title **II** higher education act

2019 TITLE II REPORTS
National Teacher Preparation Data

GA **Valdosta State University**
Traditional Report AY 2017-18
Georgia

● REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

1500 N. Patterson Street

CITY

Valdosta

STATE

Georgia ▼

ZIP

31698

SALUTATION

Dr. ▼

FIRST NAME

Bernard

LAST NAME

Oliver

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(https://www2.ed.gov/programs/tqpartnership/awards.html)

○ **Yes**
● **No**

If yes, provide the following:

AWARD YEAR

[blank field]

GRANTEE NAME

[blank field]

PROJECT NAME

[blank field]

GRANT NUMBER

[blank field]

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

○ **Residency**

○ **Pre-baccalaureate**

○ **Both Residency and Pre-baccalaureate**

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at **https://www2.ed.gov/programs/tqpartnership/awards.html**.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Art Education	No	
Biology	No	
Chemistry	No	
Earth/Space Science	No	
Elementary Education	No	
English	No	
English to Speakers of Other Languages	No	
French Foreign Language Education	No	
Health and Physical Education	No	
Healthcare Science Technology Education	No	
History	No	
Mathematics	No	
Middle Grades Education	No	
Music Education	No	
Physics	No	

Total number of teacher preparation programs: 22

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Political Science	No	
Spanish Foreign Language Education	No	
Special Education Adapted Curriculum	No	
Special Education Deaf Education	No	
Special Education General Curriculum	No	
Special Education/Early Childhood Special Education General Curriculum	No	
Technical Specializations	No	
Total number of teacher preparation programs: 22		

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
	No	

Program Requirements

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

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

Admissions

1. Indicate when students are formally admitted into your initial teacher certification program:

Other	▼

If Other, please specify:

When they meet all 5 admission criteria set by the college and/or professional standards commission

2. Does your initial teacher certification program conditionally admit students?

◉ Yes
○ No

3. Provide a link to your website where additional information about admissions requirements can be found:

http://www.valdosta.edu/colleges/education/advising/admission-criteria.php

4. Please provide any additional information about or exceptions to the admissions information provided above:

Undergraduate candidates must earn a satisfactory grade in the COE's admission gateway course (which includes meeting all five admission criteria) in order to progress in their program and begin professional coursework courses. Graduate candidates must earn a satisfactory grade in the gateway courses during their first semester in order to continue in their program. Rarely, a student may be admitted on appeal through our Undergraduate and Initial Preparation Policies Committee or the Dean. For students in the Middle or Secondary Education MAT program, either a minimum GRE or MAT score is required and the appropriate content assessment must be passed prior to admission. For one MAT program, students must be working as a teacher.

Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. **(§205(a)(1)(C)(i))**

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 rest of the page blank (or clear responses already entered) then click save at the bottom of the page.

Element	Required for Entry		Required for Exit	
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
Essay or personal statement	○ Yes	● No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify: Entry: complete GA Educator Ethics, teacher ed major; Exit:complete GA Educato…	● 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.)

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.2

4. 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

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.4

6. 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

Please provide the following information about your teacher preparation program's entry and exit requirements. **(§205(a)(1)(C)(i))**

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 rest of the page blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Required for Entry		Required for Exit	
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
Essay or personal statement	● Yes	○ No	○ Yes	● No
Interview	● Yes	○ No	○ Yes	● No
Other Specify: Entry: complete GA Educator Ethics, bachelor's degree; Exit: complete GA Educ. …	● 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.)

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.3

4. 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

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.9

6. 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 2017-18. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

Average number of clock hours of supervised clinical experience required prior to student teaching	300
Average number of clock hours required for student teaching	600
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	35
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	13
Number of students in supervised clinical experience during this academic year	384

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

Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

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

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

THIS PAGE INCLUDES:
>> Enrollment

Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2017-18	452
Unduplicated number of males enrolled in 2017-18	105
Unduplicated number of females enrolled in 2017-18	347

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. **(§205(a)(1)(C)(ii)(H))**

2017-18	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	26
Race	

2017-18	Number Enrolled
American Indian or Alaska Native	1
Asian	2
Black or African American	99
Native Hawaiian or Other Pacific Islander	0
White	310
Two or more races	12

Teachers Prepared

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

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

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

THIS PAGE INCLUDES:
›› Teachers Prepared by Subject Area
›› Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. 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))

Additional guidance on reporting teachers prepared by subject area.

What are CIP Codes?

☐ **No teachers prepared in academic year 2017-18**

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	44
13.1210	Teacher Education - Early Childhood Education	
13.1202	Teacher Education - Elementary Education	63
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	30
13.1205	Teacher Education - Secondary Education	15
13.1206	Teacher Education - Multiple Levels	38

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	17
13.1306	Teacher Education - Foreign Language	6
13.1307	Teacher Education - Health	7
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	19
13.1312	Teacher Education - Music	6
13.1314	Teacher Education - Physical Education and Coaching	7
13.1315	Teacher Education - Reading	4
13.1316	Teacher Education - Science Teacher Education/General Science	11
13.1317	Teacher Education - Social Science	15
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	5
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	6

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. 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.

Additional guidance on reporting teachers prepared by academic major.

What are CIP Codes?

☐ No teachers prepared in academic year 2017-18

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	44
13.1210	Teacher Education - Early Childhood Education	
13.1202	Teacher Education - Elementary Education	63
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	30
13.1205	Teacher Education - Secondary Education	15
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	17
13.1306	Teacher Education - Foreign Language	6
13.1307	Teacher Education - Health	7
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	19
13.1312	Teacher Education - Music	6
13.1314	Teacher Education - Physical Education and Coaching	7
13.1315	Teacher Education - Reading	4
13.1316	Teacher Education - Science	11
13.1317	Teacher Education - Social Science	15
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	5
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	6
13.1331	Teacher Education - Speech	

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.03	Education - Curriculum and Instruction	
13.09	Education - Social and Philosophical Foundations of Education	
24	Liberal Arts/Humanities	
42	Psychology	
45.01	Social Sciences	
45.02	Anthropology	
45.06	Economics	
45.07	Geography and Cartography	
45.10	Political Science and Government	
45.11	Sociology	
50	Visual and Performing Arts	
54	History	
16	Foreign Languages	
19	Family and Consumer Sciences/Human Sciences	
23	English Language/Literature	
38	Philosophy and Religious Studies	
01	Agriculture	
09	Communication or Journalism	
14	Engineering	

CIP Code	Academic Major	Number Prepared
26	Biology	
27	Mathematics and Statistics	
40.01	Physical Sciences	
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	
40.06	Geological and Earth Sciences/Geosciences	
40.08	Physics	
52	Business/Business Administration/Accounting	
11	Computer and Information Sciences	
99	Other Specify:	

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

2017-18	155
2016-17	177
2015-16	166

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

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

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 to state credential 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)(ii), §206(a))**

Information about teacher shortage areas can be found at **https://www2.ed.gov/about/offices/list/ope/pol/tsa.html**.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

- 🔘 Yes
- ⚪ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2017-18?

> 15

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- 🔘 Yes
- ⚪ No
- ⚪ Not applicable

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 MGED department collaborates with the Math department to host the Annual Middle School Math Tournament for middle schools in the region. This provides the opportunity to speak with middle school students/plant the seed about becoming a math major/math teacher and attending VSU for college. 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:

Continue to increase the visibility and outreach of the College Middle Level Educators (CMLE) student organization to recruit freshman and sophomores to the Middle Grades Program. Continue current recruitment initiatives, which include student and faculty representation at the VSU Open Houses and participation in the College Fairs at Future Georgia Educators Days.

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

We continue to have a 100% pass rate on edTPA (middle and secondary mathematics). Our candidates' success speaks to the quality of our programs, which can assist us in selling our program to prospective applicants interested in teaching mathematics.

Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

- ● Yes
- ○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2018-19?

> 17

9. 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.

Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

- ● Yes
- ○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

> 15

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

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 to state credential 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)(ii), §206(a))**

Information about teacher shortage areas can be found at **https://www2.ed.gov/about/offices/list/ope/pol/tsa.html**.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in science in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2017-18?

> 13

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- ○ Yes
- ● No
- ○ Not applicable

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

> Failed to meet goal

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 had a 91.6% pass rate on edTPA (middle grades science, biology, and chemistry). Our candidates' success speaks to the quality of our programs, which can assist us in selling our program to prospective applicants interested in teaching science.

Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

- ● Yes
- ○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2018-19?

> 15

9. 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. We are currently seeking approval to add the BSED in Secondary Education which will include biology, chemistry, physics, and earth/space science certification areas.

10. Will your program prepare teachers in science in 2019-20?

- ● Yes
- ○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2019-20?

> 13

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

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 to state credential 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)(ii), §206(a))**

Information about teacher shortage areas can be found at **https://www2.ed.gov/about/offices/list/ope/pol/tsa.html**.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in special education in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2017-18?

> 45

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- ○ Yes
- ● No
- ○ Not applicable

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. In addition, faculty in the program recently applied for a grant (unsure of grant approval status yet) to form an agreement with Texas Women's University to award degrees from either VSU or TWU in states without deaf programs. 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.

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 online 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.

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

Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

- ● Yes
- ○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2018-19?

35

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

For the 2017-18 academic year, we have established a Living Learning Community in a residence hall for Deaf Education and American Sign Language(ASL)/English Interpreting students. This community will provide 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 have been scheduled to encourage a sense of community involvement with the majors. The online special education general and adapted curriculum programs focus on ensuring an efficient admission process by 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. Our Special Education/Early Childhood Special Education General Curriculum dual certification program was deactivated and will no longer have candidates enrolled starting in academic year 2018-19. This will impact the overall number of Special Education teachers prepared.

Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

- ● Yes
- ○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

20

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

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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at https://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

○ Yes

● No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

_____

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

○ Yes

○ No

○ Not applicable

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

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

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

Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

● Yes

○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2018-19?

> 1

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

This program started accepting applicants for Summer 2017, and we do not plan to have any completers until the 2018-19 academic year.

Academic year 2019-20

10. Will your program prepare teachers in instruction of limited English proficient students in 2019-20?

● Yes

○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

7

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

Assurances

Please certify that your institution is in compliance with the following assurances. **(§205(a)(1)(A)(iii), §206(b))** Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. 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.

Assessment Pass Rates

On this page, review the assessment pass rates. 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.

After reviewing, save the page using the floating save box at the bottom of the page.

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 program completers, 2016-17	4			
GAT109 -ART EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2015-16	2			
GAT110 -ART EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2016-17	4			
GAT110 -ART EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2015-16	2			
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, 2017-18	2			
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) All program completers, 2016-17	2			
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) All program completers, 2015-16	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, 2017-18	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) All program completers, 2016-17	2			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) All program completers, 2015-16	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			
GAT028 -CHEMISTRY TEST I Educational Testing Service (ETS) All program completers, 2015-16	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			
GAT029 -CHEMISTRY TEST II Educational Testing Service (ETS) All program completers, 2015-16	1			
ESP5001 -EARLY CHILDHOOD EDUCATION TEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	1			
ESP5002 -EARLY CHILDHOOD EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	1			
GAT001 -EARLY CHILDHOOD EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	17	265	17	100
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
GAT001 -EARLY CHILDHOOD EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2015-16	35	261	35	100
GAT002 -EARLY CHILDHOOD EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	17	255	17	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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
GAT002 -EARLY CHILDHOOD EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2015-16	35	259	35	100
GAT GA3 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I Educational Testing Service (ETS) Other enrolled students	2			
GAT GA3 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I Educational Testing Service (ETS) All program completers, 2017-18	25	274	25	100
GAT GA3 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I Educational Testing Service (ETS) All program completers, 2016-17	29	277	29	100
GAT GA3 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I Educational Testing Service (ETS) All program completers, 2015-16	15	277	15	100
GAT004 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST II Educational Testing Service (ETS) Other enrolled students	2			
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
GAT004 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST II Educational Testing Service (ETS) All program completers, 2015-16	15	260	15	100
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	51	62	94
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, 2017-18	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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, 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 All program completers, 2017-18	8			
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, 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 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, 2017-18	8			
TPA0017 -EDTPA: MIDDLE CHILDHOOD SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	12	46	12	100
TPA0 GA3 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	4			
TPA0 GA3 -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 Other enrolled students	2			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	5			

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, 2016-17	3			
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, 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 Other enrolled students	3			
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, 2016-17	4			
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			
ESP0021 -ENGLISH TEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	1			
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	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			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) All program completers, 2015-16	1			
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	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			
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) All program completers, 2015-16	1			
GAT143 -FRENCH TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT143 -FRENCH TEST I Educational Testing Service (ETS) All program completers, 2015-16	1			
GAT144 -FRENCH TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT144 -FRENCH TEST II Educational Testing Service (ETS) All program completers, 2015-16	1			
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
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			
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2015-16	9			
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2017-18	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2016-17	9			
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2015-16	9			
ESP GA34 -HISTORY TEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	2			
ESP GA35 -HISTORY TEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	2			
GAT034 -HISTORY TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT034 -HISTORY TEST I Educational Testing Service (ETS) Other enrolled students	4			
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			
GAT034 -HISTORY TEST I Educational Testing Service (ETS) All program completers, 2015-16	4			
GAT035 -HISTORY TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT035 -HISTORY TEST II Educational Testing Service (ETS) Other enrolled students	4			
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			
GAT035 -HISTORY TEST II Educational Testing Service (ETS) All program completers, 2015-16	4			
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) Other enrolled students	1			
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			
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) All program completers, 2015-16	2			
GAT023 -MATHEMATICS TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT023 -MATHEMATICS TEST II Educational Testing Service (ETS) Other enrolled students	1			
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			
GAT023 -MATHEMATICS TEST II Educational Testing Service (ETS) All program completers, 2015-16	2			
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, 2017-18	13	256	13	100
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2016-17	18	254	17	94
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2015-16	15	251	15	100
ESP5011 -MIDDLE GRADES LANGUAGE ARTS TEST Evaluation Systems group of Pearson All program completers, 2015-16	1			
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) Other enrolled students	11	267	11	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	17	266	17	100
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	17	271	17	100
ESP5013 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	1			
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	21	265	21	100
GAT012 -MIDDLE GRADES READING Educational Testing Service (ETS) Other enrolled students	3			
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			
GAT012 -MIDDLE GRADES READING Educational Testing Service (ETS) All program completers, 2015-16	13	249	12	92
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) Other enrolled students	7			
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
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	22	251	21	95
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) Other enrolled students	12	256	11	92
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	15	259	15	100

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 program completers, 2016-17	24	257	24	100
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	22	246	20	91
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, 2017-18	6			
GAT111 -MUSIC TEST I Educational Testing Service (ETS) All program completers, 2016-17	2			
GAT111 -MUSIC TEST I Educational Testing Service (ETS) All program completers, 2015-16	18	259	18	100
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, 2017-18	6			
GAT112 -MUSIC TEST II Educational Testing Service (ETS) All program completers, 2016-17	2			
GAT112 -MUSIC TEST II Educational Testing Service (ETS) All program completers, 2015-16	18	268	18	100
GAT032 -POLITICAL SCIENCE TEST I Educational Testing Service (ETS) All program completers, 2016-17	2			
GAT032 -POLITICAL SCIENCE TEST I Educational Testing Service (ETS) All program completers, 2015-16	2			
GAT033 -POLITICAL SCIENCE TEST II Educational Testing Service (ETS) All program completers, 2016-17	2			
GAT033 -POLITICAL SCIENCE TEST II Educational Testing Service (ETS) All program completers, 2015-16	2			
GAT024 -SCIENCE TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT024 -SCIENCE TEST I Educational Testing Service (ETS) Other enrolled students	1			
GAT024 -SCIENCE TEST I Educational Testing Service (ETS) All program completers, 2015-16	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			
GAT025 -SCIENCE TEST II Educational Testing Service (ETS) All program completers, 2015-16	1			
GAT141 -SPANISH TEST I READING-WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	10	265	10	100
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	10	255	10	100
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			
ESP0083 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	1			
ESP0084 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	1			
GAT083 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
GAT083 -SPECIAL EDUCATION ADAPTED CURRICULUM 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 (%)
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			
GAT083 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST I Educational Testing Service (ETS) All program completers, 2015-16	3			
GAT084 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
GAT084 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST II Educational Testing Service (ETS) Other enrolled students	1			
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			
GAT084 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST II Educational Testing Service (ETS) All program completers, 2015-16	3			
GAT085 -SPECIAL EDUCATION DEAF EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	2			
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			
GAT085 -SPECIAL EDUCATION DEAF EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2015-16	6			
GAT086 -SPECIAL EDUCATION DEAF EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	2			
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			

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 program completers, 2015-16	6			
ESP0081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	4			
ESP0081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	3			
ESP0082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST 2 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, 2015-16	3			
GAT081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	17	261	17	100
GAT081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST I Educational Testing Service (ETS) Other enrolled students	7			
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
GAT081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST I Educational Testing Service (ETS) All program completers, 2015-16	4			
GAT082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	17	255	17	100
GAT082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST II Educational Testing Service (ETS) Other enrolled students	7			
GAT082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST II Educational Testing Service (ETS) All program completers, 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
GAT082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST II Educational Testing Service (ETS) All program completers, 2015-16	4			

Summary Pass Rates

On this page, review the summary pass rates. 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.

After reviewing, save the page using the floating save box at the bottom of the page.

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	146	143	98
All program completers, 2016-17	162	156	96
All program completers, 2015-16	162	160	99

Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. 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.

Low-Performing

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

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
- ☐ NCATE
- ☐ TEAC
- ☑ CAEP
- ☑ Other specify:

SACS-COC

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

- ○ Yes
- ● No

Use of Technology

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.

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.

Teacher Training

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. 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.

Teacher Training

Provide the following information about 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)(G))**

1. **Does your program prepare general education teachers to:**

   a. **teach students with disabilities effectively**

   ● Yes
   ○ No

   b. **participate as a member of individualized education program teams**

   ● Yes
   ○ No

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

   ● Yes
   ○ No

2. **Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

   Candidates in all programs are required to take a state-mandated course (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, including those students with disabilities and limited English proficiency, and are developed within the courses and assessed through the theme proficiency level assessments. As part of edTPA, candidates identify focus students and provide evidence of meeting their needs.

3. **Does your program prepare special education teachers to:**

   a. **teach students with disabilities effectively**

   ● Yes
   ○ No
   ○ **Program does not prepare special education teachers**

b. **participate as a member of individualized education program teams**

- ● Yes
- ○ No
- ○ Program does not prepare special education teachers

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

- ● Yes
- ○ No
- ○ Program does not prepare special education teachers

4. **Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

Candidates in all programs are required to take a state-mandated course (SPEC 3000-Serving Students with Diverse Needs) that addresses concepts related to identifying and teaching students with disabilities. Candidates in the Special Education MAT 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. The candidates in special education programs also 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.

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.

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. As part of the process, the Educator Preparation Provider (EPP) chose the Selected Improvement Pathway and the plan was approved by CAEP.

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.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **452**.

Number of program completers from Section I: Program Information, Program Completers is **155**.

For a total enrollment of **607**.

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 of Assessment, Analytics, and Evaluation

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 of Assessment, Analytics, and Evaluation

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	408	452	10.78%
Male Enrollment	104	105	0.96%
Female Enrollment	304	347	14.14%
Hispanic/Latino Enrollment	24	26	8.33%
American Indian or Alaska Native Enrollment	0	1	
Asian Enrollment	5	2	-60.00%
Black or African American Enrollment	69	99	43.48%
Native Hawaiian or Other Pacific Islander Enrollment	0	0	

Item	Last Year	This Year	Change
White Enrollment	280	310	10.71%
Two or more races Enrollment	8	12	50.00%
Average number of clock hours required prior to student teaching	300	300	0.00%
Average number of clock hours required for student teaching	600	600	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	24	35	45.83%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	16	13	-18.75%
Number of students in supervised clinical experience during this academic year	355	384	8.17%
Total completers for current academic year	177	155	-12.43%
Total completers for prior academic year	166	177	6.63%
Total completers for second prior academic year	237	166	-29.96%