

Title II Higher Education Act

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Mary Howard Program User

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2020-21 Academic Year Data 

2022 Title II Reports National Teacher Preparation Data

University of Montevallo

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AL

University of Montevallo Traditional Report AY 2020-21 Alabama
100% CompleteStatus: In Progress

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

Address line 2:

City

State

Zip

Salutation

First Name

Last Name

Phone

Email

Section I: Program Information

List of Programs

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

This Page Includes:

- [List of Programs](#)

List of Programs

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List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202 Elementary Education		Both	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1 Special Education		Both	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1302 Teacher Education - Art		PG	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1322	Teacher Education - Biology	PG	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1303	Teacher Education - Business	PG	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1323	Teacher Education - Chemistry	PG	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1305	Teacher Education - English/Language Arts	PG	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Both	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1306	Teacher Education - Foreign Language	PG	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1316	Teacher Education - General Science	PG	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1328	Teacher Education - History	PG	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1311	Teacher Education - Mathematics	PG	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1312	Teacher Education - Music	Both	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.99	Teacher Education - Other	Both	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1317	Teacher Education - Social Sciences	PG	<ul style="list-style-type: none"> • <input type="button" value="Edit"/>

CIP Code

Teacher Preparation Programs

UG, PG, or Both

Update

-

UG, PG, or Both UG
 PG
 Both

-
-

Total number of teacher preparation programs:

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

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Section I: Program Information

Program Requirements

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

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

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

This Page Includes:

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

Undergraduate Requirements

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1. Are there initial teacher certification programs at the undergraduate level? Yes
 No

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

Undergraduate Requirements

Element	Admission	Completion
Transcript	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Fingerprint check	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Background check	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum number of courses/credits/semester hours completed	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum GPA	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum GPA in content area coursework	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum GPA in professional education coursework	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum ACT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Minimum SAT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Minimum basic skills test score	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>

Subject area/academic content test or other subject matter verification Required for Entry Yes No Required for Exit Yes No

Element**Admission****Completion****Recommendation(s)**Required for Entry Yes No Required for Exit Yes No**Essay or personal statement**Required for Entry Yes No Required for Exit Yes No**Interview**Required for Entry Yes No Required for Exit Yes No**Other Specify:**Required for Entry Yes No Required for Exit Yes No**Other specify: Successful completion of entrance exam**Required for Entry Yes No Required for Exit Yes No

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

2.75

3. What 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: Additional Teacher Education Program information is available on the Teacher

Additional Teacher Education Program information is available on the Teacher Education Services website, www.montevallo.edu/tesEducation Services website, www.montevallo.edu/tes**Postgraduate Requirements**[Back To Top](#)1. Are there initial teacher certification programs at the postgraduate level? Yes NoIf yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Postgraduate Requirements

Element**Admission****Completion****Transcript**Required for Entry Yes No Required for Exit Yes No**Fingerprint check**Required for Entry Yes No Required for Exit Yes No**Background check**Required for Entry Yes No Required for Exit Yes No**Minimum number of courses/credits/semester hours completed**Required for Entry Yes No Required for Exit Yes No**Minimum GPA**Required for Entry Yes No Required for Exit Yes No**Minimum GPA in content area coursework**Required for Entry Yes No Required for Exit Yes No**Minimum GPA in professional education coursework**Required for Entry Yes No Required for Exit Yes No**Minimum ACT score**Required for Entry Yes No Required for Exit Yes No**Minimum SAT score**Required for Entry Yes No Required for Exit Yes No**Minimum basic skills test score**Required for Entry Yes No Required for Exit Yes No**Subject area/academic content test or other subject matter verification**Required for Entry Yes No Required for Exit Yes No**Recommendation(s)**Required for Entry Yes No Required for Exit Yes No**Essay or personal statement**Required for Entry Yes No Required for Exit Yes No**Interview**Required for Entry Yes No Required for Exit Yes No**Other Specify:**Required for Entry Yes No Required for Exit Yes No**Other specify: Successful completion of entrance exam**Required for Entry Yes No Required for Exit Yes No

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

2

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

3.25

4. Please provide any additional information about the information provided above: While the preferred admission GPA is a 2.75, students may enter the Alternative A Master's program with a lower GPA (2.0 or better) if alternative Praxis test scores are met. Additional Teacher Education Program information is available on the

While the preferred admission GPA is a 2.75, students may enter the Alternative A Master's program with a lower GPA (2.0 or better) if alternative Praxis test scores are met.

Teacher Education Services website, www.montevallo.edu/tes**Supervised Clinical Experience**

Provide the following information about supervised clinical experience in 2020-21. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models? Yes

No

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

Programs with student teaching models (most traditional programs)

Programs with student teaching models (most traditional programs)

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

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

378

Number of clock hours required for student teaching

Number of clock hours required for student teaching

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)

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

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

Number of years required for teaching as the teacher of record in a classroom

Number of years required for teaching as the teacher of record in a classroom

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

All Programs

All Programs

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

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

12

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)

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

15

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

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

110

Number of students in supervised clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

273

Please provide any additional information about or descriptions of the supervised clinical experiences: Students are provided a link to the Internship handbook: <https://www.montevallo.edu/academics/colleges/college-of-education/teacher-education-services/internship/> During Covid, clinical experience hours were adjusted to

Students are provided a link to the Internship handbook:
<https://www.montevallo.edu/academics/colleges/college-of-education/teacher-education-services/internship/>

accommodate candidates who could not complete the full semester of internship or observation hours.

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Calculate Full-Time Equivalent Faculty in the System

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

Employment Rate (%)

Number of Faculty

Update

100% (Full-Time)

50% (Half-Time)

75%

Employment Rate (%)

Number of Faculty

25%

Employment Rate (%)

Number of Faculty

Section I: Program Information

Enrollment and Program Completers

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

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

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

This Page Includes:

- [Enrollment and Program Completers](#)

Enrollment and Program Completers

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Enrollment and Completer Totals

2020-21 Total

Total Number of Individuals Enrolled Total Number of Individuals Enrolled in 2020-21

Subset of Program Completers Subset of Program Completers in 2020-21

Program Enrollment and Completers By Gender

Gender

Total Enrolled

Male

Male Enrollment

Female

Female Enrollment

Non-Binary/Other

Non-Binary/Other Enrollment

No Gender Reported

Nonreported gender Enrollment

Subset of Program Completers

Male Completers

Female Completers

Non-Binary/Other Completers

Nonreported gender Completers

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity

Total Enrolled

American Indian or Alaska Native

American Indian or Alaska Native

Enrollment

Subset of Program Completers

American Indian or Alaska Native

Completers

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Asian	Asian Enrollment 2	Asian Completers 2
Black or African American	Black or African American Enrollment 10	Black or African American Completers 4
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment 3	Hispanic/Latino of any race Completers 0
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment 0	Native Hawaiian or Other Pacific Islander Completers 0
White	White Enrollment 104	White Completers 47
Two or more races	Two or more races Enrollment 3	Two or more races Completers 0
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment 3	Nonreported race/ethnicity Completers 1

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

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Print **Reset Page** **Save**

Section I: Program Information

Teachers Prepared

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

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

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

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

- [Academic Major](#)

This Page Includes:

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

Teachers Prepared by Subject Area

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

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

[What are CIP Codes?](#)

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>).

Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared 19
13.1202	Teacher Education - Elementary Education	Number Prepared 46
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared
13.1210	Teacher Education - Early Childhood Education	Number Prepared
13.1301	Teacher Education - Agriculture	Number Prepared
13.1302	Teacher Education - Art	Number Prepared
13.1303	Teacher Education - Business	Number Prepared
13.1305	Teacher Education - English/Language Arts	Number Prepared
13.1306	Teacher Education - Foreign Language	Number Prepared
13.1307	Teacher Education - Health	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared 1
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared
13.1311	Teacher Education - Mathematics	Number Prepared
13.1312	Teacher Education - Music	Number Prepared 3
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared
13.1315	Teacher Education - Reading	Number Prepared
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared
13.1317	Teacher Education - Social Science	Number Prepared
13.1318	Teacher Education - Social Studies	Number Prepared
13.1320	Teacher Education - Trade and Industrial	Number Prepared
13.1321	Teacher Education - Computer Science	Number Prepared
13.1322	Teacher Education - Biology	Number Prepared
13.1323	Teacher Education - Chemistry	Number Prepared
13.1324	Teacher Education - Drama and Dance	Number Prepared
13.1328	Teacher Education - History	Number Prepared
13.1329	Teacher Education - Physics	Number Prepared
13.1331	Teacher Education - Speech	Number Prepared
13.1337	Teacher Education - Earth Science	Number Prepared
13.14	Teacher Education - English as a Second Language	Number Prepared
13.99	Education - Other Specify: Other specify: Education of Deaf and Hard of Hearing	Number Prepared 6

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2020-21. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. [\(§205\(b\)\(1\)\(H\)\)](#)

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

What are CIP Codes?

Do participants earn a degree upon completion of the program? Yes

No

No teachers prepared in academic year 2020-21

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

CIP Code	Academic Major	Teachers Prepared by Academic Major	
		Number Prepared	
13.10	Teacher Education - Special Education	Number Prepared	19
13.1202	Teacher Education - Elementary Education	Number Prepared	46
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared	
13.1210	Teacher Education - Early Childhood Education	Number Prepared	
13.1301	Teacher Education - Agriculture	Number Prepared	
13.1302	Teacher Education - Art	Number Prepared	
13.1303	Teacher Education - Business	Number Prepared	
13.1305	Teacher Education - English/Language Arts	Number Prepared	
13.1306	Teacher Education - Foreign Language	Number Prepared	
13.1307	Teacher Education - Health	Number Prepared	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared	1
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared	
13.1311	Teacher Education - Mathematics	Number Prepared	
13.1312	Teacher Education - Music	Number Prepared	3
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared	
13.1315	Teacher Education - Reading	Number Prepared	
13.1316	Teacher Education - General Science	Number Prepared	
13.1317	Teacher Education - Social Science	Number Prepared	
13.1318	Teacher Education - Social Studies	Number Prepared	
13.1320	Teacher Education - Trade and Industrial	Number Prepared	
13.1321	Teacher Education - Computer Science	Number Prepared	
13.1322	Teacher Education - Biology	Number Prepared	
13.1323	Teacher Education - Chemistry	Number Prepared	
13.1324	Teacher Education - Drama and Dance	Number Prepared	
13.1328	Teacher Education - History	Number Prepared	
13.1329	Teacher Education - Physics	Number Prepared	
13.1331	Teacher Education - Speech	Number Prepared	
13.1337	Teacher Education - Earth Science	Number Prepared	
13.14	Teacher Education - English as a Second Language	Number Prepared	

Academic Major**Number Prepared****CIP Code****13.99****Education - Other Specify:****Other specify: Education of Deaf and Hard of Hearing**Number Prepared **01****Agriculture**Number Prepared **03****Natural Resources and Conservation**Number Prepared **05****Area, Ethnic, Cultural, and Gender Studies**Number Prepared **09****Communication or Journalism**Number Prepared **11****Computer and Information Sciences**Number Prepared **12****Personal and Culinary Services**Number Prepared **14****Engineering**Number Prepared **16****Foreign Languages, Literatures, and Linguistics**Number Prepared **19****Family and Consumer Sciences/Human Sciences**Number Prepared **21****Technology Education/Industrial Arts**Number Prepared **22****Legal Professions and Studies**Number Prepared **23****English Language/Literature**Number Prepared **24****Liberal Arts/Humanities**Number Prepared **25****Library Science**Number Prepared **26****Biological and Biomedical Sciences**Number Prepared **27****Mathematics and Statistics**Number Prepared **30****Multi/Interdisciplinary Studies**Number Prepared **38****Philosophy and Religious Studies**Number Prepared **40****Physical Sciences**Number Prepared **41****Science Technologies/Technicians**Number Prepared **42****Psychology**Number Prepared **44****Public Administration and Social Service Professions**Number Prepared **45****Social Sciences**Number Prepared **46****Construction**Number Prepared **47****Mechanic and Repair Technologies**Number Prepared **50****Visual and Performing Arts**Number Prepared **51****Health Professions and Related Clinical Sciences**Number Prepared **52****Business/Management/Marketing**Number Prepared **54****History**Number Prepared **99****Other Specify:****Other specify:** Number Prepared **Save Option**

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

Info This Page is in Progress This Page is Completed**Print****Reset Page****Save****Section I: Program Information**

Program Assurances

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

This Page Includes:

- [Program Assurances](#)

Program Assurances

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

No

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

No

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

No

Program does not prepare special education teachers

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

No

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

No

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

No

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

No

8. Describe your institution's most successful strategies in meeting the assurances listed above: Each program has an advisory council consisting of P-12 practitioners that meet at least once per semester to address quantitative and qualitative data as well as other program requirements to ensure Montevallo candidates are meeting the needs of the school systems. The College of Education and Human Development faculty and staff meet once a year to evaluate data to ensure standards are being met.

Each program has an advisory council consisting of P-12 practitioners that meet at least once per semester to address quantitative and qualitative data as well as other program requirements to



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Section II: Annual Goals

Annual Goals: Mathematics

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

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

- [Quantifiable Goals](#)

This Page Includes:

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

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

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

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

Yes

No

2. Describe your goal.

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:

8. Describe your goal.

Set Next Year's Goal (2022-23)

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

No

10. Describe your goal.

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Section II: Annual Goals

Annual Goals: Science

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

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

- [Quantifiable Goals](#)

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

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

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

If no, leave remaining questions for 2020-21 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 (2021-22)

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

No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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

No

10. Describe your goal.

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Section II: Annual Goals

Annual Goals: Special Education

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

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

- [Quantifiable Goals](#)

This Page Includes:

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

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

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

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

Yes

No

We plan to add at least five students in our special education program.

2. Describe your goal. We plan to add at least five students in our special education program.

3. Did your program meet the goal? Yes

No

4. Description of strategies used to achieve goal, if applicable: Students can add Collaborative K-6 to their Elementary major; this has helped increase numbers in our

Students can add Collaborative K-6 to their Elementary major; this has helped increase numbers in our Special Ed/Collab program

Special Ed/Collab program

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

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

Review Current Year's Goal (2021-22)

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

We plan to add at least five students in our special education program.

8. Describe your goal. We plan to add at least five students in our special education program.

Set Next Year's Goal (2022-23)

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

We plan to add at least five students in our special education program.

10. Describe your goal. We plan to add at least five students in our special education program.

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Section II: Annual Goals

Annual Goals: Instruction of Limited English Proficient Students

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

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

- [Quantifiable Goals](#)

This Page Includes:

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

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

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

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

Yes
 No

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 (2021-22)

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7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank. Yes
 No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank. Yes
 No

10. Describe your goal.

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Section III: Program Pass Rates

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher

preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a 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

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Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass (%)
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson Other enrolled students	1			
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2020-21	46	54	46	100
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2019-20	45	55	45	100
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2018-19	16	54	16	100
TPA0117 -EDTPA: FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2020-21	1			
TPA0117 -EDTPA: FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2019-20	1			
TPA0117 -EDTPA: FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2018-19	3			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2020-21	3			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2019-20	4			
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	6			
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	3			
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	1			
ETS5903 -ELEM ED 3 SUBJ BUNDLE: MATH SUBTEST Educational Testing Service (ETS) Other enrolled students	52	170	45	87

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass (%)
ETS5903 -ELEM ED 3 SUBJ BUNDLE: MATH SUBTEST Educational Testing Service (ETS) All program completers, 2020-21	7			
ETS5905 -ELEM ED 3 SUBJ BUNDLE: SCIENCE SUBTEST Educational Testing Service (ETS) Other enrolled students	52	168	46	88
ETS5905 -ELEM ED 3 SUBJ BUNDLE: SCIENCE SUBTEST Educational Testing Service (ETS) All program completers, 2020-21	9			
ETS5904 -ELEM ED 3 SUBJ BUNDLE: SOCIAL STUDIES SUBTEST Educational Testing Service (ETS) Other enrolled students	52	162	39	75
ETS5904 -ELEM ED 3 SUBJ BUNDLE: SOCIAL STUDIES SUBTEST Educational Testing Service (ETS) All program completers, 2020-21	11	169	11	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	6			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	39	174	39	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	46	173	46	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	28	170	28	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	3			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21	37	165	33	89
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2019-20	46	169	46	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2018-19	28	167	28	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	7			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2020-21	37	172	37	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2019-20	46	168	46	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2018-19	28	161	28	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	6			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	35	165	35	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES	46	165	46	100

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number tests	Avg. score	Number tests	Passing rate (%)
Educational Testing Service (ETS) All program completers, 2019-20				
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES	28	154	28	100
Educational Testing Service (ETS) All program completers, 2018-19				
ETS5122 -FAMILY AND CONSUMER SCIENCES	1			
Educational Testing Service (ETS) All program completers, 2020-21				
ETS5122 -FAMILY AND CONSUMER SCIENCES	3			
Educational Testing Service (ETS) All program completers, 2018-19				
ETS0113 -MUSIC CONTENT KNOWLEDGE	2			
Educational Testing Service (ETS) Other enrolled students				
ETS0113 -MUSIC CONTENT KNOWLEDGE	3			
Educational Testing Service (ETS) All program completers, 2020-21				
ETS0113 -MUSIC CONTENT KNOWLEDGE	5			
Educational Testing Service (ETS) All program completers, 2019-20				
ETS0113 -MUSIC CONTENT KNOWLEDGE	1			
Educational Testing Service (ETS) All program completers, 2018-19				
ETS5624 -PRINC LEARNING AND TEACHING 7-12	1			
Educational Testing Service (ETS) All program completers, 2019-20				
ETS5624 -PRINC LEARNING AND TEACHING 7-12	2			
Educational Testing Service (ETS) All program completers, 2018-19				
ETS5622 -PRINC LEARNING AND TEACHING K-6	1			
Educational Testing Service (ETS) All program completers, 2019-20				
ETS5622 -PRINC LEARNING AND TEACHING K-6	11	169	11	100
Educational Testing Service (ETS) All program completers, 2018-19				
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS	10	168	10	100
Educational Testing Service (ETS) Other enrolled students				
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS	24	171	24	100
Educational Testing Service (ETS) All program completers, 2020-21				
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS	10	174	10	100
Educational Testing Service (ETS) All program completers, 2019-20				
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS	7			
Educational Testing Service (ETS) All program completers, 2018-19				
ETS5204 -TEACHING READING	4			
Educational Testing Service (ETS) All program completers, 2020-21				
ETS5204 -TEACHING READING	42	168	42	100
Educational Testing Service (ETS) All program completers, 2019-20				
ETS5204 -TEACHING READING	28	165	28	100
Educational Testing Service (ETS) All program completers, 2018-19				
ETS5205 -TEACHING READING: ELEMENTARY	27	160	18	67
Educational Testing Service (ETS)				

Assessment code - Assessment name
Test Company
Group

Number tests **Avg. scaled score** **Number passing tests** **Pass rate (%)**

Other enrolled students

ETS5205 -TEACHING READING: ELEMENTARY 42 167 42 100

Educational Testing Service (ETS)

All program completers, 2020-21

ETS5205 -TEACHING READING: ELEMENTARY 4

Educational Testing Service (ETS)

All program completers, 2019-20

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Section III: Program Pass Rates

Summary Pass Rates

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

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact 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:

- [Summary Pass Rates](#)

Summary Pass Rates

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Summary Pass Rates

Group	Number tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	56	54	96
All program completers, 2019-20	56	56	100
All program completers, 2018-19	34	34	100

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Low-Performing

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

This Page Includes:

- [Low-Performing](#)

Low-Performing

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1. Is your teacher preparation program currently approved or accredited? Yes
 No

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

CAEP

AAQEP

Other specify:

Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state? Yes
 No

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Section V: Use of Technology

Use of Technology

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

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

This Page Includes:

- [Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

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

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

continuous thread that runs through all initial teacher certification programs in the COEHD. In addition to offering technology classes for teacher candidates, instructional technology content is also embedded in classes throughout programs. For example, candidates in the “Literacy Block” courses learn to use technology tools to present lessons as well as record and analyze student-performance data. As students advance through the program into methods courses, they build upon their ability to use technology as an instructional and assessment tool by creating comprehensive lesson plans that incorporate safe and ethical uses of technology. During the internship semester, candidates use technology to facilitate the collection and analysis of student-performance data (i.e., pre and post test scores). Candidates also incorporate a variety of technology and resources into instruction, use technology to assess student progress, manage records,

The effective use of technology is a continuous thread that runs through all initial teacher certification programs in the COEHD. In addition to offering technology classes for teacher

and, when appropriate, assess students' technology proficiency.

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Section VI: Teacher Training

Teacher Training

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

This Page Includes:

- [Teacher Training](#)

Teacher Training

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

1. Teach students with disabilities effectively In Phases 1 and 2 (ED 455/ED 450) candidates learn about “Addressing Student Learning Needs (Planned

In Phases 1 and 2 (ED 455/ED 450) candidates learn about “Addressing Student Learning Needs (Planned Supports)” as they write lesson plans.

In ED 407 and ED 402, they learn about

Supports)” as they write lesson plans. In ED 407 and ED 402, they learn about exceptionailities.

2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. In ED 402, secondary/P12 candidates learn what IEPs entail, and in ED 407, they look at case studies of students with IEPs. In the Elementary

In ED 402, secondary/P12 candidates learn what IEPs entail, and in ED 407, they look at case studies of students with IEPs.

program, the special education process is introduced and evaluated in SPED 407/507.

3. Effectively teach students who are limited English proficient. Throughout the secondary/P12 program, candidates are expected to create lesson plans and consider planned supports specifically for an EL student. In the elementary program a guest speaker (ESL elementary teacher) Kristen Reed comes each semester to Foundations Block to teach candidates strategies to use in the elementary classroom. Also, Dr. Smajic teaches a full math lesson in Pre-Internship Block completely in Bosnian for students to experience how it feels to be an ESL student trying to learn content.

Throughout the secondary/P12 program, candidates are expected to create lesson plans and consider planned supports specifically for an EL student.

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

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

1. Teach students with disabilities effectively Please refer to Collaborative and EDHH Program Curricula and course descriptions found in the Undergraduate Bulletin at <http://bulletin.montevallo.edu/index.php>

Please refer to Collaborative and EDHH Program Curricula and course descriptions found in the Undergraduate Bulletin at <http://bulletin.montevallo.edu/index.php>

2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. The special education process is introduced and evaluated in SPED 407. Special education teacher candidates participate in a special education process meeting in SPED 440 and during internship. Elementary and Special Education teacher candidates participate in a mock special education meeting in SPED 415. EDHH candidates receive training on assessments and Assessment Team Reports in SPED 482 and prepare mock IEPs in SPED 490, SPED 476, and SPED 477. They also participate in an IEP meeting during practicum and internship.

The special education process is introduced and evaluated in SPED 407. Special education teacher candidates participate in a special education process meeting in SPED 440 and

3. Effectively teach students who are limited English proficient. SPED 407/507 provides candidates with a specific instructional module directed toward multicultural and bilingual aspects of special education. Teacher candidates are provided with instruction in providing ESL students with specific accommodations and modifications in the Methods Block and demonstrate their understanding of ESL instructional strategies through lesson preparation in methods block, pre-internship block, and during internship. SPED 490, SPED 205, SPED 300, and SPED 307 provide candidates with a specific instructional module directed toward multicultural and bilingual aspects of special education as it relates specifically to deaf and hard of hearing students. Teacher candidates are provided with instruction in providing students with specific accommodations and modifications in Methods Courses and demonstrate their understanding of bilingual instructional strategies through lesson preparation in methods courses, pre-internship, and internship.

SPED 407/507 provides candidates with a specific instructional module directed toward multicultural and bilingual aspects of special education. Teacher candidates are provided with

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Contextual Information

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

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

This Page Includes:

- [Contextual Information](#)

Contextual Information

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

The link to the Teacher Education Services website: <https://www.montevallo.edu/academics/colleges/college-of-education/teacher-education-services/> .

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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.

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Report Card Certification

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

Certification of submission

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

Name of responsible representative for teacher preparation program:

Title:

Certification of review of submission

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

Name of reviewer:

Title: