

# [Title II Higher Education Act](#)

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Natalie Kuhlmann Program User

## Select Academic Year Menu

2020-21 Academic Year Data ▾

2022 Title II Reports National Teacher Preparation Data  
Valdosta State University

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GA  
Valdosta State University Traditional Report AY 2020-21 Georgia  
Report CompleteStatus: 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 141264

☐ THIS INSTITUTION HAS NO IPEDS ID

If no IPEDS ID, please provide an explanation

Address 1500 N. Patterson Street

Address line 2:

City Valdosta

State  
Georgia ▾

Zip 31698

Salutation

Dr. ▾

First Name Karla

Last Name Hull

Phone (229) 333-5925

Email khull@valdosta.edu

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### Section I: Program Information

## List of Programs

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

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List of Programs			
CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	UG	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1	Special Education	PG	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1302	Teacher Education - Art	UG	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1322	Teacher Education - Biology	PG	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1323	Teacher Education - Chemistry	PG	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1337	Teacher Education - Earth Science	PG	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.14	Teacher Education - English as a Second Language	PG	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1305	Teacher Education - English/Language Arts	Both	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1306	Teacher Education - Foreign Language	PG	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1316	Teacher Education - General Science	Both	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1328	Teacher Education - History	Both	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1311	Teacher Education - Mathematics	Both	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1312	Teacher Education - Music	PG	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1314	Teacher Education - Physical Education and Coaching	Both	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1329	Teacher Education - Physics	PG	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1315	Teacher Education - Reading	Both	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1318	Teacher Education - Social Studies	Both	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1320	Teacher Education - Trade and Industrial	PG	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
<div><div></div><div></div></div>		UG, PG, or Both <input checked="" type="radio"/> UG <input checked="" type="radio"/> PG <input checked="" type="radio"/> Both <input checked="" type="radio"/>	<ul style="list-style-type: none"><li>Insert</li><li>Cancel</li></ul>

Total number of teacher preparation programs: **Save Option**

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a

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Section I: Program Information

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\(a\)\(1\)\(C\)\(i\)\)](#)

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](#)

This Page Includes:

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

Undergraduate Requirements

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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.

Undergraduate Requirements		
Element	Admission	Completion
Transcript	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify:		
Other specify: <div>Entry: complete GA Educ</div>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <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: Some admission requirements are set by the Georgia Professional Standards

Some admission requirements are set by the Georgia Professional Standards Commission.

Postgraduate Requirements

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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.

Postgraduate Requirements		
Element	Admission	Completion
Transcript	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Fingerprint check	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Background check	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Minimum number of courses/credits/semester hours completed	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum GPA	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum GPA in content area coursework	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Minimum GPA in professional education coursework	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum ACT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Minimum SAT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Minimum basic skills test score	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Subject area/academic content test or other subject matter verification	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Recommendation(s)	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Essay or personal statement	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Interview	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Other Specify:		
Other specify: <div>Entry: complete GA Educ</div>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>

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: Some admission requirements are set by the Georgia Professional Standards  

Some admission requirements are set by the Georgia Professional Standards Commission.

Commission.

Supervised Clinical Experience

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Provide the following information about supervised clinical experience in 2020-21. ([§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)	
Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	Number of clock hours of supervised clinical experience required prior to student teaching <div>300</div>
Number of clock hours required for student teaching	Number of clock hours required for student teaching <div>600</div>

You have programs with the teacher of record model, but "years required for teaching as the teacher of record" is 0. Please correct the data, or confirm.

☒ I confirm that there are 0 hours required  
Are there programs in which candidates are the teacher of record? ☒ Yes  
☐ No

If yes, provide the next two responses. If no, leave them blank.

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

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

<b>Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom</b>	Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom <input type="text" value="240"/>
<b>Number of years required for teaching as the teacher of record in a classroom</b>	Number of years required for teaching as the teacher of record in a classroom <input type="text" value="0"/>

If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used:

All Programs  
**All Programs**

<b>Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)</b>	Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) <input type="text" value="25"/>
<a href="#">Optional tool</a> for automatically calculating full-time equivalent faculty in the system	
<b>Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)</b>	Number of adjunct faculty supervising clinical experience during this academic year (IHE staff) <input type="text" value="14"/>
<b>Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year</b>	Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year <input type="text" value="486"/>
<b>Number of students in supervised clinical experience during this academic year</b>	Number of students in supervised clinical experience during this academic year <input type="text" value="372"/>

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

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**Calculate Full-Time Equivalent Faculty in the System**

For any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared to a full-time faculty member)

Employment Rate (%)	Number of Faculty	Update
100% (Full-Time)	<input type="text"/>	
50% (Half-Time)	<input type="text"/>	
<input type="text" value="75%"/> Employment Rate (%)	<input type="text"/> Number of Faculty	<div>Delete</div>

Employment Rate (%)

25%

Employment Rate (%)

Number of Faculty

Delete

Add Row

Calculate FTE

Section I: Program Information

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. (§205(a)(1)(C)(ii))

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

- [Enrolled Student](#)
- [Program Completer](#)

This Page Includes:

- [Enrollment and Program Completers](#)

Enrollment and Program Completers

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Enrollment and Completer Totals

2020-21 Total

Total Number of Individuals Enrolled

Total Number of Individuals Enrolled in 2020-21

533

Subset of Program Completers

Subset of Program Completers in 2020-21

198

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment 133	Male Completers 59
Female	Female Enrollment 400	Female Completers 139
Non-Binary/Other	Non-Binary/Other Enrollment 0	Non-Binary/Other Completers 0
No Gender Reported	Nonreported gender Enrollment 0	Nonreported gender Completers 0

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	American Indian or Alaska Native Enrollment 0	American Indian or Alaska Native Completers 0
Asian	Asian Enrollment 6	Asian Completers 2
Black or African American	Black or African American Enrollment 114	Black or African American Completers 33
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment 41	Hispanic/Latino of any race Completers 13
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment 0	Native Hawaiian or Other Pacific Islander Completers 0
White	White Enrollment 349	White Completers 140
Two or more races	Two or more races Enrollment 19	Two or more races Completers 9

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment	Nonreported race/ethnicity Completers
	4	1

**Save Option**

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**Section I: Program Information****Teachers Prepared**

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

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

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

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

- [Academic Major](#)

**This Page Includes:**

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

**Teachers Prepared by Subject Area**

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**Please provide the number of teachers prepared by subject area for academic year 2020-21.**

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 2020-21

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?v=55>).

Teachers Prepared by Subject Area		
CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared 31
13.1202	Teacher Education - Elementary Education	Number Prepared 45
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared 26



CIP Code	Subject Area	Number Prepared
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text" value="9"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text" value="13"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text" value="14"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text"/>
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text" value="16"/>
13.1312	Teacher Education - Music	Number Prepared <input type="text" value="6"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text" value="29"/>
13.1315	Teacher Education - Reading	Number Prepared <input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared <input type="text" value="11"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text" value="17"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text" value="1"/>
13.1323	Teacher Education - Chemistry	Number Prepared <input type="text"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared <input type="text"/>
13.1328	Teacher Education - History	Number Prepared <input type="text" value="2"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text"/>
13.1331	Teacher Education - Speech	Number Prepared <input type="text"/>
13.1337	Teacher Education - Earth Science	Number Prepared <input type="text"/>
13.14	Teacher Education - English as a Second Language	Number Prepared <input type="text" value="7"/>
13.99	Education - Other Specify: <input type="text"/>	Number Prepared <input type="text"/>

## Teachers Prepared by Academic Major

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Please provide the number of teachers prepared by academic major for academic year 2020-21. 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 2020-21

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](#)).

Teachers Prepared by Academic Major		
CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared <input type="text" value="31"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text" value="45"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text" value="26"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text" value="9"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text" value="14"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text" value="14"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text"/>
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text" value="17"/>
13.1312	Teacher Education - Music	Number Prepared <input type="text" value="6"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text" value="29"/>
13.1315	Teacher Education - Reading	Number Prepared <input type="text"/>
13.1316	Teacher Education - General Science	Number Prepared <input type="text" value="11"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text" value="17"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text" value="20"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text" value="2"/>
13.1323	Teacher Education - Chemistry	Number Prepared <input type="text"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared <input type="text"/>
13.1328	Teacher Education - History	Number Prepared <input type="text" value="2"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text"/>
13.1331	Teacher Education - Speech	Number Prepared <input type="text"/>
13.1337	Teacher Education - Earth Science	Number Prepared <input type="text"/>
13.14	Teacher Education - English as a Second Language	Number Prepared <input type="text" value="7"/>
13.99	Education - Other Specify: <input type="text"/>	Number Prepared <input type="text"/>
01	Agriculture	Number Prepared <input type="text"/>
03	Natural Resources and Conservation	Number Prepared <input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared <input type="text"/>
09	Communication or Journalism	Number Prepared <input type="text"/>
11	Computer and Information Sciences	Number Prepared <input type="text"/>
12	Personal and Culinary Services	Number Prepared <input type="text"/>
14	Engineering	Number Prepared <input type="text"/>

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

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**Section I: Program Information****Program Assurances**

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\(b\)\)](#)

**This Page Includes:**

- [Program Assurances](#)

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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.

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

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## Section II: Annual Goals

### 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\(a\)](#))

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 \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

#### Report Progress on Last Year's Goal (2020-21)

##### [Back To Top](#)

1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

☒ Yes  
☐ No

2. Describe your goal. We plan to prepare 15 new mathematics teachers in academic year 2020-21.

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

3. Did your program meet the goal? ☒ Yes  
☐ No

4. Description of strategies used to achieve goal, if applicable: We continue increasing our enrollment in this program by emphasizing quality advising and teaching as well as effective recruitment strategies.

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

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

Review Current Year’s Goal (2021-22)

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7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank. ☒ Yes  
☐ No

8. Describe your goal. We plan to continue increasing our enrollment in this program in academic year 2021-22 by emphasizing quality advising and teaching as well as effective recruitment strategies.

Set Next Year’s Goal (2022-23)

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9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank. ☒ Yes  
☐ No

10. Describe your goal. We plan to continue increasing our enrollment in this program in academic year 2022-23 by emphasizing quality advising and teaching as well as effective recruitment strategies.

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Section II: Annual Goals

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\(a\)\)](#)

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 \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

## Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

- ☒ Yes  
☐ No

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

2. Describe your goal. We plan to prepare 12 new science teachers in academic year 2020-21.

3. Did your program meet the goal? ☒ Yes  
☐ No

4. Description of strategies used to achieve goal, if applicable: We plan to continue increasing our enrollment in this program by emphasizing quality advising and teaching

We plan to continue increasing our enrollment in this program by emphasizing quality advising and teaching as well as effective recruitment strategies.

as well as effective recruitment strategies.

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

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

## Review Current Year's Goal (2021-22)

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7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank. ☒ Yes  
☐ No

8. Describe your goal. We plan to continue increasing our enrollment in this program in academic year 2021-22 by emphasizing quality advising and teaching as well as

We plan to continue increasing our enrollment in this program in academic year 2021-22 by emphasizing quality advising and teaching as well as effective recruitment strategies.

effective recruitment strategies.

## Set Next Year's Goal (2022-23)

### [Back To Top](#)

9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank. ☒ Yes  
☐ No

10. Describe your goal. We plan to continue increasing our enrollment in this program in academic year 2022-23 by emphasizing quality advising and teaching as well as

We plan to continue increasing our enrollment in this program in academic year 2022-23 by emphasizing quality advising and teaching as well as effective

effective recruitment strategies. 

recruitment strategies.

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Section II: Annual Goals

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\(a\)\)](#)

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

- [Quantifiable Goals](#)

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- [Report Progress on Last Year’s Goal \(2020-21\)](#)
- [Review Current Year’s Goal \(2021-22\)](#)
- [Set Next Year’s Goal \(2022-23\)](#)

Report Progress on Last Year’s Goal (2020-21)

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1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

☒ Yes  
☐ No

We anticipate preparing 30 special education teachers in academic year 2020-21.

2. Describe your goal. We anticipate preparing 30 special education teachers in academic year 2020-21.

3. Did your program meet the goal? ☒ Yes  
☐ No

4. Description of strategies used to achieve goal, if applicable: We plan to continue increasing our enrollment in this program by emphasizing quality advising and teaching

We plan to continue increasing our enrollment in this program by emphasizing quality advising and teaching as well as effective recruitment strategies.

as well as effective recruitment strategies.

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

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

Review Current Year’s Goal (2021-22)

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7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank. ☒ Yes

☐ No

8. Describe your goal. We plan to continue increasing our enrollment in this program in academic year 2021-22 by emphasizing quality advising and teaching as well as

We plan to continue increasing our enrollment in this program in academic year 2021-22 by emphasizing quality advising and teaching as well as effective recruitment strategies.

effective recruitment strategies.

Set Next Year’s Goal (2022-23)

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9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank. ☒ Yes

☐ No

10. Describe your goal. We plan to continue increasing our enrollment in this program in academic year 2022-23 by emphasizing quality advising and teaching as well as

We plan to continue increasing our enrollment in this program in academic year 2022-23 by emphasizing quality advising and teaching as well as effective recruitment strategies.

effective recruitment strategies.

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Section II: Annual Goals

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\(a\)\)](#)

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

- [Quantifiable Goals](#)

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- [Report Progress on Last Year’s Goal \(2020-21\)](#)
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- [Set Next Year’s Goal \(2022-23\)](#)

Report Progress on Last Year’s Goal (2020-21)

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1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

☒ Yes

☐ No

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



2. Describe your goal. We plan to prepare 7 ESOL teachers in academic year 2020-21.
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 newly created MAT curriculum has been successful and has contributed to our achievement of our goal.

We made many changes to put together a program focused on teaching ESOL in the P-12 classroom. Our newly created MAT curriculum has been successful and has contributed to our

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:
- 
6. Provide any additional comments, exceptions and explanations below:
- 

Review Current Year’s Goal (2021-22)

- [Back To Top](#)
7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank. ☒ Yes  
☐ No
8. Describe your goal. We plan to continue increasing our enrollment in this program in academic year 2021-22 by emphasizing quality advising and teaching as well as effective recruitment strategies.
- We plan to continue increasing our enrollment in this program in academic year 2021-22 by emphasizing quality advising and teaching as well as effective recruitment strategies.

Set Next Year’s Goal (2022-23)

- [Back To Top](#)
9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank. ☒ Yes  
☐ No
10. Describe your goal. We plan to continue increasing our enrollment in this program in academic year 2022-23 by emphasizing quality advising and teaching as well as effective recruitment strategies.
- We plan to continue increasing our enrollment in this program in academic year 2022-23 by emphasizing quality advising and teaching as well as effective recruitment strategies.

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Section III: Program Pass Rates

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

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

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

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

**This Page Includes:**

- [Assessment Pass Rates](#)

## Assessment Pass Rates

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Assessment Pass Rates			
Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number Pass passing rate tests (%)
GAT109 -ART EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2020-21	9		
GAT109 -ART EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2019-20	2		
GAT109 -ART EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2018-19	1		
GAT110 -ART EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2020-21	9		
GAT110 -ART EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2019-20	2		
GAT110 -ART EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2018-19	1		
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	1		
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) Other enrolled students	1		
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) All program completers, 2020-21	2		
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) All program completers, 2019-20	2		
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) All program completers, 2018-19	3		
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1		
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) Other enrolled students	1		
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) All program completers, 2020-21	2		

## Assessment Pass Rates

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, 2019-20	2			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) All program completers, 2018-19	3			
GAT003 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I Educational Testing Service (ETS) All program completers, 2019-20	1			
GAT003 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I 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, 2019-20	1			
GAT004 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST II Educational Testing Service (ETS) All program completers, 2018-19	1			
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2018-19	62	53	61	98
TPA0115 -EDTPA: ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2018-19	1			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2018-19	4			
TPA0018 -EDTPA: MIDDLE CHILDHOOD ENGLISH LANGUAGE ARTS 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, 2018-19	6			
TPA0016 -EDTPA: MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	7			
TPA0017 -EDTPA: MIDDLE CHILDHOOD SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	5			
TPA0011 -EDTPA: PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	7			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	2			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	4			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	3			
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	25	46	25	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0015 -EDTPA: VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1			
TPA0020 -EDTPA: WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2018-19	5			
GAT001 -ELEMENTARY EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	5			
GAT001 -ELEMENTARY EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2020-21	45	260	45	100
GAT001 -ELEMENTARY EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2019-20	68	266	68	100
GAT001 -ELEMENTARY EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2018-19	67	268	67	100
GAT002 -ELEMENTARY EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	5			
GAT002 -ELEMENTARY EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2020-21	45	257	45	100
GAT002 -ELEMENTARY EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2019-20	68	256	68	100
GAT002 -ELEMENTARY EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2018-19	67	260	67	100
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) Other enrolled students	2			
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) All program completers, 2020-21	2			
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) All program completers, 2019-20	1			
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) All program completers, 2018-19	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) Other enrolled students	2			
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) All program completers, 2020-21	2			
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) All program completers, 2019-20	1			
GAT021 -ENGLISH TEST II	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Educational Testing Service (ETS) All program completers, 2018-19				
GAT119 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES TEST I	2			
Educational Testing Service (ETS) All enrolled students who have completed all noncl				
GAT119 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES TEST I	5			
Educational Testing Service (ETS) Other enrolled students				
GAT119 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES TEST I	7			
Educational Testing Service (ETS) All program completers, 2020-21				
GAT119 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES TEST I	7			
Educational Testing Service (ETS) All program completers, 2019-20				
GAT120 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES TEST II	2			
Educational Testing Service (ETS) All enrolled students who have completed all noncl				
GAT120 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES TEST II	5			
Educational Testing Service (ETS) Other enrolled students				
GAT120 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES TEST II	7			
Educational Testing Service (ETS) All program completers, 2020-21				
GAT120 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES TEST II	7			
Educational Testing Service (ETS) All program completers, 2019-20				
GAT143 -FRENCH TEST I	2			
Educational Testing Service (ETS) Other enrolled students				
GAT143 -FRENCH TEST I	2			
Educational Testing Service (ETS) All program completers, 2020-21				
GAT143 -FRENCH TEST I	1			
Educational Testing Service (ETS) All program completers, 2019-20				
GAT143 -FRENCH TEST I	2			
Educational Testing Service (ETS) All program completers, 2018-19				
GAT144 -FRENCH TEST II	2			
Educational Testing Service (ETS) Other enrolled students				
GAT144 -FRENCH TEST II	2			
Educational Testing Service (ETS) All program completers, 2020-21				
GAT144 -FRENCH TEST II	1			
Educational Testing Service (ETS) All program completers, 2019-20				
GAT144 -FRENCH TEST II	2			
Educational Testing Service (ETS) All program completers, 2018-19				
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I	10	253	9	90
Educational Testing Service (ETS) All enrolled students who have completed all noncl				
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I	27	257	26	96
Educational Testing Service (ETS) All program completers, 2020-21				
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I	11	248	11	100
Educational Testing Service (ETS)				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
All program completers, 2019-20				
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I	8			
Educational Testing Service (ETS)				
All program completers, 2018-19				
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II	10	251	9	90
Educational Testing Service (ETS)				
All enrolled students who have completed all noncl				
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II	27	257	27	100
Educational Testing Service (ETS)				
All program completers, 2020-21				
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II	11	254	11	100
Educational Testing Service (ETS)				
All program completers, 2019-20				
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II	8			
Educational Testing Service (ETS)				
All program completers, 2018-19				
GAT034 -HISTORY TEST I	2			
Educational Testing Service (ETS)				
Other enrolled students				
GAT034 -HISTORY TEST I	1			
Educational Testing Service (ETS)				
All program completers, 2020-21				
GAT034 -HISTORY TEST I	5			
Educational Testing Service (ETS)				
All program completers, 2019-20				
GAT034 -HISTORY TEST I	2			
Educational Testing Service (ETS)				
All program completers, 2018-19				
GAT035 -HISTORY TEST II	2			
Educational Testing Service (ETS)				
Other enrolled students				
GAT035 -HISTORY TEST II	1			
Educational Testing Service (ETS)				
All program completers, 2020-21				
GAT035 -HISTORY TEST II	5			
Educational Testing Service (ETS)				
All program completers, 2019-20				
GAT035 -HISTORY TEST II	2			
Educational Testing Service (ETS)				
All program completers, 2018-19				
GAT022 -MATHEMATICS TEST I	2			
Educational Testing Service (ETS)				
All enrolled students who have completed all noncl				
GAT022 -MATHEMATICS TEST I	1			
Educational Testing Service (ETS)				
Other enrolled students				
GAT022 -MATHEMATICS TEST I	5			
Educational Testing Service (ETS)				
All program completers, 2020-21				
GAT022 -MATHEMATICS TEST I	4			
Educational Testing Service (ETS)				
All program completers, 2019-20				
GAT022 -MATHEMATICS TEST I	4			
Educational Testing Service (ETS)				
All program completers, 2018-19				
GAT023 -MATHEMATICS TEST II	2			
Educational Testing Service (ETS)				
All enrolled students who have completed all noncl				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT023 -MATHEMATICS TEST II	1			
Educational Testing Service (ETS)				
Other enrolled students				
GAT023 -MATHEMATICS TEST II	5			
Educational Testing Service (ETS)				
All program completers, 2020-21				
GAT023 -MATHEMATICS TEST II	4			
Educational Testing Service (ETS)				
All program completers, 2019-20				
GAT023 -MATHEMATICS TEST II	4			
Educational Testing Service (ETS)				
All program completers, 2018-19				
GAT011 -MIDDLE GRADES LANGUAGE ARTS	4			
Educational Testing Service (ETS)				
Other enrolled students				
GAT011 -MIDDLE GRADES LANGUAGE ARTS	12	248	11	92
Educational Testing Service (ETS)				
All program completers, 2020-21				
GAT011 -MIDDLE GRADES LANGUAGE ARTS	10	263	10	100
Educational Testing Service (ETS)				
All program completers, 2019-20				
GAT011 -MIDDLE GRADES LANGUAGE ARTS	7			
Educational Testing Service (ETS)				
All program completers, 2018-19				
GAT013 -MIDDLE GRADES MATHEMATICS	1			
Educational Testing Service (ETS)				
All enrolled students who have completed all noncl				
GAT013 -MIDDLE GRADES MATHEMATICS	5			
Educational Testing Service (ETS)				
Other enrolled students				
GAT013 -MIDDLE GRADES MATHEMATICS	12	258	12	100
Educational Testing Service (ETS)				
All program completers, 2020-21				
GAT013 -MIDDLE GRADES MATHEMATICS	6			
Educational Testing Service (ETS)				
All program completers, 2019-20				
GAT013 -MIDDLE GRADES MATHEMATICS	13	267	13	100
Educational Testing Service (ETS)				
All program completers, 2018-19				
GAT012 -MIDDLE GRADES READING	1			
Educational Testing Service (ETS)				
All program completers, 2019-20				
GAT012 -MIDDLE GRADES READING	5			
Educational Testing Service (ETS)				
All program completers, 2018-19				
GAT014 -MIDDLE GRADES SCIENCE	2			
Educational Testing Service (ETS)				
Other enrolled students				
GAT014 -MIDDLE GRADES SCIENCE	11	256	11	100
Educational Testing Service (ETS)				
All program completers, 2020-21				
GAT014 -MIDDLE GRADES SCIENCE	11	259	11	100
Educational Testing Service (ETS)				
All program completers, 2019-20				
GAT014 -MIDDLE GRADES SCIENCE	8			
Educational Testing Service (ETS)				
All program completers, 2018-19				
GAT015 -MIDDLE GRADES SOCIAL SCIENCE	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Educational Testing Service (ETS)				
Other enrolled students				
GAT015 -MIDDLE GRADES SOCIAL SCIENCE	17	246	16	94
Educational Testing Service (ETS)				
All program completers, 2020-21				
GAT015 -MIDDLE GRADES SOCIAL SCIENCE	11	246	9	82
Educational Testing Service (ETS)				
All program completers, 2019-20				
GAT015 -MIDDLE GRADES SOCIAL SCIENCE	17	256	17	100
Educational Testing Service (ETS)				
All program completers, 2018-19				
GAT111 -MUSIC TEST I	1			
Educational Testing Service (ETS)				
Other enrolled students				
GAT111 -MUSIC TEST I	6			
Educational Testing Service (ETS)				
All program completers, 2020-21				
GAT111 -MUSIC TEST I	3			
Educational Testing Service (ETS)				
All program completers, 2019-20				
GAT111 -MUSIC TEST I	5			
Educational Testing Service (ETS)				
All program completers, 2018-19				
GAT112 -MUSIC TEST II	1			
Educational Testing Service (ETS)				
Other enrolled students				
GAT112 -MUSIC TEST II	6			
Educational Testing Service (ETS)				
All program completers, 2020-21				
GAT112 -MUSIC TEST II	3			
Educational Testing Service (ETS)				
All program completers, 2019-20				
GAT112 -MUSIC TEST II	5			
Educational Testing Service (ETS)				
All program completers, 2018-19				
GAT032 -POLITICAL SCIENCE TEST I	1			
Educational Testing Service (ETS)				
All program completers, 2019-20				
GAT033 -POLITICAL SCIENCE TEST II	1			
Educational Testing Service (ETS)				
All program completers, 2019-20				
GAT024 -SCIENCE TEST I	2			
Educational Testing Service (ETS)				
All program completers, 2019-20				
GAT025 -SCIENCE TEST II	2			
Educational Testing Service (ETS)				
All program completers, 2019-20				
GAT141 -SPANISH TEST I READING-WRITING	12	255	10	83
Educational Testing Service (ETS)				
All enrolled students who have completed all noncl				
GAT141 -SPANISH TEST I READING-WRITING	3			
Educational Testing Service (ETS)				
Other enrolled students				
GAT141 -SPANISH TEST I READING-WRITING	8			
Educational Testing Service (ETS)				
All program completers, 2020-21				
GAT141 -SPANISH TEST I READING-WRITING	10	267	10	100
Educational Testing Service (ETS)				



## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
All program completers, 2019-20				
GAT141 -SPANISH TEST I READING-WRITING	3			
Educational Testing Service (ETS)				
All program completers, 2018-19				
GAT142 -SPANISH TEST II LISTENING-SPEAKING	12	243	9	75
Educational Testing Service (ETS)				
All enrolled students who have completed all noncl				
GAT142 -SPANISH TEST II LISTENING-SPEAKING	3			
Educational Testing Service (ETS)				
Other enrolled students				
GAT142 -SPANISH TEST II LISTENING-SPEAKING	8			
Educational Testing Service (ETS)				
All program completers, 2020-21				
GAT142 -SPANISH TEST II LISTENING-SPEAKING	10	264	10	100
Educational Testing Service (ETS)				
All program completers, 2019-20				
GAT142 -SPANISH TEST II LISTENING-SPEAKING	3			
Educational Testing Service (ETS)				
All program completers, 2018-19				
GAT083 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST I	2			
Educational Testing Service (ETS)				
All enrolled students who have completed all noncl				
GAT083 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST I	3			
Educational Testing Service (ETS)				
Other enrolled students				
GAT083 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST I	4			
Educational Testing Service (ETS)				
All program completers, 2020-21				
GAT083 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST I	2			
Educational Testing Service (ETS)				
All program completers, 2019-20				
GAT083 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST I	6			
Educational Testing Service (ETS)				
All program completers, 2018-19				
GAT084 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST II	2			
Educational Testing Service (ETS)				
All enrolled students who have completed all noncl				
GAT084 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST II	2			
Educational Testing Service (ETS)				
Other enrolled students				
GAT084 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST II	4			
Educational Testing Service (ETS)				
All program completers, 2020-21				
GAT084 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST II	2			
Educational Testing Service (ETS)				
All program completers, 2019-20				
GAT084 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST II	6			
Educational Testing Service (ETS)				
All program completers, 2018-19				
GAT085 -SPECIAL EDUCATION DEAF EDUCATION TEST I	1			
Educational Testing Service (ETS)				
Other enrolled students				
GAT085 -SPECIAL EDUCATION DEAF EDUCATION TEST I	7			
Educational Testing Service (ETS)				
All program completers, 2020-21				
GAT085 -SPECIAL EDUCATION DEAF EDUCATION TEST I	5			
Educational Testing Service (ETS)				
All program completers, 2019-20				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
GAT085 -SPECIAL EDUCATION DEAF EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2018-19	7			
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, 2020-21	7			
GAT086 -SPECIAL EDUCATION DEAF EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2019-20	5			
GAT086 -SPECIAL EDUCATION DEAF EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2018-19	7			
GAT081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
GAT081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST I Educational Testing Service (ETS) Other enrolled students	2			
GAT081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST I Educational Testing Service (ETS) All program completers, 2020-21	19	249	19	100
GAT081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST I Educational Testing Service (ETS) All program completers, 2019-20	10	266	10	100
GAT081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST I Educational Testing Service (ETS) All program completers, 2018-19	14	258	14	100
GAT082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
GAT082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST II Educational Testing Service (ETS) Other enrolled students	2			
GAT082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST II Educational Testing Service (ETS) All program completers, 2020-21	19	252	19	100
GAT082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST II Educational Testing Service (ETS) All program completers, 2019-20	10	265	10	100
GAT082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST II Educational Testing Service (ETS) All program completers, 2018-19	14	259	14	100

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**Section III: Program Pass Rates****Summary Pass Rates**

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

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

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

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

This Page Includes:

- [Summary Pass Rates](#)

Summary Pass Rates

[Back To Top](#)

Summary Pass Rates			
Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	170	167	98
All program completers, 2019-20	155	155	100
All program completers, 2018-19	150	146	97

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Section IV: Low-Performing

Low-Performing

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

This Page Includes:

- [Low-Performing](#)

Low-Performing

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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:

Other specify:

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

☒ No

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Section V: Use of Technology

# 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.

This Page Includes:

- [Use of Technology](#)

## Use of Technology

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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:

1. integrate technology effectively into curricula and instruction ☒ Yes  
☐ No
  2. use technology effectively to collect data to improve teaching and learning ☒ Yes  
☐ No
  3. use technology effectively to manage data to improve teaching and learning ☒ Yes  
☐ No
  4. 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 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

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Section VI: Teacher Training

# Teacher Training

Provide the following information about your teacher preparation program.  [\(§205\(a\)\(1\)\(G\)\)](#)

- [Teacher Training](#)

Teacher Training

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1. Provide a description of the activities that prepare general education teachers to:
1. Teach students with disabilities effectively Candidates in all programs are required to take SPEC 3000/7000 (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.

Candidates in all programs are required to take SPEC 3000/7000 (Serving Students with Diverse Needs) that addresses concepts related to identifying and teaching students with disabilities.

2. 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 3000/7000 as well

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.

as other methods courses throughout their program.

3. 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.

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

2. Does your program prepare special education teachers? ☒ Yes  
☐ No

If yes, provide a description of the activities that prepare *special education teachers* to:

1. Teach students with disabilities effectively Candidates in all programs are required to take SPEC 3000/7000 (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.

Candidates in all programs are required to take SPEC 3000/7000 (Serving Students with Diverse Needs) that addresses concepts related to identifying and teaching students with disabilities.

2. 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.

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

3. 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.

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

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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

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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>. edTPA was removed as a state certification

requirement effective July 1, 2020. 

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

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.

Link Text

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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:

Title:

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:

Title: