Educational Testing Service (ETS) All program completers, 2017-18	25	257	25	100
GAT004 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST II Educational Testing Service (ETS) All program completers, 2016-17	29	258	29	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0110 -EDTPA: ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
TPA0110 -EDTPA: ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	62	53	61	98
TPA0110 -EDTPA: ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	63	54	63	100
TPA0110 -EDTPA: ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	66	52	64	97
TPA0115 -EDTPA: ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2018-19	1			
TPA0119 -EDTPA: HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2018-19	4			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2017-18	6			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2016-17	2			
TPA0011 -EDTPA: K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	7			
TPA0011 -EDTPA: K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	6			
TPA0011 -EDTPA: K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	9			
TPA0018 -EDTPA: MIDDLE CHILDHOOD ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
TPA0018 -EDTPA: MIDDLE CHILDHOOD ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	6			
TPA0018 -EDTPA: MIDDLE CHILDHOOD ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
TPA0018 -EDTPA: MIDDLE CHILDHOOD ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	13	50	13	100	
TPA0019 -EDTPA: MIDDLE CHILDHOOD HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	6				
TPA0019 -EDTPA: MIDDLE CHILDHOOD HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	9				
TPA0019 -EDTPA: MIDDLE CHILDHOOD HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	8				
TPA0016 -EDTPA: MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1				
TPA0016 -EDTPA: MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	7				
TPA0016 -EDTPA: MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	5				
TPA0016 -EDTPA: MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	10	45	10	100	
TPA0017 -EDTPA: MIDDLE CHILDHOOD SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	5				
TPA0017 -EDTPA: MIDDLE CHILDHOOD SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	8				
TPA0017 -EDTPA: MIDDLE CHILDHOOD SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	12	46	12	100	
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1				
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	4				
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	3				
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson 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 (%)
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	2			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	5			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	3			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	4			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	2			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	1			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	3			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	4			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	3			
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	25	46	25	100
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	19	46	19	100
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	20	43	20	100
TPA0015 -EDTPA: VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1			
TPA0015 -EDTPA: VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2016-17	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0020 -EDTPA: WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2018-19	5			
TPA0020 -EDTPA: WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2017-18	6			
TPA0020 -EDTPA: WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2016-17	2			
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) All program completers, 2018-19	1			
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) All program completers, 2017-18	4			
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) All program completers, 2016-17	3			
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) All program completers, 2018-19	1			
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) All program completers, 2017-18	4			
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) All program completers, 2016-17	3			
GAT119 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
GAT120 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
GAT143 -FRENCH TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
GAT143 -FRENCH TEST I Educational Testing Service (ETS) All program completers, 2018-19	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT144 -FRENCH TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
GAT144 -FRENCH TEST II Educational Testing Service (ETS) All program completers, 2018-19	2			
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	12	247	11	92
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	1			
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2018-19	8			
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2017-18	7			
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2016-17	9			
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	12	244	11	92
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	1			
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2018-19	8			
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2017-18	7			
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2016-17	9			
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	1			
GAT034 -HISTORY TEST I Educational Testing Service (ETS) All program completers, 2018-19	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
GAT034 -HISTORY TEST I Educational Testing Service (ETS) All program completers, 2017-18	5				
GAT034 -HISTORY TEST I Educational Testing Service (ETS) All program completers, 2016-17	1				
GAT035 -HISTORY TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	3				
GAT035 -HISTORY TEST II Educational Testing Service (ETS) Other enrolled students	1				
GAT035 -HISTORY TEST II Educational Testing Service (ETS) All program completers, 2018-19	2				
GAT035 -HISTORY TEST II Educational Testing Service (ETS) All program completers, 2017-18	5				
GAT035 -HISTORY TEST II Educational Testing Service (ETS) All program completers, 2016-17	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	1				
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) All program completers, 2018-19	4				
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) All program completers, 2017-18	2				
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) All program completers, 2016-17	1				
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	1				
GAT023 -MATHEMATICS TEST II Educational Testing Service (ETS) All program completers, 2018-19	4				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT023 -MATHEMATICS TEST II Educational Testing Service (ETS) All program completers, 2017-18	2			
GAT023 -MATHEMATICS TEST II Educational Testing Service (ETS) All program completers, 2016-17	1			
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	5			
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2018-19	7			
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2017-18	13	256	13	100
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2016-17	18	254	17	94
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) Other enrolled students	5			
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	13	267	13	100
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	17	266	17	100
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	17	271	17	100
GAT012 -MIDDLE GRADES READING Educational Testing Service (ETS) All program completers, 2018-19	5			
GAT012 -MIDDLE GRADES READING Educational Testing Service (ETS) All program completers, 2017-18	4			
GAT012 -MIDDLE GRADES READING Educational Testing Service (ETS) All program completers, 2016-17	9			
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) Other enrolled students	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All program completers, 2018-19	8			
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	11	258	11	100
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All program completers, 2016-17	18	259	18	100
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	8			
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All program completers, 2018-19	17	256	17	100
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	15	259	15	100
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All program completers, 2016-17	24	257	24	100
GAT111 -MUSIC TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT111 -MUSIC TEST I Educational Testing Service (ETS) All program completers, 2018-19	5			
GAT111 -MUSIC TEST I Educational Testing Service (ETS) All program completers, 2017-18	6			
GAT111 -MUSIC TEST I Educational Testing Service (ETS) All program completers, 2016-17	2			
GAT112 -MUSIC TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT112 -MUSIC TEST II Educational Testing Service (ETS) All program completers, 2018-19	5			
GAT112 -MUSIC TEST II Educational Testing Service (ETS) All program completers, 2017-18	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT112 -MUSIC TEST II Educational Testing Service (ETS) All program completers, 2016-17	2			
GAT032 -POLITICAL SCIENCE TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT032 -POLITICAL SCIENCE TEST I Educational Testing Service (ETS) All program completers, 2016-17	2			
GAT033 -POLITICAL SCIENCE TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT033 -POLITICAL SCIENCE TEST II Educational Testing Service (ETS) All program completers, 2016-17	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			
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			
GAT141 -SPANISH TEST I READING-WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	17	265	17	100
GAT141 -SPANISH TEST I READING-WRITING Educational Testing Service (ETS) All program completers, 2018-19	3			
GAT141 -SPANISH TEST I READING-WRITING Educational Testing Service (ETS) All program completers, 2017-18	6			
GAT141 -SPANISH TEST I READING-WRITING Educational Testing Service (ETS) All program completers, 2016-17	2			
GAT142 -SPANISH TEST II LISTENING-SPEAKING Educational Testing Service (ETS) All enrolled students who have completed all noncl	17	258	17	100
GAT142 -SPANISH TEST II LISTENING-SPEAKING Educational Testing Service (ETS) All program completers, 2018-19	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT142 -SPANISH TEST II LISTENING-SPEAKING Educational Testing Service (ETS) All program completers, 2017-18	6			
GAT142 -SPANISH TEST II LISTENING-SPEAKING Educational Testing Service (ETS) All program completers, 2016-17	2			
GAT083 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	11	272	11	100
GAT083 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST I Educational Testing Service (ETS) All program completers, 2018-19	6			
GAT083 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST I Educational Testing Service (ETS) All program completers, 2017-18	1			
GAT083 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST I Educational Testing Service (ETS) All program completers, 2016-17	3			
GAT084 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	11	271	11	100
GAT084 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST II Educational Testing Service (ETS) All program completers, 2018-19	6			
GAT084 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST II Educational Testing Service (ETS) All program completers, 2017-18	1			
GAT084 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST II Educational Testing Service (ETS) All program completers, 2016-17	3			
GAT085 -SPECIAL EDUCATION DEAF EDUCATION TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
GAT085 -SPECIAL EDUCATION DEAF EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	1			
GAT085 -SPECIAL EDUCATION DEAF EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2018-19	7			
GAT085 -SPECIAL EDUCATION DEAF EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2017-18	5			
GAT085 -SPECIAL EDUCATION DEAF EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2016-17	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT086 -SPECIAL EDUCATION DEAF EDUCATION TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
GAT086 -SPECIAL EDUCATION DEAF EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	1			
GAT086 -SPECIAL EDUCATION DEAF EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2018-19	7			
GAT086 -SPECIAL EDUCATION DEAF EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2017-18	5			
GAT086 -SPECIAL EDUCATION DEAF EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2016-17	4			
ESP0081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	4			
ESP0082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	4			
GAT081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	22	256	22	100
GAT081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST I Educational Testing Service (ETS) Other enrolled students	1			
GAT081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST I Educational Testing Service (ETS) All program completers, 2018-19	14	258	14	100
GAT081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST I Educational Testing Service (ETS) All program completers, 2017-18	13	254	13	100
GAT081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST I Educational Testing Service (ETS) All program completers, 2016-17	14	256	14	100
GAT082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	22	254	22	100
GAT082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST II Educational Testing Service (ETS) Other enrolled students	1			
GAT082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST II Educational Testing Service (ETS) All program completers, 2018-19	14	259	14	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST II Educational Testing Service (ETS) All program completers, 2017-18	13	254	13	100
GAT082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST II Educational Testing Service (ETS) All program completers, 2016-17	14	268	14	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 Westat'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, 2018-19	150	141	94
All program completers, 2017-18	146	144	99
All program completers, 2016-17	162	159	98

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Provide the following information about the approval or accreditation of your teacher preparation program. (~~§205(a)(1)(D)~~, ~~§205(a)(1)(E)~~)

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:

SACS-COC

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ☐ Yes
- ☒ No

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. [\(§205\(a\)\(1\)\(F\)\)](#)

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

- ☒ Yes
- ☐ No

b. use technology effectively to collect data to improve teaching and learning

- ☒ Yes
- ☐ No

c. use technology effectively to manage data to improve teaching and learning

- ☒ Yes
- ☐ No

d. use technology effectively to analyze data to improve teaching and learning

- ☒ Yes
- ☐ No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Teacher candidates in all of our programs complete at least one project designed to directly measure their impact on P-12 student learning; this project requires extensive use of technology to collect, manage, and analyze data and to report findings. The EPP has identified nine technology proficiencies that are aligned with InTASC, NETS-T, and state standards. These proficiencies are addressed within the program courses and assessed at the application and integration levels.

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

Candidates in all programs are required to take SPEC 3000 (Serving Students with Diverse Needs) that addresses concepts related to identifying and teaching students with disabilities. Candidates are taught how to assess student learning and strategies for differentiating instruction to meet individual students’ needs. The EPP has identified diversity proficiencies, assessment proficiencies, and proficiencies addressed in the context of field experiences that align with national and state standards. These proficiencies include planning and implementing instruction for diverse students, are developed within the courses, and are assessed through the theme proficiency level assessments. As part of edTPA, candidates identify focus students and provide evidence of meeting their 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*.

Throughout clinical experiences, candidates are provided opportunities to participate with their cooperating teachers as a member of an IEP team in order to support instruction for their students. Candidates are also provided guidance on developing and working with IEPs in SPEC 3000 as well as other methods courses throughout their program.

c. Effectively teach students who are limited English proficient.

The EPP has identified diversity proficiencies, assessment proficiencies, and proficiencies addressed in the context of field experiences that align with national and state standards. These proficiencies include planning and implementing instruction for limited English proficiency students, are developed within the courses, and are assessed through the theme proficiency-level assessments.

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 in all programs are required to take SPEC 3000 (Serving Students with Diverse Needs) that addresses concepts related to identifying and teaching students with disabilities. In addition, all special education pre-service teachers complete their clinical experiences in special education settings. Finally, as part of edTPA, candidates identify focus students and provide evidence of meeting their 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 in special education programs complete action research projects in which they review a student's IEP, select a learning or behavioral objective, identify a research-based strategy as an intervention, and implement the intervention as a single-case design study with two phases of data collection as baseline data, intervention data, and maintenance data. As part of edTPA, candidates identify focus students and provide evidence of meeting their needs.

c. Effectively teach students who are limited English proficient.

Candidates in the Special Education programs are required to complete a field-based assignment in which they complete an IRIS Center Module on instruction of students with ELL, an observation in a P-12 classroom with students who are limited English proficient, and a written reflection. As part of edTPA, candidates identify focus students and provide evidence of meeting their needs.

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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.

We met all five standards and are accredited by the Council for the Accreditation of Educator Preparation (CAEP) through 2021-22. Annual program performance measures can be found at the following location: <https://www.valdosta.edu/colleges/education/deans-office/eppd.php>.

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:

Natalie Kuhlmann

TITLE:

Director

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:

Natalie Kuhlmann

TITLE:

Director