



Alabama A & M University
Alternative, IHE-based Report AY 2024-25
Alabama



REPORT COMPLETE
STATUS: **CERTIFIED**

Institution Information

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

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

IPEDS ID

100654

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

4900 Meridian Street N

CITY

Normal

STATE

Alabama



ZIP

35762

SALUTATION

Dr.



FIRST NAME

Robert

LAST NAME

Carr, Jr

PHONE

(256) 372-5500

EMAIL

robert.carr1@aamu.edu

List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

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

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

- [Teacher Preparation Program](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	PG	
13.1202	Elementary Education	PG	
13.1	Special Education	PG	
13.1322	Teacher Education - Biology	PG	
13.1305	Teacher Education - English/Language Arts	PG	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	PG	
13.1316	Teacher Education - General Science	PG	
13.1311	Teacher Education - Mathematics	PG	
13.1312	Teacher Education - Music	PG	
13.1314	Teacher Education - Physical Education and Coaching	PG	
13.1318	Teacher Education - Social Studies	PG	

Total number of teacher preparation programs:

11

Program Requirements

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

THIS PAGE INCLUDES:

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

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

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

Undergraduate Requirements

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

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

- Yes
 No

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

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

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

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

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

Postgraduate Requirements

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

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

- Yes
 No

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

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

Element	Admission	Completion
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify: Application to Educator Preparation Program, edTPA Assessment, and Philosoph...	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

3.25

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

3.25

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

The Grade Point Average (GPA) requirements are posted on the website; included in the Admission, Retention, and Completion policies provided to candidates throughout the year; published in program handbooks; outlined in the Graduate Catalog; and discussed with candidates during advising sessions. Candidates are required to meet with their advisors at least once each semester, and GPA requirements are reviewed during these meetings. The Center for Educator Preparation and Certification Services monitors candidates' GPAs each semester. If a candidate's GPA falls below the required 3.25, the candidate is granted one semester to raise the GPA to the required level before being counseled out of the program. A conference is held with the candidate and the Dispositions Committee. During the Dispositions Committee meeting, an action plan is developed that outlines specific strategies to support the candidate's success.

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2024-25. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

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

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

219

Number of clock hours required for student teaching

640

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

I confirm that there are 0 hours required

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

- Yes
- No

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

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

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

0

Years required of teaching as the teacher of record in a classroom

0

All Programs

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

8

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

0

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

12

Number of students in supervised clinical experience during this academic year

9

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

During the 2024–2025 academic year, candidates are supervised by course instructors and monitored by the Clinical Experiences Director for the required 219 hours of field experience. The Educator Preparation Provider (EPP) has approved Class-A Alternative program checklists that include courses designed to teach research and provide a theoretical foundation connecting theory to practice within clinical experiences. These courses align with the Alabama Core Teaching Standards (ACTS), specific content standards, and relevant national standards for each program. The Alabama State Department of Education and the University have approved the program checklist for each program. Field experiences are co-constructed by faculty, school partners, and professional staff and include authentic, real-life opportunities that promote 21st-century knowledge and skills necessary to develop effective teachers. The Field Experiences Advisory Council meets annually to review data results and recommend revisions or improvements to field experiences. Through these systematic procedures, the EPP ensures coherence across academic coursework and clinical requirements. Over time, this process has strengthened alignment between field experiences, foundational coursework, and methods courses. Methods course instructors serve as field experience supervisors and observe candidates in the field at least twice per semester. The Field Experiences Advisory Council is also responsible for revising the Internship and Field Experience Handbooks that provide the procedures to be followed when visiting a school. Collaborative partnerships between the EPP and school partners ensure shared accountability for candidate outcomes. This accountability begins with the co-construction and development of assessment instruments, including establishing reliability and validity measures. Shared responsibility extends across all program transition phases from admission and persistence to graduation and certification. Selection criteria for school-based and clinical faculty are mutually agreed upon and documented in the Memorandum of Agreement signed by both parties. Selected clinical faculty members must attend an orientation session, provided either face-to-face or online, which includes training on handbook requirements and assessment procedures. The Field Experiences Clinical Model provides evidence of the depth, breadth, scope, and sequence of clinical experiences. To ensure diverse experiences for all candidates, the Office of Field Experiences and School Partnerships implement a structured placement, monitoring, and tracking system using the Candidates' Total Diversity Hours Tracking Audit Form. Candidates must complete 100 hours of diverse experiences in public schools. Candidates are placed in schools based on the following criteria: Area of certification Grade level appropriate to certification Classrooms including exceptional learners Classrooms reflecting socioeconomic diversity Classrooms representing racial and gender diversity Schools implementing technology initiatives The EPP monitors school diversity using School District Partners' Diversity Characteristics data, which includes district demographic information. Clinical experiences prepare candidates to work effectively with all students and ensure alignment between coursework and field-based practice. For example, all candidates engage in experiences with exceptional learners and English Language Learners. Candidates enrolled in SPE 501, particularly those serving as teachers of record in alternative programs, apply specialized instructional strategies within their own classrooms. Similarly, candidates enrolled in mathematics methods courses are placed with mentor teachers who teach mathematics and are required to design and implement lessons aligned with their certification area. Clinical experiences are of sufficient duration to allow candidates to meet expected outcomes. Candidates apply knowledge and skills learned in coursework, implement research-based strategies, and analyze their impact on student learning and achievement. Field experiences begin

during the Pre-Entry and Entry transition phases and culminate in the Clinical Internship phase. Candidates complete: 50 hours (Pre-Entry/Entry) 55 hours (Pre-Clinical) 640 hours (Clinical Internship Phase) The Field Experience Clinical Model outlines a sequenced progression of coursework and assessments that require candidates to demonstrate increasing levels of proficiency and competency. Candidates demonstrate effectiveness through program-specific and EPP-wide critical assessments. Required assessments evaluate candidate performance in the following areas: Content knowledge Pedagogical Content Knowledge Professional dispositions and ethics Impact on student learning Instructional planning Technology integration Assessment instruments explicitly measure technology, diversity, and ethics of competencies. A central focus of the Educator Preparation Program is ensuring candidates demonstrate a measurable impact on student learning and development. Candidates must pass the edTPA Pedagogical Knowledge assessment during the internship at the state-established cut score. This requirement provides additional evidence of candidate proficiency in planning, instruction, and assessment of P–12 learners during clinical practice. Within the EPP's Quality Assurance System, multiple assessments are designed or selected to ensure candidates demonstrate the knowledge, skills, and professional dispositions necessary to positively impact P–12 student learning and development. These assessments are grounded in research identifying essential competencies for effective educators.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

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

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

Enrollment and Program Completers

2024-25 Total	
Total Number of Individuals Enrolled	34
Subset of Program Completers	9

Gender	Total Enrolled	Subset of Program Completers
Male	8	3
Female	26	6
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	32	7
Hispanic/Latino of any race	0	0
Native Hawaiian or Other Pacific Islander	0	0
White	2	2
Two or more races	0	0

Race/Ethnicity

Total Enrolled

Subset of Program Completers

No Race/Ethnicity Reported

0

0

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

Please provide the number of teachers prepared by subject area for academic year 2024-25.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

What are CIP Codes?

No teachers prepared in academic year 2024-25

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="1"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="3"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	1
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	1
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2024-25. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[What are CIP Codes?](#)

Does this teacher preparation provider grant degrees upon completion of its programs?

- Yes
 No

No teachers prepared in academic year 2024-25

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	3
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	1
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

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

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

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1263 163" type="text"/>	<input data-bbox="1295 90 1572 132" type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

Program Assurances

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

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- Yes
 No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- Yes
 No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- Yes
 No
 Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- Yes
 No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes
 No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- Yes
 No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- Yes
 No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

The Educator Preparation Provider (EPP) is committed to maintaining a strong and dynamic educator preparation program that ensures candidates develop a deep understanding of the critical concepts and principles within their disciplines and apply discipline-specific practices to advance the learning of P–12 students toward the attainment of college- and career-readiness standards. This commitment is reflected in the design and implementation of the Quality Assurance System (QAS) and the Conceptual Framework. The QAS is an integrated, comprehensive system designed to assess candidate performance and program effectiveness. The key assessments included in the QAS are aligned with the EPP's Conceptual Framework, the InTASC Model Core Teaching Standards, the Council for the Accreditation of Educator Preparation (CAEP) standards, and the International Society for Technology in Education (ISTE) standards. The assessment system incorporates multiple measures at designated transition

points and draws upon both internal and external data sources. The EPP utilizes a combination of proprietary and EPP-developed instruments to monitor and measure candidate progress. Course syllabi, assignment templates, key assessment directions and scoring guides, and field experiences are intentionally aligned with InTASC standards. All four InTASC categories are addressed through multiple indicators embedded across coursework and clinical experiences. Program completers meet or exceed standards at the acceptable level, as defined by each assessment instrument, and are eligible for certification upon successful completion of the program. Recruitment strategies intentionally target critical shortage fields within the state of Alabama and the surrounding region. In foundational courses, candidates investigate certification and licensure requirements for the state in which they reside. Clinical placements are strategically selected, and candidate performance is assessed to ensure that candidates are prepared to work effectively with diverse learners in varied settings, including students with disabilities. The EPP coordinates intern placements and collaborates with district personnel to ensure candidates understand and respond to the specific instructional needs of partnering schools. As part of the program design, all candidates are required to complete field experiences that include working with diverse P–12 students, including those with exceptionalities. In addition to these clinical experiences, candidates must successfully complete required coursework and earn a rating of “3 – Meets Expectations” or higher (Proficient) on adopted assessment instruments that include diversity-related competencies.

Annual Goals: Mathematics

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in mathematics in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in mathematics in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in mathematics in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The Educator Preparation Provider will increase the Mathematics Secondary Education program participants by three candidate for the 2026-2027 academic year.

Annual Goals: Science

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in science in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in science in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in science in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The Educator Preparation Provider will increase the Science Secondary Education program participants by two candidate for the 2026-2027 academic year.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

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

[\(§205\(a\)\(1\)\(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

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

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in special education in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The Educator Preparation Provider will increase the Special Education program participants by one candidate for the 2024-2025 academic year.

3. Did your program meet the goal?

- Yes
 No

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

The Educator Preparation Provider (EPP) demonstrates a strategic and data-informed approach to recruiting, supporting, and retaining high-quality candidates in the Special Education program, a state-identified shortage area. The EPP implements targeted recruitment initiatives designed to increase enrollment in Special Education. These efforts include partnerships with local school districts, outreach to paraprofessionals and substitute teachers, and communication campaigns that highlight employment demand and service opportunities in Special Education. Recruitment strategies are aligned with workforce data and designed to attract candidates who demonstrate strong academic ability and professional dispositions consistent with serving diverse learners. To ensure candidates meet state certification benchmarks, the Special Education advisor provides individualized academic advising and structured exam preparation planning. Candidates receive personalized support to prepare for state-required certification exams, including the Praxis Subject Assessment. The EPP further supports candidate success through the Assessment Help Lab, which operates Monday through Friday from 10:00 A.M. to 7:00 P.M. This resource provides structured tutoring, study skill development, and targeted test preparation aligned to Praxis competencies. These supports reflect the EPP's commitment to maintaining high standards while implementing responsive interventions to promote candidate success. Recognizing financial barriers as a potential obstacle to candidate progression, the EPP provides scholarships to offset costs associated with the edTPA and Praxis examination fees. This financial assistance promotes equitable access and persistence, particularly in

high-need certification areas such as Special Education. The EPP monitors Praxis pass rates, program progression data, and completion trends to evaluate the effectiveness of recruitment and academic support systems. Data are reviewed annually to inform improvements in advising structures, resource allocation, and recruitment strategies, ensuring alignment with the University's expectations for selectivity, support, and candidate performance outcomes.

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

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

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in special education in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in special education in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The Educator Preparation Provider will increase the Special Education program participants by four candidates for unconditional admission for the 2025-2026 academic year.

Annual Goals: Instruction of Limited English Proficient Students

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in instruction of limited English proficient students in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in instruction of limited English proficient students in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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

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

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

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

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5236 -BIOLOGY Educational Testing Service (ETS) Other enrolled students	2			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	2			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2024-25	1			
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2024-25	1			
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2022-23	1			
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2024-25	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2023-24	1			
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2022-23	1			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2024-25	2			
TPA0011 -EDTPA: PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2024-25	1			
TPA0011 -EDTPA: PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2023-24	1			
TPA0011 -EDTPA: PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	1			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2024-25	1			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2023-24	1			
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2024-25	1			
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2023-24	1			
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	2			
ETS5903 -ELEM ED 3 SUBJ BUNDLE: MATH SUBTEST Educational Testing Service (ETS) Other enrolled students	7			
ETS5903 -ELEM ED 3 SUBJ BUNDLE: MATH SUBTEST Educational Testing Service (ETS) All program completers, 2024-25	3			
ETS5903 -ELEM ED 3 SUBJ BUNDLE: MATH SUBTEST Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5905 -ELEM ED 3 SUBJ BUNDLE: SCIENCE SUBTEST Educational Testing Service (ETS) Other enrolled students	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5905 -ELEM ED 3 SUBJ BUNDLE: SCIENCE SUBTEST Educational Testing Service (ETS) All program completers, 2024-25	3			
ETS5905 -ELEM ED 3 SUBJ BUNDLE: SCIENCE SUBTEST Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5904 -ELEM ED 3 SUBJ BUNDLE: SOCIAL STUDIES SUBTEST Educational Testing Service (ETS) Other enrolled students	7			
ETS5904 -ELEM ED 3 SUBJ BUNDLE: SOCIAL STUDIES SUBTEST Educational Testing Service (ETS) All program completers, 2024-25	4			
ETS5904 -ELEM ED 3 SUBJ BUNDLE: SOCIAL STUDIES SUBTEST Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5904 -ELEM ED 3 SUBJ BUNDLE: SOCIAL STUDIES SUBTEST Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2024-25	1			
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	4			
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2024-25	5			
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2023-24	2			
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2022-23	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	2			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) Other enrolled students	1			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2022-23	1			

Summary Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2024-25	9		
All program completers, 2023-24	4		
All program completers, 2022-23	5		
All program completers, combined 3 academic years	18	17	94

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- Yes
- No

If yes, please specify the organization(s) that approved or accredited your program:

- State
- CAEP
- AAQEP
- Other specify:

Family and Consumer Sciences: The American Association of Family and Consumer Sciences

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

- Yes
- No

Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

On this page, review the questions regarding your program's use of technology, and update as needed.

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

Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

 Yes

 No

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

 Yes

 No

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

 Yes

 No

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

 Yes

 No

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

The EPP ensures candidates model & apply technology standards as they design, implement, & assess learning experiences to engage students, improve learning & enrich professional practice. During Spring 2020, the EPP added an additional requirements for candidates to become Google Level -1 Certified. The EPP revised the technology requirements to prepare candidates to teach in a virtual environment. The EPP also incorporated additional field experiences using online observations for candidates to observe and reflect upon National Board Certified Teachers using an online training program. All candidates take, as a pre-requisite for admission to the educator education program, FED 529 Computer-Based Instructional Technology. That course trains them on how to use technological resources in instruction. Students then have another opportunity to use this knowledge in their methods courses. Students are assessed during their micro-teaching experiences in these classes on how effectively they integrate technology into their lesson plans and the teaching of a lesson and/or unit. Consistent with the widespread use of technology in monitoring student progress and using data to enhance instruction and improve student learning, we partner with surrounding school districts to ensure that graduates are familiar and proficient in this area. Candidates complete assignments using technology in their method courses during the field experiences. Candidates have the opportunity to teach and to work with students to manage, assess, and teach using various technology digital media, and social tools. During the field experiences, candidates are required to give a pre-test and post-test assessment. When they collect the data, they are required to use EXCEL Spreadsheet capabilities to report and analyze the data. They then describe what the analysis of the data would mean for whatever follow-up is deemed appropriate. During the internship seminar, candidates train side-by-side with classroom teachers for technology in motion workshops. Candidates are assessed with the internship rubrics that are aligned to the INTASC and ISTE standards. The Cooperating Teacher and the university clinical faculty

score the rubrics that include technology elements. Candidates are required to provide artifacts of their work for the INTASC TWS portfolio.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

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

Teacher Training

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

a. Teach students with disabilities effectively

The activities that prepare the general education teachers to teach students with disabilities effectively include the following: The EPP uses the term "all" students to reference P-12 student diversity. The term which defines individual & group differences is similar to InTASC definitions: 1) Individual differences (e.g., personality, interests, learning modalities, & life experiences), & 2) Group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, & socio-economic background). 2) Candidates demonstrate skills & the commitment that afford all P-12 students access to rigorous college- & career-ready standards. For diversity, several indicators suggest that the EPP's candidates & completers understand & apply appropriate instructional strategies relative to student needs. The Alabama State Department of Education adopted the InTASC and Alabama Core Teaching (ACTS) Standards in 2013. The standards include criteria for what beginning teachers should know and be able to do. The EPP has aligned all courses for each program with these standards. The standards include indicators that relate to preparing all education teachers to teach students with disabilities effectively. All key assessments used to evaluate the candidates in the program include the standards specific to the course. Candidates are required to earn a score of "3-Meets expectations" on all elements of the assessment instrument that include measuring their knowledge, skills, and dispositions to teach students with disabilities. If a candidate does not meet the expectations, a remedial session is planned with the instructor of the course. The EPP has a dedicated course for supporting students with disabilities. Candidates in all programs are required to take SPE 501 Introduction to the Study of Exceptional Children for three credit hours. During this course, candidates are introduced and made aware of laws and the definitions that relate to special education. The course also emphasizes the needs of students with disabilities. The EPP provides fieldwork and student teaching opportunities that allow general education teachers to interact with students with disabilities and to help the candidate understand the details of writing and implementing an IEP. While candidates are in this course, they are required to complete 43 clock hours of field experiences and with exceptional learners in a P-12 school or a daycare center for early childhood education majors. While completing these field experiences the EPP requires the candidates to demonstrate an understanding of how to meet the needs of each student in the class. The candidates interview teachers and work with small groups of students with disabilities while at the school. Alabama requires that all teachers and administrators in the State complete training in the Lee-vs-Macon strategies, so the EPP provides a seminar during a course that is required for all candidates in all programs. The candidates learn the knowledge and skills needed to differentiate in the classroom to meet the needs of all students. The Opening and Closing assignment as part of the field experiences, require candidates to spend time in the classroom observing the learning environment of the class as it relates to materials and teaching strategies for students with disabilities. The candidates during both school visits, interview the classroom teachers about the rules and routines they have in place that relates to meeting the needs of the class. The opening of school is seven clock hours and the closing of the school year is seven. Candidates complete 150 clock hours of field experiences while taking program-specific method courses. In the methods courses the candidates are exploring strategies and demonstrating in the field they have the knowledge, skills, and dispositions to have an effect on student learning with disabilities. The EPP requires all candidates to take reading and math courses. Early Childhood, Elementary, and Collaborative programs require nine credit hours of reading, and all subject content programs in secondary education and P-12 education are required to take a 3-hour reading course. Candidates in the reading courses explore and apply the strategies of thinking, listening, reading, writing, speaking, viewing, and visual representation to teaching students with disabilities. Field experience activities and assignments are aligned to the standards/courses to give the candidates the opportunity to demonstrate the strategies learned in a P-12 teaching environment. The courses explore in detail how to differentiate instruction for various situations, materials, and ideas. The candidates develop age-appropriate lesson plans to use in the schools during the class. Candidates are taught to be reflective thinkers of the lessons they have taught. They learn to administer informal and formal assessments to measure student growth. Collaborating with colleagues and community agencies is also emphasized during the class discussions. The internship is another opportunity for the candidates to observe a classroom teacher in an inclusive environment, learn more about the process and procedures in place at schools for developing IEP documents, participate in an IEP meeting as permitted by the guardians, and teach students with disabilities.

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

Candidates participate as members of individual education program teams in the school districts where they are assigned for field experiences and the Internship. The EPP provides field experiences and student teaching opportunities that allow general education teachers to interact with and understand the IEP process. During a professional studies course and for the methods courses the candidates are in schools completing 219 clock hours. It is during that time the mentor or cooperating teachers are encouraged to allow the candidates to participate in IEP meetings with permission from the guardians or parents of a student. The candidates support the classroom teachers in developing the students' profiles for the IEP and also help with conducting informal assessments. Participating in an IEP meeting is very limited for our candidates during their clinical experiences. In most situations, the candidates are assigned to supervise the class as the general education teacher attends the IEP meetings.

c. Effectively teach students who are limited English proficient.

Candidates complete clinical experiences in schools where students who are English proficient attend. The EPP monitors the demographics of the school districts and the schools. The Alabama State Department of Education also adopted the InTASC and the Alabama Core Teaching Standards (ACTS) in 2013. The standards include criteria for what beginning teachers should know and be able to do. The EPP has aligned all courses for each program with these standards. The standards include indicators that relate to preparing all education teachers to teach students with limited English proficient effectively. All key assessments used to evaluate the candidates in the program include the standards specific to the course. Candidates are required to earn a score of "3-Meets expectations" on all elements of the assessment instrument that include measuring their knowledge, skills and dispositions to teach students who are limited English proficient. If a candidate does not meet the expectations, a remedial session is planned with the instructor of the course. The EPP has a dedicated course for supporting students with disabilities and limited English proficient. Candidates in all programs are required to take SPE 501 Introduction to the Study of Exceptional Children for three credit hours. During this course candidates are introduced and made aware of laws and the definitions that relate to English Language Learners. The EPP provides field experiences and student teaching opportunities that allow the candidates to interact with students who are limited English proficient and to help the candidate understand the strategies and materials needed to support the students. While candidates are in this course, they are required to complete 43 clock hours of field experiences in a P-12 school or a day care center for early childhood education majors. While completing these field experiences hours the EPP requires the candidates to demonstrate an understanding of how to meet the needs of each student in the class. The candidates interview teachers and work with small groups of students who are limited English speakers at the school. The candidates are required to complete the English Language Learner assignment for the course. Alabama requires that all teachers and administrators in the State complete training in the Lee-vs-Macon strategies, so the EPP provides a seminar during a course that is required for all candidates in all programs. The candidates learn the knowledge and skills needed to differentiate in the classroom to meet the needs of all students. Candidates complete 155 clock hours of field experiences while taking program-specific method courses. The candidates are assigned to special education teachers in a public school. In the methods courses the candidates are exploring strategies and demonstrating in the field they have the knowledge, skills, and dispositions to have an effect on student learning . The EPP requires all candidates to take a reading course. Early Childhood, Elementary, and Collaborative programs require nine credit hours of reading and all subject content programs in secondary education and P-12 education are required to take a 3-hour credit hour course (SED 515 Reading in the Content Area). Candidates in the reading courses explore and apply the strategies of thinking, listening, reading, writing, speaking, viewing, and visual representation to teach students with limited English. A field experience assignment is aligned to the standards/courses to give the candidates the opportunity to demonstrate the strategies learned in a P-12 teaching environment. The courses explore in detail how to differentiate instruction for various situations, materials, and ideas. The candidates develop age-appropriate lesson plans to use in the schools during the class. Candidates are taught to be reflective thinkers of the lessons they have taught. They learn to administer informal and formal assessments to measure student growth. Collaborating with colleagues and community agencies is also emphasized during the class discussions. The internship (640 clock hours) is another opportunity for the candidates to observe a classroom teacher working with students who have limited English, learn more about the process and procedures in place at schools for English Language Learners, participate in an English Language Learners parent meetings as permitted by the guardians, and teach students who are limited English proficient.

2. Does your program prepare special education teachers?

- Yes
- No

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

a. Teach students with disabilities effectively

The Collaborative Special Education Program faculty revised the IEP Course to include mock IEP meetings and field experiences in the schools so the candidates could gain additional experience with writing IEPs and implementing the IEPs of the P-12 students in the classroom. The candidates majoring in special education K-6 and 6-12 participate in various activities throughout their programs. The candidates in the program complete SPE 501: Introduction to the Study of Exceptional Children as one of their first courses. The course is followed by teaching field courses specific to special education. The course titles include Application of child Development, Transitioning Students, Management of Classroom Behavior, Advanced Transitional Planning and Writing IEPs, Collaborative Consultation, Evaluation of Teaching and Learning, Foundations of Teaching Reading, and methods courses in Math, Science, Social Studies, and Reading. During the required 219 hours of field experience, the candidates observe, apply, and reflect upon their experiences to grow professionally. They participate as a member of the IEP team (when permission is granted), attend Eligibility meetings, attend a Re-certification IEP meeting, interview a parent/guardians with a child with special needs, observe an adapted physical

education class, use adapted technology equipment, interview a psychometric, and teach in an inclusive and self-contained classroom. The candidates join a professional organization to network, research for resources, and to learn from others in the same field. The internship which consists of 640 hours provides opportunities for the candidates to apply all the knowledge learned at a school teaching side by side with a special education teacher. The candidates start by observing, working with small groups, and then to larger groups of students (whole class). For professional development, the candidates are required to complete the Lee-vs-Macon seminar. Whether candidates are working within a Multi-Tiered System of Supports (MTSS), Response to Intervention (RTI), or Positive Behavioral Interventions and Supports (PBIS) framework, access to high-quality, research-based strategies is essential for promoting student success across academics, behavior, and life skills. Therefore, the Educator Preparation Provider (EPP) ensures that candidates engage in these evidence-based practices during both their field experiences and internship.

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

The EPP provides field experiences and student teaching opportunities that allow special education pre-service teachers to interact with and understand the IEP process in a public school. During a professional studies course and for the methods courses the candidates are in schools completing 219 clock hours. It is during that time the mentor or cooperating teachers are encouraged to allow the candidates to participate in IEP meetings with permission from the guardians or parents of a student. The candidates support the special education teachers with developing the students' profiles for the IEP and also help with conducting informal assessments. Participating in an IEP meeting is very limited for the EPP's candidates during their clinical experiences. In most situations, the candidates are assigned to supervise the class as the special education teacher attends the IEP meetings. The EPP continues to work with the school districts to request additional experiences for the candidates to serve as members of the IEP team.

c. Effectively teach students who are limited English proficient.

The Alabama State Department of Education adopted the InTASC and the Alabama Core Teaching Standards (ACTS) in 2013. The standards include criteria for what beginning teachers should know and be able to do. The EPP has aligned all courses for each program with these standards. The standards include indicators that relate to preparing all education teachers to teach students with limited English proficient effectively. All key assessments used to evaluate the candidates in the program include the standards specific to the course. Candidates are required to earn a score of "3-Meets expectations" on all elements of the assessment instrument that include measuring their knowledge, skills and dispositions to teach students who are limited English proficient. If a candidate does not meet the expectations, a remedial session is planned with the instructor of the course. The EPP has a dedicated course for supporting students with disabilities and limited English proficient. Candidates in all programs are required to take SPE 501 Introduction to the Study of Exceptional Children for three credit hours. During this course, candidates are introduced and made aware of laws and the definitions that relate to English Language Learners. The EPP provides field experiences and student teaching opportunities that allow the candidates to interact with students who are limited English proficient and to help the candidate understand the strategies and materials needed to support the students. While candidates are in this course, they are required to complete 45 clock hours of field experiences in a P-12 school or in a daycare center for early childhood education majors. While completing these field experience hours the EPP requires the candidates to demonstrate an understanding of how to meet the needs of each student in the class. The candidates interview teachers and work with small groups of students who are limited English speakers at the school. The candidates are required to complete the English Language Learner assignment for the course. Alabama requires that all teachers and administrators in the State complete training in the Lee vs-Macon strategies, so the EPP provides a seminar during a course that is required for all candidates in all programs. The candidates learn the knowledge and skills needed to differentiate in the classroom to meet the needs of all students. The Opening and Closing assignment as part of the field experiences, require candidates to spend time in the classroom observing the learning environment of the class as it relates to materials and teaching strategies for students with limited English. The candidates during both school visits (14 clock hours), interview the classroom teachers about the rules and routines they have in place that relates to meeting the needs of the class. Candidates complete 150 clock hours of field experiences while taking program-specific method courses. The candidates are assigned to special education teachers in a public school. In the methods courses, the candidates are exploring strategies and demonstrating in the field they have the knowledge, skills, and dispositions to have an effect on student learning. The EPP requires all candidates to take a reading course. Early Childhood, Elementary, and Collaborative programs require nine credit hours of reading, and all subject content programs in secondary education and P-12 education are required to take a 3-hour credit hour course (SED 515 Reading in the Content Area). Candidates in the reading courses explore and apply the strategies of thinking, listening, reading, writing, speaking, viewing, and visual representation to teaching students with limited English. A field experience assignment is aligned to the standards/courses to give the candidates the opportunity to demonstrate the strategies learned in a P-12 teaching environment. The courses explore in detail how to differentiate instruction for various situations, materials, and ideas. The candidates develop age-appropriate lesson plans to use in the schools during the class. Candidates are taught to be reflective thinkers of the lessons they have taught. They learn to administer informal and formal assessments to measure student growth. Collaborating with colleagues and community agencies is also emphasized during the class discussions. FED 521 Multicultural Education is required for all candidates in the program. During this course, candidates learn about their own bias and how to teach using culturally responsive teaching strategies. FED 504 Evaluation of Teaching and Learning, indicates learn how to plan assessments and how to develop action plans to meet the needs of each P-12 student and to impact student learning. The internship (640 clock hours) is another opportunity for the candidates to observe a classroom teacher working with students who have limited English, learn more about the process and procedures in place at schools for English Language Learners, participate in an English Language Learners parent meetings as permitted by the guardians, and teach students who are limited English proficient

Contextual Information

THIS PAGE INCLUDES:

>> [Contextual Information](#)

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

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

Contextual Information

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

The EPP's mission is embedded in the overall mission of the College of Education, Humanities, and Behavioral Sciences, and is consistent with the teaching, research, extension, and public service mission of the University. The University's mission provides the context for the development, implementation, and evaluation of the EPP's conceptual framework for the preparation of teachers and other school personnel. The framework is based on national, state, and institutional standards, discipline-based knowledge, and considerable collaboration among faculty, public school professionals, and other stakeholders. The framework is based on national, state, and institutional standards, discipline-based knowledge, and considerable collaboration among faculty, school professionals, and other stakeholders. In accordance with the University's mission of teaching, research, and service, the EPP prepares P-12 teacher candidates with knowledge, skills, abilities, and professional dispositions associated with effective teaching and learning to help all diverse students achieve their fullest potential; conduct research and support the advancement of and dissemination of high-quality knowledge, and attain their educator credentials and become effective educators. The EPP achieves its goals through establishing and maintaining collaboration and partnerships with school-based partners to effect changes and improvements in education. The EPP collaborates with the University to achieve its mission and vision. The vision of producing highly competent educators is practiced through the EPP's program. The Council for the Accreditation of Educator Preparation (CAEP) completed its seven-year review cycle of the Educator Preparation Provider (EPP) programs during the 2024–2025 academic year. Accreditation has been granted at both the initial licensure and advanced levels. This accreditation status is effective from Spring 2025 through Spring 2032. The next site review is scheduled for Fall 2031. The CAEP Accreditation Action Report has been provided as an attachment. The Alabama State Department of Education issues an annual Higher Education State Report Card to the Educator Preparation Program (EPP). The State Report Card for the EPP is attached for your review. The EPP remains in good standing with the Department of Teacher Education and Leadership. All programs are State approved.

Supporting Files

CAEP Accreditation Action Report April 2025	
AAMU 2024-2025 State Report Card Dashboard Results	

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Dr. Lydia Davenport

TITLE:

Director of Educator Preparation and Certification

Certification of review of submission

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

NAME OF REVIEWER:

Dr. Robert Carr, Jr.

TITLE:

Dean of College of Education, Humanities, and Behavioral Sciences