



Samford University
Traditional Report AY 2018-19
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

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE



ZIP

SALUTATION



FIRST NAME

LAST NAME

McEwan

PHONE

(205) 726-2041

EMAIL

amcewan@samford.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), Institution Information Postgraduate level (PG), or both.

(\$205(a)(C))

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

- [Teacher Preparation Program](#)

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1	Special Education	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1317	Teacher Education - Social Sciences	UG	

Total number of teacher preparation programs:

8

Program Requirements

THIS PAGE INCLUDES:

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

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

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

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

Undergraduate Requirements

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

- Yes
 No

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

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input 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 checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="Praxis II Content Area Assessments and edTPA"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

2.75

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

2.75

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

Postgraduate Requirements

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

- Yes
 No

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

Element	Admission	Completion
Transcript	<input 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
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
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:

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2018-19. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<input type="text" value="490"/>
Number of clock hours required for student teaching	<input type="text" value="600"/>

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	<input type="text"/>
Number of years required for teaching as the teacher of record in a classroom	<input type="text"/>

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)

6

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

288

Number of students in supervised clinical experience during this academic year

114

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

Intentional partnerships reside at the core of the EPP's guiding principles and faculty's beliefs about effective methods to prepare teachers. Faculty identify and select quality schools to develop partnerships that are mutually beneficial. EPP faculty purposefully place candidates in a variety of settings to include suburban, urban, and rural schools. The goal of field experience placements is to afford candidates opportunities to apply what they have learned in diverse settings with a range of students of differing backgrounds and needs. The EPP's Clinical Coordinator serves as a liaison with partner schools to match mentor teachers and candidates and track field placements across all initial programs. It is important for candidates to be matched with a highly qualified practitioner providing an opportunity for them to observe and then implement research-based teaching strategies and develop desirable professional dispositions. EPP partnership collaborations provide candidates authentic experiences to develop these behaviors. Each initial program maintains partnerships with P-12 schools meeting the unique needs of candidates within the program. Healthy, sustainable partnerships with stakeholders remain at the center of the EPP initial preparation. University faculty establish relationships with the faculty and administration at partner schools and call on them to co-construct assessments and to collaboratively assess candidate assignments and performance. School administrators base their selection of school-based clinical educators on established criteria, qualifications, previous performance evaluations when available, and content areas of need. Additionally, the clinical coordinator ensures quality clinical placements that are meaningful and developmentally appropriate in terms of breadth and depth of experiences. Validating selection of clinical educators, candidates evaluate clinical educators using a survey and formal course evaluation. Led by the clinical coordinator, EPP faculty and clinical educator survey data is reviewed to determine areas of strength and those in need of improvement. In alignment with the EPP's mission, high quality clinical experiences provide initial candidates opportunities to educate, lead, and serve.

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

2018-19 Total	
Total Number of Individuals Enrolled	102
Subset of Program Completers	33

Gender	Total Enrolled	Subset of Program Completers
Male	3	0
Female	99	33
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	1	1
Black or African American	0	0
Hispanic/Latino of any race	1	0
Native Hawaiian or Other Pacific Islander	0	0
White	98	32

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	2	0
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 2018-19.

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

What are CIP Codes?

No teachers prepared in academic year 2018-19

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="28"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="28"/>

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	28
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	2
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
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	1
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 2018-19. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

[What are CIP Codes?](#)

Do participants earn a degree upon completion of the program?

- Yes
 No

No teachers prepared in academic year 2018-19

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="28"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="28"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="28"/>
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	<input type="text" value="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	2
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	1
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 1260 163" type="text"/>	<input data-bbox="1292 90 1568 132" type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

Program Assurances

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom. Collaborating with stakeholders allows the EPP opportunities to provide immersive and authentic experiences unique to the setting and program. Partnerships position specific program faculty to work alongside administrators and P-12 faculty to continually review clinical assignments to meet the needs of candidates, schools, and students to positively affect learning outcomes. The EPP's guiding principles for partnership design ensure P-12 stakeholders also benefit from the relationship. EPP faculty continually seek opportunities to meet the terms of "mutual benefit". In alignment with the EPP's mission, partnerships provide initial candidates opportunities to educate, lead, and serve. The EPP ensures candidates have opportunities to use research and evidence to develop an understanding of the teaching profession as well as to measure P-12 student progress. Emphasis on the strategy of backwards design and scaffolding of instruction is integrated in planning courses. These strategies are applied and evidenced within programs through coursework as well as clinical experiences. Special education majors are prepared in core academic subjects and in how to instruct core academic instruction through their

planning coursework. Candidates are instructed in the alignment of lessons to standards and extended standards and provided opportunities through clinical experiences to teach lessons. The Student Learning project is completed prior to internship to measure candidate impact on student learning. Under supervision of a cooperating teacher, candidates design lessons aligned to standards to increase learning and use data to inform instruction of P-12 students. Prospective general education teachers are prepared to provide instruction to students with disabilities. All general education majors receive training in special education law and legislation, pre-referral and RTI procedures, the referral to placement process, roles and responsibilities in the IEP process, and how to use accommodations outlined on the IEP to address varied learning needs in the general education classroom. All candidates are expected to know the specific eligibility categories outlined in IDEA and how to adjust classroom instruction to meet the varied needs of students with and at-risk for disabilities. Coursework includes an overview of the theory and research behind differentiated instruction and candidates are exposed to classroom instructional strategies designed to respond to the varying needs of students. Candidates engage in various learning activities through which they learn and implement teaching strategies designed to individualize learning activities to take advantage of each student's strengths, interests, and readiness. Special emphasis is placed on student development, role of the family, culture, and language background, importance of collaboration, creating a safe environment, importance of student background knowledge, using technology to support differentiation, importance of professional ethics, knowledge of state and national standards, ways to teach to mastery, and how to collaborate to best meet the needs of all students. Prospective general education teachers are prepared to provide instruction to limited English proficient students. Meeting the needs of all students is an essential task for all educators and upon completion of initial programs, candidates understand why diversity is an important consideration in the context of education. Candidates are provided an overview of the theory and research behind differentiated instruction and provided with classroom instructional strategies designed to respond to the varying needs of students. Candidates engage in various learning activities where they implement teaching, strategies designed to individualize learning activities to take advantage of each student's strengths, interests, and readiness. Coursework emphasizes learner development, role of the family, culture, and language background, English language proficiency, the importance of collaboration, creating a safe environment, importance of student background knowledge, using technology to support differentiation, importance of professional ethics, knowledge of state and national standards, ways to teach to mastery, and how to collaborate to best meet the needs of all students. Prospective general education teachers are prepared to provide instruction to students from low-income families through coursework and clinical experiences. Candidates are able to connect theory to practice through the variety of clinical experiences throughout their program of study and supported by a clinical educator. Candidates develop an understanding of the unique learning needs of children in poverty. Additionally, Alabama requires that all candidates receive disproportionality training. By examining disparities in educational tracking by race, ethnicity, and other protected categories, the EPP's special education coursework integrates this training into a broader understanding of ethical and professional responsibilities of educators. A primary goal of the EPP is to prepare candidates to become practitioners who are culturally competent and equipped to teach all students regardless of their race, culture, ethnicity, socioeconomic level, religion, gender or language. It is incumbent upon the EPP to provide rich experiences and opportunities for candidates so they can appreciate and understand various ethnic or cultural values and practices. Those understandings will then better equip the candidates to develop the necessary relationships with their students, parents, and the community to foster learning. To provide candidates authentic experiences to work with diverse students and families, the EPP places students in various school systems that are representative of the community. Each initial program provides a variety of experiences; urban, suburban and rural. These intentionally designed field experiences along with course work, provide candidates opportunities to engage in authentic dialogue and reflection with their peers to explore the issues and perceptions associated with teaching children who are different from each other and from themselves. This diversity of placements as well as scaffolded coursework is designed to provide candidates with an overarching view of various school settings and the unique needs of each population.

Annual Goals: Mathematics

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

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

- Yes
 No

2. Describe your goal.

When developing the recruitment process across all initial programs, the EPP began by examining and closely tracking the needs of the state. The EPP has the goal for our students' and graduates' various certifications to mirror and meet the needs that Superintendents, Principals, ALSDE, and academic research has flagged as areas of need. In the last few academic years, there has been a lack of qualified and certified teachers in the ever-growing area of ELL. STEM subjects (like Science and Math) are also "high-need" areas. With special attention paid to these trends, the EPP looks at employment opportunities and responds to those needs with graduates who can meet the needs of concern in K-12 schools. The EPP set the goal of 10 students in each traditional mathematics cohort. Ten students is also aligned to the university's mission of maintaining responsible stewardship of faculty resources.

3. Did your program meet the goal?

- Yes

No

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

Recruiting for these programs is a top priority to assist the state in staffing a highly qualified teacher in every classroom. The EPP works with Arts and Sciences on campus as well as the Department of Foreign Languages to recruit students who are majoring in high needs content areas and are not seeking certification. EPP and Arts and Sciences faculty collaboration along with the addition of secondary education as a double major has contributed to a small increase in enrollment in these programs.

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

In cooperation with the University Recruitment Team, Samford hosts k-12 students to campus early and often. Samford offers summer camps spanning a vast spectrum of interest and welcomes a variety of ages, races, and backgrounds. Samford offers test-prep classes, a conference for students interested in teaching, remedial reading and math assistance and instruction, as well as STEM experiences. For any students considering Education as a possible avenue of interest, OBB Faculty are not only inclined, but expected to meet with students for info sessions. Giving Saturdays, weekends, and extended hours towards the cause, members of the EPP meet with students at Preview Days, during campus tours, official and unofficial athlete visits, Admitted Students Day, and Bulldog days. Most students come with parents to discuss program details and professors are readily available for Informational Question and Answer Sessions. The EPP is frequently seen off-campus meeting with high school students at College Fairs, Conferences, and college information sessions in schools.

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

Low interest in mathematics as well as low interest in pursuing the teaching profession has resulted in low numbers in this program. The EPP consistently reviews strategies for increasing numbers in this high needs area.

Review Current Year's Goal (2019-20)

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

Yes
 No

8. Describe your goal.

The EPP set the goal of 10 students in each traditional mathematics cohort. Ten students is also aligned to the university's mission of maintaining responsible stewardship of faculty resources.

Set Next Year's Goal (2020-21)

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

Yes
 No

10. Describe your goal.

The EPP set the goal of 10 students in each traditional mathematics cohort. Ten students per cohort is also aligned to the university's mission of

maintaining responsible stewardship of faculty resources.

Annual Goals: Science

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

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

- Yes
 No

2. Describe your goal.

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 (2019-20)

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

Yes

No

8. Describe your goal.

Set Next Year's Goal (2020-21)

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

Yes

No

10. Describe your goal.

Annual Goals: Special Education

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

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

- Yes
 No

2. Describe your goal.

According to U.S. News and World Report, there is drastic teacher shortage in all areas of education but there is a particularly high demand in the area of special education. A goal of 20 per cohort is set for the traditional program.

3. Did your program meet the goal?

- Yes
 No

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

The EPP's Recruitment Plan includes ways to address high-needs teaching areas by working with the Alabama State Department of Education

(ALSDE) creating programs to assist in staffing schools with high-quality teachers. EPP faculty serve as members of state committees and attend meetings informing preparation providers of trends, needs, and regulations. EPP faculty monitor state-determined shortage areas and follow employment trends of completers. In cooperation with the university office of Career Development, EPP faculty and staff hold an annual Recruitment Day. Working with external partners allows the EPP to reach beyond campus to recruit prospective applicants. The Turning Points program, a partnership with local schools for 18-21-year-old students' eligible for special education services, provides opportunities for university students to serve and develop relationships with young adults with disabilities. EPP faculty and staff also attend local, state, and national conferences. Visibility in these settings is an opportunity to reach potential applicants. The university and school marketing departments communicate with prospective applicants about EPP program offerings via advertisements through social media, email, radio, and television. Printed materials are created and updated regularly for recruiting events. The university's website and the EPP's webpages provide essential communications for recruiting.

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

In cooperation with the University Recruitment Team, Samford hosts k-12 students to campus early and often. Samford offers summer camps spanning a vast spectrum of interest and welcomes a variety of ages, races, and backgrounds. For any students considering Education as a possible avenue of interest, OBB Faculty are not only inclined, but expected to meet with students for info sessions. Giving Saturdays, weekends, and extended hours towards the cause, members of the EPP meet with students at Preview Days, during campus tours, official and unofficial athlete visits, Admitted Students Day, and Bulldog days. Most students come with parents to discuss program details and professors are readily available for Informational Question and Answer Sessions. The EPP is frequently seen off-campus meeting with high school students at College Fairs, Conferences, and college information sessions in schools.

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

Even though the EPP is meeting the goal for recruitment, low interest in the teaching profession is an issue regarding recruiting for high needs areas. For this particular program, EPP faculty are considering course sequence and course offerings to increase the number of students. The current format limits students who change their major from entering the program thus lowering the numbers. A change in course sequence may allow students to decide later that they want to pursue teaching and be able to do so thus addressing the shortage area for special education teachers.

Review Current Year's Goal (2019-20)

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

- Yes
 No

8. Describe your goal.

A goal of 20 per cohort is set for the traditional program.

Set Next Year's Goal (2020-21)

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

- Yes
 No

10. Describe your goal.

A goal of 20 per cohort is set for the traditional program.

Annual Goals: Instruction of Limited English Proficient Students

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

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

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

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

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- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

- Yes
 No

2. Describe your goal.

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 (2019-20)

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

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2020-21)

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

- Yes
 No

10. Describe your goal.

Assessment Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	9			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2018-19	26	178	26	100
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2017-18	34	179	34	100
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2016-17	35	177	35	100
TPA0110 -EDTPA: ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	27	56	25	93

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	2			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	2			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	19	179	16	84
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	28	175	28	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	34	174	34	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	35	177	35	100
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	19	170	18	95
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2018-19	28	171	28	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2017-18	34	171	34	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2016-17	35	172	35	100
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	19	170	18	95
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2018-19	28	171	28	100

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, 2017-18	34	166	34	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2016-17	35	164	35	100
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	19	166	16	84
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19	28	171	27	96
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2017-18	34	162	34	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2016-17	35	165	35	100
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			

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 program completers, 2018-19	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	4			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2017-18	7			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2016-17	7			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2017-18	34	182	34	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2016-17	39	179	39	100
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, 2018-19	25	175	25	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2017-18	33	177	33	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2016-17	36	175	36	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5204 -TEACHING READING Educational Testing Service (ETS) Other enrolled students	9			
ETS5204 -TEACHING READING Educational Testing Service (ETS) All program completers, 2018-19	28	176	28	100
ETS5204 -TEACHING READING Educational Testing Service (ETS) All program completers, 2017-18	34	178	34	100
ETS5204 -TEACHING READING Educational Testing Service (ETS) All program completers, 2016-17	36	174	36	100

Summary Pass Rates

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

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

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2018-19	36	33	92
All program completers, 2017-18	42	42	100
All program completers, 2016-17	46	46	100

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

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

- 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.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

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

Yes
 No

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

Yes
 No

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

Yes
 No

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

The EPP is committed to ensuring initial candidates have access to technology resources and instruction in how to effectively integrate technology to enhance learning. The EPP ensures faculty are well-equipped with up-to-date resources as well as proper support and training in current technologies. This commitment is fulfilled through technology courses for initial candidates, technology integration throughout initial programs, obtaining current applications, support, and training on demand for technology. To further support these objectives, the EPP faculty Technology Committee is charged with assessing the EPP's use of available technology and to reviewing candidates' ability to use these resources appropriately. An annual survey is conducted for students in initial programs to determine their perceptions of their preparation of technology integration. The EPP requires all candidates to take a technology course in each initial program. The focus of the course is to equip candidates to integrate technology to enhance learning with P-12 students. The candidates engage with a variety of digital tools and technology. While a formal course in technology integration is necessary, the EPP also seeks to implement technology and digital literacy in other courses as well. The EPP has a full time technology coordinator who developed a progression for integrating specific competencies embedded in coursework as well as critical curriculum development within technology courses. To ensure candidates know how to integrate technology into their lessons for P-12 learning, the EPP requires all candidates to "integrate at least one form of technology media during teaching and learning activities". Candidates must also provide evidence that "P-12 students are extensively engaged with the technology during learning activities and that (e.g., P-12 students use multimedia software to create presentations; P-12 students use

spreadsheet/graphing software to analyze data for action research projects and to adjust instruction and impact student learning; P-12 students use digital video to tell a story; P-12 students with special needs/ESL use assistive technology to meet curricular objectives)". Initial candidates also complete an electronic portfolio aligned with InTASC and ISTE standards. This cumulative project assesses their ability to implement technology and to demonstrate their professional knowledge, skills, and dispositions by selecting artifacts and reflecting on these projects in relation to standards. This portfolio requires candidates to select artifacts that demonstrate their competencies in using technology to collect, manage and analyze data to impact student learning. To further support candidates as they design, implement, and assess learning experiences to engage students, the EPP ensures all candidates model and apply technology standards through the technology lesson plan. Emphasis is given to ways in which technology can be used effectively to teach a wide variety of curriculum content and to meet the needs of diverse learners. Candidates are expected to be reflective decision-makers and creative in the use of available resources and to develop ways to keep abreast of the constantly changing technological environment thus ensuring students are engaged throughout the learning process. The EPP maintains close relationships with its P-12 partners and initial programs are strategic in creating effective partnerships that support the unique needs of the candidates. Therefore, the EPP works closely with practitioners giving direction to develop candidates' knowledge of developing technologies to enhance student learning. Candidates are able to observe practitioners using technology in lessons as well as receive guidance and mentoring in how to integrate it into their own lessons. EPP faculty also have access to a wide range of available technologies to support instruction. The university uses Canvas, TaskStream, and Banner as its learning and data management systems. In addition, candidates are required to complete edTPA for certification. This project requires them to be able to integrate technology as well as use technology to collect, manage and analyze data to impact student learning. Candidates are supported throughout the program to reach these goals.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

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

a. Teach students with disabilities effectively

All general education majors receive training in special education law and legislation, pre-referral and RTI procedures, the referral to placement process, roles and responsibilities in the IEP process, and how to use accommodations outlined on the IEP to address varied learning needs in the general education classroom. All candidates are expected to know the specific eligibility categories outlined in IDEA and how to adjust classroom instruction to meet the varied needs of students with and at-risk for disabilities. Coursework includes an overview of the theory and research behind differentiated instruction and candidates are exposed to classroom instructional strategies designed to respond to the varying needs of students. Candidates engage in various learning activities through which they learn and implement teaching strategies designed to individualize learning activities to take advantage of each student's strengths, interests, and readiness. Special emphasis is placed on student development, role of the family, culture, and language background, importance of collaboration, creating a safe environment, importance of student background knowledge, using technology to support differentiation, importance of professional ethics, knowledge of state and national standards, ways to teach to mastery, and how to collaborate to best meet the needs of all students.

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*.

General education majors are introduced to special education issues and trends through coursework. Candidates review the history of special education; laws and legislation in special education specifically IDEA; current practices in special education; characteristics of students with disabilities; identification and teaching of students with disabilities; accommodations, modifications, and adaptations for students with disabilities; and impact of special education services on the general education classroom. Another significant diversity training event involves state-mandated training regarding the Lee v Macon decision. This training is in response to a court ordered desegregation plan that found a disproportionate number of black males in special education and an inverse disproportionality of black males represented in programs for students who are gifted/talented. Students participate in a pre-and post-test assessment of racial bias and must complete a series of three additional activities that reflect their ability to construct bias-free instruction and classroom management techniques.

c. Effectively teach students who are limited English proficient.

Coursework for general education majors is focused on teaching students from varied socioeconomic, cultural, and ethnic backgrounds and being able to use accommodation strategies to meet the needs of students who are limited English proficient in the general education classroom. Candidates are able to utilize specific strategies and accommodations to meet the needs of at-risk students, students with limited English proficiency, and students with disabilities in the general education classroom. An English Language Learner Diversity Series is conducted each year to provide students with a basic understanding of English Language Learners (ELL) along with appropriate instructional strategies for ELL students. A local ELL specialist prepares training and reference materials for students. The seminar series takes place over 2-3 days so that concepts can be fully developed. This seminar series is critical to the development of effective teacher candidates, and it prepares students to begin their teaching practice with foundational knowledge of best practices to impact the learning of ELL students. Additionally, special emphasis in coursework is placed on the role of language, culture, and family, accessibility for individuals with disabilities, encouraging generalization of learning, ethics in education, role of collaboration in teaching, state and national standards. Meeting the needs of all students is an essential task for educators and upon completion of coursework, candidates understand why diversity is an important consideration in the context of education. Coursework includes an overview of the theory and research behind differentiated instruction and presents candidates with classroom instructional strategies designed to respond to the varying needs of students, particularly students with limited English proficiency. Candidates engage in various learning activities through which they learn and implement teaching strategies designed to individualize learning activities to take advantage of each student's strengths, language needs, interests, and readiness. Special emphasis is placed on student development, role of the family, culture, and language background, importance of collaboration, creating a safe environment, importance of student background knowledge, using technology to support differentiation, importance of

professional ethics, knowledge of state and national standards, ways to teach to mastery, and how to collaborate to best meet the needs of all students.

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

Through coursework, candidates review the specific characteristics and needs of students with high and low incidence disabilities identified in the early childhood and elementary years. Coursework teaches candidates how to manage the varied behavioral and medical needs of student with disabilities, as well as, how to implement evidenced-based practices in behavior management, academic instruction, and family involvement in the P-6 classroom. Special emphasis is placed on motivational and instructional interventions for improving student learning and behavior, focus on language development and communication through the use of assistive technology and other evidence-based practices, student cultural and familial background, effective interventions, collaboration, crisis intervention, functional life skills, content knowledge, effective accommodations and modifications, assistive technology, strategy instruction, collaborative teaching, providing guidance to paraprofessionals, tutors, and volunteers, and overall issues affecting individuals taught in early childhood special education, low incidence disabilities, and high incidence 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*.

All special education majors are provided with extensive training in the history and legislation surrounding the implementation of special education in today's schools, specific requirements for the eligibility categories outlined by IDEA, accommodations and modifications in the general and special education classroom, understanding test results, the components of the IEP and their role in the IEP process. Specifically, special education majors are expected to use assessment results, knowledge of the students' strengths and needs, and anecdotal data to create an Individualized Education plan to meet the needs of each student that he/she may serve in a special education classroom. Special education majors are also provided extensive clinical experiences in special education so that they may have varied experiences working in a variety of special education classrooms on the continuum of placement options. Special education majors are also taught about the distinction between students with disabilities and students with Limited English proficiency and how to instruct each group of students so that their individual needs are met. Coursework reviews the specific characteristics and needs of students with high and low incidence disabilities identified in the early childhood and elementary years. Coursework also teaches candidates how to manage the varied behavioral and medical needs of student with disabilities, as well as, how to implement evidenced-based practices in behavior management, academic instruction, and family involvement in the P-6 classroom. Additionally, candidates are taught assessment procedures and processes in special education. Candidates learn of the current processes and procedures in place for referral, placement, and reevaluation in special education. They also are taught how to assess student progress using both standardized and non-standardized assessment instruments. Candidates are taught how to interpret test results into a report-like format and explain test results to parents and other professionals. Candidates are able to use the results from an assessment team report to write an Individualized Education Plan (IEP) focused on the individual needs of a student. Special emphasis is placed on motivational and instructional interventions for improving student learning and behavior, focus on language development and communication through the use of assistive technology and other evidence-based practices, student cultural and familial background, effective interventions, collaboration, crisis intervention, functional life skills, content knowledge, effective accommodations and modifications, assistive technology, strategy instruction, collaborative teaching, providing guidance to paraprofessionals, tutors, and volunteers, and overall issues affecting individuals taught in early childhood special education, low incidence disabilities, and high incidence disabilities.

c. Effectively teach students who are limited English proficient.

Through coursework and varied experiences, special education majors are taught about the distinction between students with disabilities and students with Limited English proficiency and how to instruct each group of students so that their individual needs are met. Coursework focus is to explore principles of early childhood special education and elementary collaborative teaching. Emphasis is placed on teaching methods and strategies appropriate for meeting individual needs of students with disabilities as well as limited English proficiency. Case studies, seminars with community and educational leaders, and technology serve as vehicles for reflection and, in addition, provide opportunities to develop decision-making skills necessary to make appropriate curricular and instructional choices for children with diverse needs. Special emphasis is placed on understanding developmental differences in order to best meet the needs of students with disabilities, language needs and supports, intervening safely and effectively during crisis situations, planning instruction for functional life skills and academic intervention, appropriate lifting and positioning procedures, overall knowledge of all content areas using general and specialized curricula, make modifications for general and specialized curricula across grade spans (P-6), methods for teaching language to promote mastery and generalization while encouraging critical thinking and problem-

solving, identify and follow professional ethical principles and professional practice standards in education, use foundational knowledge to impact current practice, use of standards to guide instruction, and collaborate with families and colleagues to best meet all students' needs.

Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

Mission Orlean Beeson School of Education enriches the community and empowers its students to educate, lead and serve. Vision The vision of Orlean Beeson School of Education is to be distinguished for excellence as a committed, Christian community, widely recognized for quality education and well-prepared students. Values Orlean Beeson School of Education bases its mission on the following beliefs: Education has worth and power to change individuals and the world. Continuous, lifelong learning is vital to academic and spiritual growth. Learning is inclusive and experienced in a variety of ways. Innovation, while continuously improving practice, benefits an organization. Service leadership and collaboration foster a strong, positive working environment. Strategic Principles In Orlean Beeson School of Education: We commit to exemplify our Christian faith through our professional responsibilities. We will expand the culture of expected excellence. We will engage in rigorous data-informed continuous improvement. We will provide the valued support necessary for the accomplishment of our mission.

Supporting Files

No files have been provided.

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Amy Hoaglund

TITLE:

Assistant Dean for Accreditation and Assessment

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:

Anna E. McEwan

TITLE:

Dean of the School of Education