title **II**
higher
education
act

2018 TITLE II REPORTS
National Teacher Preparation Data

AL | **Alabama A & M University**
Alternative, IHE-based Report AY 2016-17
Alabama

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

117 Carver Complex North

CITY

Normal

STATE

Alabama ▼

ZIP

35762

SALUTATION

Dr. ▼

FIRST NAME

Lena

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Walton

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

○ Yes
● No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- ○ **Residency**
- ○ **Pre-baccalaureate**
- ○ **Both Residency and Pre-baccalaureate**

List of Programs

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

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

Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Biology	No	
Collaborative Special Education (6-12)	No	
Collaborative Special Education (K-6)	No	
Early Childhood Education	No	
Elementary Education	No	
English Language Arts	No	
Family & Consumer Sciences Education	No	
General Science	No	
General Social Science	No	
Mathematics	No	
Music (Choral)	No	
Music (Instrumental)	No	
Physical Education	No	

Total number of teacher preparation programs: 13

Program Requirements

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

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

THIS PAGE INCLUDES:

>> Admissions

>> Undergraduate Requirements

>> Postgraduate Requirements

>> Supervised Clinical Experience

Admissions

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

Postgraduate ▼

If Other, please specify:

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

○ Yes
● No

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

http://www.aamu.edu/academics/ehbs/centers/cepcs/pages/default.aspx

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

None

Undergraduate Requirements

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

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

○ Yes
● No

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

Element	Required for Entry	Required for Exit

	Yes	No	Yes	No
Transcript	○	●	○	●
Fingerprint check	○	●	○	●
Background check	○	●	○	●
Minimum number of courses/credits/semester hours completed	○	●	○	●
Minimum GPA	○	●	○	●
Minimum GPA in content area coursework	○	●	○	●
Minimum GPA in professional education coursework	○	●	○	●
Minimum ACT score	○	●	○	●
Minimum SAT score	○	●	○	●
Minimum basic skills test score	○	●	○	●
Subject area/academic content test or other subject matter verification	○	●	○	●
Recommendation(s)	○	●	○	●
Essay or personal statement	○	●	○	●
Interview	○	●	○	●
Other Specify: PurchaseLivetext, EPP Application, and the PLT is required for internship	○	●	○	●

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 was the median GPA of individuals accepted into the program in academic year 2016-17?

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

5. What was the median GPA of individuals completing the program in academic year 2016-17?

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

Decided that as of July 1, 2016 GPA for admission to the program will be 2.75, and exit requires minimum of 3.25.

Postgraduate Requirements

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

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

- ● **Yes**
- ○ **No**

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

Element	Required for Entry		Required for Exit	
Transcript	● Yes	○ No	● Yes	○ No
Fingerprint check	● Yes	○ No	● Yes	○ No
Background check	● Yes	○ No	● Yes	○ No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	● Yes	○ No	○ Yes	● No
Subject area/academic content test or other subject matter verification	● Yes	○ No	● Yes	○ No
Recommendation(s)	● Yes	○ No	○ Yes	● No
Essay or personal statement	● Yes	○ No	○ Yes	● No
Interview	● Yes	○ No	● Yes	○ No
Other Specify: Livetext, Application to Educator Preparation Program	● Yes	○ No	● Yes	○ No

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

3.25

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.77

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

3.25

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.8

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

Decided that as of July 1, 2016 GPA for admission and for completing program will be 3.25, a two year notification period.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17. **(§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))**

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

Average number of clock hours of supervised clinical experience required prior to student teaching	219
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	3
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	24

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

Enrollment

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

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

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

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

Enrollment

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

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2016-17	45
Unduplicated number of males enrolled in 2016-17	20
Unduplicated number of females enrolled in 2016-17	25

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

2016-17	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	1
Race	

2016-17	Number Enrolled
American Indian or Alaska Native	0
Asian	0
Black or African American	37
Native Hawaiian or Other Pacific Islander	0
White	7
Two or more races	0

2016-17	Number Enrolled
American Indian or Alaska Native	

Teachers Prepared

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

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

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

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2016-17. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. **(§205(b)(1)(H))**

Additional guidance on reporting teachers prepared by subject area.

What are CIP Codes?

☐ **No teachers prepared in academic year 2016-17**

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	1
13.1210	Teacher Education - Early Childhood Education	5
13.1202	Teacher Education - Elementary Education	13
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	8
13.1206	Teacher Education - Multiple Levels	

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

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	8
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2016-17. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

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

Additional guidance on reporting teachers prepared by academic major.

What are CIP Codes?

☐ No teachers prepared in academic year 2016-17

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	1
13.1210	Teacher Education - Early Childhood Education	3
13.1202	Teacher Education - Elementary Education	12
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	8
13.1301	Teacher Education - Agriculture	

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

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

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

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2016-17 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

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

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

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

Program Completers

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

2016-17	24
2015-16	34
2014-15	12

Annual Goals

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

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

THIS PAGE INCLUDES:

>> Annual Goals - Mathematics

>> Annual Goals - Science

>> Annual Goals - Special Education

>> Annual Goals - Instruction of Limited English Proficient Students

>> Assurances

Annual Goals - Mathematics

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

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

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

Academic year 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

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

2. How many prospective teachers did your program plan to add in mathematics in 2016-17?

> 8

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

- ○ Yes
- ⦿ No
- ○ Not applicable

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

The Education Provider (EPP) attended the Graduate School Recruitment Fair in search of students wishing to be teachers. The Diversity and Recruitment Plan set as a goal in 2015 to recruit candidates for shortage areas as a primary goal.

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

The EPP has a Diversity and Recruitment Plan that outlines goals and support services for the retention of high quality candidates from diverse backgrounds and populations. The recruitment plan includes recruitment activities to accomplish the mission of the EPP's Conceptual Framework. The plan includes strategies to: a) Increase the overall enrollment in the EPP, b) Recruit candidates from the top 27% of their graduating classes (i.e., ACT/SAT), c) Increase student diversity within the EPP, d) Develop a pool of candidates that reflects the diversity of the student population in America's public schools, e) Increase the pool of candidates pursuing certification in shortage fields (ex. STEM, ELL, Collaborative), f) Identify means to provide financial support for recruits, g) Provide tutorial support for candidates, and h) Provide Praxis preparation support for candidates. Prior to arrival to

campus, all students are provided with financial packaging which explains financial supports, where applicable. In 2017, the Alabama Commission on Higher Education funded a grant for the recruitment of candidates for two years to the STEM education areas (shortage areas). This project, Cultivating Talent for Teaching, aims at supporting AAMU's efforts to retain mathematics and science teacher candidates from admission to completion and acquisition of their teacher certificates. The university participates in the federal TEACH Grant through which candidates in shortage areas with a GPA of 3.5 or better receive financial support. Presidential scholarships are also available to qualified applicants interested in enrolling in AAMU's EPP educational programs. The university recognizes that providing highly qualified teachers for Alabama's school districts is the highest service that can be rendered. In order to improve recruitment of diverse and highly qualified mathematical teacher candidates the EPP established MOU's with rural school districts, implemented targeted recruitment of students already admitted to the university and hosted an education recruitment day where undeclared students, and those from other programs, are encouraged to pursue teacher education. The local school districts report their teacher shortages to the EPP annually in October. In the last three cycles (2014 fall to 2017 spring) the EPP recruited 28 candidates into teacher shortage areas and continue efforts to reduce the shortage.

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

None

Academic year 2017-18

7. Is your program preparing teachers in mathematics in 2017-18?

🔘 Yes

⚪ No (leave remaining questions for year blank)

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

4

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

Program faculty and staff will continue to address this critical shortage area and increase investments in support for candidates who pursue STEM teacher education programs offered at the University. The EPP has a Diversity and Recruitment Plan that outlines goals and support services for the retention of high quality candidates from diverse backgrounds and populations. The recruitment plan includes recruitment activities to accomplish the mission of the EPP's Conceptual Framework. The plan includes strategies to: a) Increase the overall enrollment in the EPP, b) Recruit candidates from the top 27% of their graduating classes (i.e., ACT/SAT), c) Increase student diversity within the EPP, d) Develop a pool of candidates that reflects the diversity of the student population in America's public schools, e) Increase the pool of candidates pursuing certification in shortage fields (ex. STEM, ELL, Collaborative), f) Identify means to provide financial support for recruits, g) Provide tutorial support for candidates, and h) Provide Praxis preparation support for candidates. Prior to arrival to campus, all students are provided with financial packaging which explains financial supports, where applicable. In 2017, the Alabama Commission on Higher Education funded a grant for the recruitment of candidates for two years to the STEM education areas (shortage areas). This project, Cultivating Talent for Teaching, aims at supporting AAMU's efforts to retain mathematics and science teacher candidates from admission to completion and acquisition of their teacher certificates. The university participates in the federal TEACH Grant through which candidates in shortage areas with a GPA of 3.5 or better receive financial support. Presidential scholarships are also available to qualified applicants interested in enrolling in AAMU's EPP educational programs. The university recognizes that providing highly qualified teachers for Alabama's school districts is the highest service that can be rendered. In order to improve recruitment of diverse and highly qualified mathematical teacher candidates the EPP established MOU's with rural school districts, implemented targeted recruitment of students already admitted to the university and hosted an education recruitment day where undeclared students, and those from other programs, are encouraged to pursue teacher education. The local school districts report their teacher shortages to the EPP annually in October. In the last three cycles (2014 fall to 2017 spring) the EPP recruited 28 candidates into teacher shortage areas and continue efforts to reduce the shortage.

Academic year 2018-19

10. Will your program prepare teachers in mathematics in 2018-19?

🔘 Yes

⚪ No (leave remaining questions for year blank)

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

3

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

Annual Goals - Science

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

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

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

Academic year 2016-17

1. Did your program prepare teachers in science in 2016-17?

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

2. How many prospective teachers did your program plan to add in science in 2016-17?

> 10

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

- ○ Yes
- ● No
- ○ Not applicable

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

The Education Provider (EPP) attended the Graduate School Recruitment Fair in search of students wishing to be teachers. Faculty participated in events where teachers and parents who bring their students are recruited.

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

Because of the rise of tuition for college, the availability of scholarship monies is important to Graduate students. Graduate students are looking at the colleges and university that can provide them with monies to cover the cost of tuition.

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

Numbers continue to increase in the sciences and particularly in general science.

Academic year 2017-18

7. Is your program preparing teachers in science in 2017-18?

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

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

| 6 |

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

Program faculty and staff will continue to address this critical shortage area and encourage and increase the investments in support of candidates who pursue STEM teacher education programs offered at the University. The EPP will continue to look for external funding.

Academic year 2018-19

10. Will your program prepare teachers in science in 2018-19?

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

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

| 6 |

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

The EPP has a Diversity and Recruitment Plan that outlines goals and support services for the retention of high quality candidates from diverse backgrounds and populations. The recruitment plan includes recruitment activities to accomplish the mission of the EPP's Conceptual Framework. The plan includes strategies to: a) Increase the overall enrollment in the EPP, b) Recruit candidates from the top 27% of their graduating classes (i.e., ACT/SAT), c) Increase student diversity within the EPP, d) Develop a pool of candidates that reflects the diversity of the student population in America's public schools, e) Increase the pool of candidates pursuing certification in shortage fields (ex. STEM, ELL, Collaborative), f) Identify means to provide financial support for recruits, g) Provide tutorial support for candidates, and h) Provide Praxis preparation support for candidates. Prior to arrival to campus, all students are provided with financial packaging which explains financial supports, where applicable. In 2017, the Alabama Commission on Higher Education funded a grant for the recruitment of candidates for two years to the STEM education areas (shortage areas). This project, Cultivating Talent for Teaching, aims at supporting AAMU's efforts to retain mathematics and science teacher candidates from admission to completion and acquisition of their teacher certificates. The university participates in the federal TEACH Grant through which candidates in shortage areas with a GPA of 3.5 or better receive financial support. Presidential scholarships are also available to qualified applicants interested in enrolling in AAMU's EPP educational programs. The university recognizes that providing highly qualified teachers for Alabama's school districts is the highest service that can be rendered. In order to improve recruitment of diverse and highly qualified science teacher candidates the EPP established MOU's with rural school districts, implemented targeted recruitment of students already admitted to the university and hosted an education recruitment day where undeclared students, and those from other programs, are encouraged to pursue teacher education. The local school districts report their teacher shortages to the EPP annually in October. In the last three cycles (2014 fall to 2017 spring) the EPP recruited 28 candidates into teacher shortage areas and continue efforts to reduce the shortage.

Annual Goals - Special Education

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

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

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

three academic years.

Academic year 2016-17

1. Did your program prepare teachers in special education in 2016-17?

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

2. How many prospective teachers did your program plan to add in special education in 2016-17?

> 6

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

- ○ Yes
- ● No
- ○ Not applicable

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

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

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

We are pursuing external opportunities to provide scholarship funds to entice enrollment in our special education-collaborative (K-6) and (6-12) programs. Program faculty and staff will continue to address this critical shortage area and increase investments in support for candidates who pursue degrees offered at the University in critical shortage areas.

Academic year 2017-18

7. Is your program preparing teachers in special education in 2017-18?

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

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

> 10

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

None.

Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

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

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

> 6

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

Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 2016-17

1. Did your program prepare teachers in instruction of limited English proficient students in 2016-17?

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

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

[   ]

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

- ○ Yes
- ○ No
- ○ Not applicable

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

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

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

Academic year 2017-18

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

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

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

[   ]

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

Academic year 2018-19

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

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

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

[   ]

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

Assurances

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

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

● Yes
○ No

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

● Yes
○ No

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

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

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

● Yes
○ No

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

● Yes
○ No

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

● Yes
○ No

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

○ Yes
○ No

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

Recruitment strategies target the critical fields for the state of Alabama and the region. In our foundations courses, students are asked to investigate certification and licensure requirement for the state where they live. Clinical placements are made and performance is assessed to ensure candidates are able to work with diverse students in diverse settings; including students with disabilities. We partner with eleven school districts where we place our interns and we meet with district personnel to ensure candidates are aware of the instructional needs of those district schools and the activities of these schools. As part of the design for our program, all candidates are required to have experiences in the field working with diverse students including those with exceptionalities. In addition to experiences with the P-12 students of these groups, all candidates must satisfy course work requirements and must be rated "meets expectations" or above. proficient using our adopted assessment instruments for diversity that include diversity elements.

Assessment Pass Rates

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

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

THIS PAGE INCLUDES:
>> Assessment Pass Rates

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	3			
ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	6			
ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	7			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) Other enrolled students	1			
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2016-17	4			
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	1			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2016-17	6			
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) Other enrolled students	1			
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2016-17	5			
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2016-17	5			
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) Other enrolled students	1			
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2016-17	6			
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2016-17	5			
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) Other enrolled students	1			
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2016-17	6			
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	5			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5121 -FAMILY AND CONSUMER SCIENCES (DISCONTINUED 2) Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5121 -FAMILY AND CONSUMER SCIENCES (DISCONTINUED 2) Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	3			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	7			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2016-17	6			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2015-16	11	171	11	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	7			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	6			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2016-17	18	171	18	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2015-16	10	179	10	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All enrolled students who have completed all noncl	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, 2016-17	1			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5204 -TEACHING READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5204 -TEACHING READING Educational Testing Service (ETS) Other enrolled students	3			
ETS5204 -TEACHING READING Educational Testing Service (ETS) All program completers, 2016-17	15	165	15	100
ETS5204 -TEACHING READING Educational Testing Service (ETS) All program completers, 2015-16	9			
ETS5204 -TEACHING READING Educational Testing Service (ETS) All program completers, 2014-15	1			

Summary Pass Rates

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

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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2016-17	24	24	100
All program completers, 2015-16	21	21	100
All program completers, 2014-15	12	12	100

Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

Low-Performing

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

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

- ⦿ Yes
- ○ No

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

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

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

- ○ Yes
- ⦿ No

Use of Technology

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

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

Use of Technology

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

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   All candidates take, as a pre-requisite for admission to the teacher 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 an/or unit. Consistent with the wide-spread 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 to 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 a technology in motion workshop. 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

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. **(§205(a)(1)(G))**

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

   a. **teach students with disabilities effectively**

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   All candidates must take and pass SPE 501 Introduction to the Study of Exceptional Children as a prerequisite for admission to the teacher education program. Forty-eight hours of field experience is required for completion of the course and a field experience assignment. Additionally, all candidates are required to integrate RTI and differentiated instruction in their methods courses and their 78 hours of field experiences in the schools. Candidates complete observations of general and special education teachers inclusion classrooms. During their methods courses candidates have an opportunity to work with small groups and individuals with special needs and English language learners.

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

   a. **teach students with disabilities effectively**

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

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

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

c. teach students who are limited English proficient effectively

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

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

All candidates preparing to become special education teachers must take and pass SPE 501 Introduction to the Study of Exceptional Children as a prerequisite for admission to the teacher education program. The course introduces candidates to the structure and requirements of an Individualized Education Program Plan. In addition to what all candidates learn in respect to teaching children with disabilities, those preparing to become special education teachers gain more in depth knowledge and expertise in courses that address transition needs of students with disabilities, the legal, ethical and practical implications associated with IEP development, Assessment, Learning Strategies, and Collaborative Consultation.

Contextual Information

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

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

Contextual Information

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

Annually we prepare and submit and respond to NCTQ when requested. Additionally, we complete the annual CAEP report and required reports for the state of Alabama.

Supporting Files

No files have been provided.

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

Report Card Certification

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

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **45**.

Number of program completers from Section I: Program Information, Program Completers is **24**.

For a total enrollment of **69**.

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:

Lydia Davenport

TITLE:

Interim Director

Certification of review of submission

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

NAME OF REVIEWER:

Lena Walton

TITLE:

Dean

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	66	45	-31.82%
Male Enrollment	24	20	-16.67%
Female Enrollment	42	25	-40.48%
Hispanic/Latino Enrollment	0	1	
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	0	0	
Black or African American Enrollment	55	37	-32.73%
Native Hawaiian or Other Pacific Islander Enrollment	0	0	

Item	Last Year	This Year	Change
White Enrollment	10	7	-30.00%
Two or more races Enrollment	1	0	
Average number of clock hours required prior to student teaching	219	219	0.00%
Average number of clock hours required for student teaching	640	640	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	0	3	
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	3	0	
Number of students in supervised clinical experience during this academic year	19	24	26.32%
Total completers for current academic year	34	24	-29.41%
Total completers for prior academic year	12	34	183.33%
Total completers for second prior academic year	11	12	9.09%