

Teacher Education and Special Education

September 2023

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Introduction

One of the strategic goals of the University of Alabama System is to address critical job placement issues and increase the number of academic programs and credentials across the system that support in-demand occupations within the state. The system has placed a particular focus on teachers and nurses.

A context for preparing teachers is increasingly complex ([AASCU, n.d.](#)). On the one hand, there are high expectations for teacher preparation programs. On the other hand, funding for schools continues to decline and teachers' earnings remain relatively low. These factors lead to a diminished interest in teaching and a shortage of teachers.

Each year, the U.S. Department of Education Provides the [Teacher Shortage Areas](#) data. These data serve as a useful resource for recent graduates and their colleges in identifying shortage areas in each State's and territory's Pre-Kindergarten through Grade 12 classrooms. For 2023-2024, such areas for pre-K through 12th grade in Alabama included:

- Mathematics, Basic and Advanced Mathematics (Pre-K through 12th grade)
- Science, General Science (Pre-K through 12th grade)
- Special Education, All Exceptionalities (Pre-K through 12th grade)
- Elementary Education (Pre-K through 6th grade)

Nguyen, Lam, and Bruno (2022) list Alabama among the states with a greater number of [teacher vacancies](#) and higher rates of [underqualified hires](#).

[Alabama High Demand Occupations 2022-23](#) include teacher professions, such as Elementary

School Teachers, except Special Education (SOC 25-2021); Middle School Teachers, except Special & Career/Technical Education (SOC 25-2022); Secondary School Teachers, except Special & Career/Technical Education (SOC 25-2031); Education Administrators, Elementary & Secondary School (SOC 11-9032); and Kindergarten Teachers, except Special Education (SOC 25-2012).

Teacher shortages and underqualified hires combined with high expectations for teacher preparation programs pose significant challenges to teacher preparation programs at the University of Alabama System institutions. To gain a better understanding of challenges and opportunities of the teacher preparation programs, the Office of Academic and Student Affairs collected data about teacher education programs at UA, UAB, and UAH and undertook a survey of deans of Colleges of Education asking them to share their perspectives on teacher preparation programs. This survey questionnaire can be found in the appendix at the end of this report (pp. 17-18).

Attracting and Retaining Students in Teacher Education Programs

“Because our decline was so severe for so long, we have a long way to go to get back to where we once were. The math is difficult. The fifty percent decline that we experienced over a decade requires us to grow our program by one hundred percent to get back to the 2010 number.”
(Dean Hlebowitsh, UA)

In accordance with [Title II reporting](#), enrollment in teacher education programs is limited to initial certification, such as traditional class B (Bachelor's degree) certificates and alternative class A (Master's degree) certificates.¹ Campuses provided counts of

¹Traditional class A (Master's)--“A” stands for “Advanced”—certificates are for those students who already have “B”

license. Alternative class A certificates are for those students who have a Bachelor's degree but do not have a

students in their traditional class B programs and in alternative class A programs:

- **UA:** enrollment in teacher education programs was **532** in 2019-20, **456** in 2020-21, and **443** in 2021-22. **420** (95%) students enrolled in 2021-22 pursued traditional class B certificates. The remaining 23 (5%) students pursued alternative class A certificates.
- **UAB:** enrollment in teacher education programs was **370** in 2019-20, **429** in 2020-21, and **406** in 2021-22. 228 (56%) students enrolled in 2021-22 pursued traditional class B certificates. The remaining 178 (44%) students pursued alternative class A certificates.
- **UAH:** enrollment in teacher education programs was **173** in 2019-20, **136** in 2020-21, and **101** in 2021-22. 68 (67%) of students enrolled in 2021-22, pursued traditional class B certificates. The remaining 33 (33%) students pursued alternative class A certificates.

UAS Deans of Colleges of Education were asked to describe challenges of recruiting and retaining students in their teacher education programs.

As UA Dean Peter Hlebowitsh put it, recruitment into the profession is a feature of the problem. **“What can be done to renew interest in the upcoming generation of students to pursue a college degree that includes a comprehensive experience in teacher education?”** Challenges of recruitment into the profession noted by the deans include:

- **Public perception of the teaching profession:**
 - *poor depiction in media,*
 - *continuous attacks on what should be taught,*
 - *and blaming teachers for societal issues.*
- **Perceived lack of respect for teachers and school leaders:**
 - *parental and legislative attacks motivated by political agendas,*
 - *lack of autonomy for teachers to teach,*
 - *and continuous stream of new rules.*
- **Alternate certification pathways that favor convenience over quality:**
 - *non-university-based alternative certification pathways*

teaching certificate and pursue a Master’s degree in Teaching.

- *or easier alternative options into the profession.*

Dean Quick (UAH) also noted that the requirements of the traditional teacher education programs make it difficult to attract a diverse student body: *“Many of our minority students struggle with achieving the necessary grades in the foundation/general education requirement courses or teaching major courses.”*

Disincentives Posed by Alternative Programs

*“Traditional teacher education programs require students to jump through quite a few hoops. First, students must carry a minimum 2.50 GPA to even be considered for admission to a teacher education program. They must also pass a dispositions interview, a written exam, and PRAXIS exams. They must also pass all their coursework and their student internship assignments and as a final matter, they must pass the nationally administered edTPA performance exam. Alternative options for certification are much less rigorous and less involved and serve as a disincentive to pursue a comprehensive teacher education program. In some cases, [alternative] certification is available to anyone with a college degree, irrespective of major, who is willing to take four education-related courses, often provided online. **Why enroll in a comprehensive teacher education program under these circumstances?”***

(Dean Hlebowitsh, UA)

Deans also mentioned low pay, lack of opportunities for career advancement, return on investment, and stress:

- *“Is it worth the expense of investing in earning a degree in education and taking on student debt for a low paying job that lacks advancement or respect?”* (Dean Doughty, UAB).
- *“Starting salaries are not attractive for P-12 educators, particularly for those in early childhood or elementary education, given the cost of a college degree and the demanding requirements”* (Dean Quick, UAH).
- *“Salaries are low, but, more importantly, the stress is real in responding to parents/families,*

mental/emotional health, discipline/ classroom management challenges, and assessment/ accountability demands.” (Dean Quick, UAH)

“The totality of the work of a teacher often goes unrecognized by the general public. Many people view the teaching profession as an 8:00 a.m.-3:00 p.m., nine-month job. Research indicates that teachers average 53 hours of work each week which indicates the hours of preparation that occur nights and weekends. During summers, when school is not in session, many teachers are preparing for the next year by reviewing standards and curricula, studying student data, or learning about new pedagogies all of which are rarely compensated by their school districts. In addition, many teachers seek ways to advance their knowledge and pursue advanced degrees which they must pay for themselves.”

. (Interim Dean Wilson, UA)

As shown on the data sheets (see Median Earnings of all Bachelor’s graduates on p.20 [UA], p.22 [UAB], and p.24 [UAH]), median earnings of graduates majoring in Teacher Education and Professional Development, Specific Levels and Methods (CIPC 13.12) are:

- **UA:** \$37,503 at one year; \$49,077 at five years; and \$54,291 at ten years after graduation.
- **UAB:** \$30,568 at one year and \$45,461 at five years after graduation.
- **UAH:** \$32,710 at one year; \$47,530 at five years; and \$51,413 at ten years after graduation.

The good news is that **most of the graduates in Education stay in Alabama.**² (For example, 75% of UA graduates; 95% of UAB graduates; and 87% of UAH graduates with degrees in Education were employed in Alabama one year after graduation. See Employment Outcomes One Year After Graduation on p.20 [UA], p.22 [UAB], and p.24 [UAH].)

Deans were asked to rank the challenges of recruiting students in the order of importance. The challenges of recruiting are listed from most to least important below.

- perception of low teacher salaries;
- perception of work-related stress, such as discipline problems in the classroom or security issues;
- tuition and fees or other costs associated with becoming a teacher (e.g., testing expenses or commuting expenses to fulfill student teaching requirements);
- test or certification requirements for teacher candidates;
- assessments of practicing teachers;
- other Alabama State Department of Education requirements (e.g., edTPA and Praxis requirements);
- and GPA requirements for teacher education majors.

“Praxis requirements hold up a lot of students and we ran the statistics and found that it has almost no relation to the edTPA scores that represent the best measures of teacher readiness” (Dean Hlebowitsh, UA). Another important challenge for student recruitment and retention in traditional teacher education programs is associated with disincentives brought about by a proliferation of alternative programs.

Deans were also asked to rank factors that help attract students to their teacher education programs. These factors are listed from most to least important below.

- opportunity to work with children;
- making a difference;
- flexible hours, time off, and opportunity to spend time with one's own children;
- job stability;
- additional pay for higher level of education (such as pay schedule depending on the level of your degree);
- salary and benefits (such as retirement system);
- scholarships and loan forgiveness programs in the field of education;
- and innovative teaching programs.

Some of the suggestions for improving recruitment and retention of students in Teacher Education programs included:

² Earnings are generally lower in Alabama than in other states. Based on the Bureau of Labor Statistics State

Occupational Employment and Wage Estimates (May 2022), the median wage for all occupations was \$38,470 in Alabama and \$46,310 in the country as a whole.

- adding a dedicated recruiter to promote and market teacher education programs and connect with community colleges and high schools;
- establishing a system of paid internships in schools;
- helping students with expenses involved in certification;
- and providing access to resources and ongoing financial support or incentives (that do not contribute to debt) to complete the degree and certification.

How to make teaching more attractive?

Early Engagement

“Making teaching more attractive for prospective students is about early engagement. Teacher cadet programs are a great way to introduce the profession as they can provide hands-on experiences with children and an introduction to the expectations of teaching. At my last institution, we launched a Teacher Academy (a grow-your-own) program that allowed high school juniors and seniors to use career development dollars to complete up to 24 credit hours of dual credit coursework that would count towards a bachelor’s degree and teacher certification. This unique program allowed university faculty to begin interacting with high school students and their families as early as their 9th grade year to prepare them to enter this profession.

Another activity we launched was a Teacher Education Pinning Ceremony to celebrate graduating students seeking initial teacher certification and to celebrate their entry into this honorable profession. It is this kind of celebration (and others) that I believe will help to reshape the mindset around becoming a teacher.”

(Dean Doughty, UAB)

Promotion Campaign

Why teaching is a desirable career?

- 1. The salaries are average for college graduates, not below average.*
- 2. The average health benefits for a public school teacher cover about 84% of the full amount of employees and about 65% of the health care costs for the employee’s family. This is comparable, if not slightly better, than the average health coverage that accompanies salaried employees in the private sector. Dental and vision coverage is also comparable. Nearly 90% of all public school teachers have access to a retirement system that offers a guaranteed income after retirement. Far fewer private sector employees have such plans (only about 60%) and opt instead for an individual retirement account that usually includes employee and employer contributions. Recent changes made in Teacher’s Retirement System have restored some key benefits for teachers, a higher retirement factor, a sick leave conversion, and an opportunity to retire after 30 years of service, irrespective of one’s age.*
- 3. The lifestyle conveniences are impressive. The workday hours for professional educators track the hours that school-age children attend school. The same could be said about the academic year calendar—teachers are out of school on the same days during the calendar year that children are out of school. This is a convenience from the standpoint of child-rearing and family time.*
- 4. Career options have improved. Teachers have historically had few options for promotion as teachers. That has begun to change with the growth of mentoring models that have produced promotion opportunities as mentoring or lead teachers. The profession, of course, also allows for the pursuit of administrative appointments and provides open options for higher education jobs as teacher educators and other College of Education-related fields.*
- 5. Job security that one cannot find anywhere else. The provision of tenure status, which in effect decrees the automatic renewal of one’s appointment, speaks to an astonishing rare level of job security in the profession.*

These are some of the things we say when recruiting.”

(Dean Hlebowitsh, UA)

Enrollment and Recruitment by Major

In 2021-22 academic year, a significant proportion of students at all three campuses were enrolled in traditional class B elementary education programs (see [Enrollment by Major](#), p.19 [UA], p.21 [UAB], and p. 23 [UAH]). At the same time deans noted a decline in this and other content areas. *"Traditionally, early childhood and elementary education were the bread and butter of teacher education programs. Today, we are witnessing a decline across all content areas"* (Dean Doughty, UAB).

Dean Quick (UAH) noted some recent shifts to enrollment in secondary education programs: *"Historically, we saw higher numbers in elementary education in terms of applications for admission to the program, but more recently, we noted a shift to secondary education, specifically ELA (English Language Arts) and History/Social Science."*

Transfer Students

Deans were asked about their efforts to facilitate students' transfer to the university teacher preparation programs. About 10% of students in teacher education programs at UA start as transfers. A road recruiter makes frequent visits to schools and colleges—*"setting up of Future Teacher Clubs in high schools and making connections with potential transfer students"* (Dean Hlebowitsh). As noted by Dean Doughty (UAB), Alabama [STARS](#)³ allows community college students to transfer up to half the required credits (61 credit hours) toward their UAB degree. Outside of Alabama STARS, UAH is currently working to create an articulation agreement with Calhoun Community College and Motlow Community College (TN).

Admission and Progression Requirements

In order to be admitted and to succeed in teacher education programs, students must meet rigorous requirements, which vary by program. For undergraduates, the standard admission requirements include:

- Completion of prerequisite coursework
- A suitable background status
- A minimum 2.50 GPA

³ STARS stands for Statewide Transfer & Articulation Reporting System. STARS Program is now referred to as Alabama Transfers.

"We require a minimum score on Praxis Core or ACT for admission (helps satisfy Council for the Accreditation of Educator Preparation [CAEP] requirement). We also expect all general education requirements to be completed with no more than 8 credits outstanding/remaining. Students apply, present background check, interview, and cooperating educators and faculty members complete a professional dispositions rating" (Dean Quick, UAH).

Admission requirements for graduate level also vary by program. An undergraduate GPA of at least 2.75 or a graduate GPA of at least 3.00 is required for admission into graduate teacher education programs (Dean Doughty, UAB).

"Most students do not progress because they choose another major or do not meet admissions requirements (usually GPA or test requirements). Sometimes, a student realizes from experiences in the P-12 schools that teaching is not their preferred career choice."

(Dean Quick, UAH)

Once admitted, all candidates must meet the [Alabama State Department of Education \(ALSDE\) Educator Certification requirements](#) in order to receive a certification. **Traditional Class B approach** involves satisfactory completion of a state-approved program with a minimum GPA of 2.50 overall, completing teaching requirements, an official transcript from a regionally accredited institution documenting an earned bachelor's degree, a cleared criminal history background check, and meeting the Alabama Educator Certification Assessment Program (AECAP) requirements. **Alternative Class A approach** involves satisfactory completion of a state-approved program with a minimum GPA of 3.25 on all courses used to meet the requirements, an official transcript from a regionally accredited institution documenting an earned master's degree, a cleared criminal history background check, and meeting the AECAP requirements (Dean Doughty, UAB).

AECAP consists of the Praxis Subject Assessments (content knowledge and pedagogical knowledge) and Educative Teacher Performance Assessment (pedagogical knowledge). The *Alabama*

State Department of Education posts [Educator Preparation Institutional Report Cards](#) for Alabama institutions. The Report Card provides information about Praxis and edTPA test results.⁴ Praxis and edTPA number of test takers and pass rates are also included on p. 20 [UA], p. 22 [UAB], and p.24 [UAH].

Deans mentioned some of the changes Alabama State Department of Education made with respect to teacher education requirements over the last 10 years:

- lowering the qualifying score for content knowledge Praxis exams;
- lowering the overall admission GPA from 2.75 to 2.50;
- implementing an alternative Praxis score requirement for individuals with a GPA between 2.00 and 2.40;
- introduction of the edTPA exam, which is a nationally-graded performance exam given to the students at the conclusion of their student teaching.

In some instances, Colleges of Education keep the requirements that were dropped by ALSDE in order to maintain national accreditation: *“ALSDE dropped the requirement for Praxis Core but we maintained that candidates must present Praxis Core or ACT qualifying scores for admission to the program to satisfy CAEP⁵ expectations for national accreditation”* (Dean Quick, UAH).

Receiving Alabama professional educator licensure (certificates) or passing tests required for the certificates do not have to be a part of graduation requirements. As noted by Dean Hlebowitsh, if a student graduates without certification, this student can still teach in a private school and some charter schools, and given the teacher shortage, this student would be able to get emergency certification. It is also important to note that many states have different guidelines for certification that do not include Alabama-related requirements (such as PRAXIS).

⁴ Test results are available if there are at least five test takers and test information is frequently unavailable for graduate students.

⁵ Teacher education programs at UA, UAB, and UAH are accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP review for UA will be voted on

For over 10 years, prior to COVID, passing the PRAXIS was required for entry into the internship for all students. Because of the hardships placed on students due to COVID, during the Spring 2022 semester and since then, students have been allowed to enter the teacher internship without passing the PRAXIS test(s) required for their certification area. In addition, students are also allowed to graduate without passing the PRAXIS test(s) required. In most cases, students who pursue teacher certification in other states, must produce a teacher certificate in order to receive certification in their new state without additional coursework, tests, etc. So, passing the PRAXIS must take place for most candidates.

(Interim Dean Wilson, UA)

At UAB, “[c]ertification requirements such as testing serve as prerequisite gateway requirements; therefore, candidates must meet these certification requirements to persist to graduation” (Dean Doughty, UAB).

Alternative Teacher Certification

As noted earlier, all three institutions offer alternative graduate certification programs. About 5% of students seeking initial certification at UA, 44% of students at UAB, and 33% of students at UAH pursue an Alternative Master’s option (p.19 [UA], 21 [UAB], and p.23 [UAH] for additional information about enrollment and completions in Alternative Master’s programs). Information about alternative routes to certification can be found at the links below.

UA: <https://education.ua.edu/alternative-certification-or-alternative-masters/>

UAB: <https://www.uab.edu/education/home/admissions/alternative-masters-program>

UAH: <https://www.uah.edu/education/education-student-services/teacher-certification>

at the CAEP Board meeting in October 2023. Presently, UA is recommended for CAEP accreditation with no stipulations or areas for improvement.

Alternative Master's programs at UA include⁶:**Department of Curriculum and Instruction**

- [Elementary Education, M.A.](#); CIPC 13.1202 (Elementary Education and Teaching)
- [Secondary Education, M.A.](#); CIPC 13.1205 (Secondary Education and Teaching); coursework in Biology; Chemistry; English for Speakers of Other Languages; Foreign Language (French, German, Latin, or Spanish); Geography; History; Music; Physics; concentrations in English Language Arts (comprehensive); General Science (comprehensive); Mathematics; and Social Science (comprehensive)
- [Teaching English to Speakers of Other Languages \(TESOL\), M.A.](#); CIPC 13.1401 (Teaching English as a Second or Foreign Language/ESL Language Instructor)

Department of Special Education and Multiple Abilities

- [Special Education, M.A.](#); CIPC 13.1001 (Special Education and Teaching, General); coursework in collaborative education (K-6; 6-12); early childhood special education; and gifted and talented

Department of Kinesiology

- [Kinesiology, M.A. \(Physical Education\)](#); CIPC 31.0505 (Exercise Science and Kinesiology); coursework in Exercise Science and Physical Education.

Alternative Master's programs at UAB include⁷:**Department of Curriculum and Instruction**

- [Arts Education , M.A.Ed.](#); CIPC 13.1302 (Art Teacher Education); concentrations in Music and Visual Arts

- [Early Childhood Education, M.A.Ed.](#); CIPC 13.1210 (Early Childhood Education and Teaching)
- [Elementary Education, M.A.Ed.](#); CIPC 13.1202 (Elementary Education and Teaching)
- [Secondary School Education, M.A.Ed.⁸](#); CIPC 13.1205 (Secondary Education and Teaching); concentrations in Biology, Chemistry, General Science, Mathematics, Physics, English Language Arts, General Social Science, History, Spanish, and French
- [Special Education, M.A.Ed.](#); CIPC 13.1001 (Special Education and Teaching, General); concentrations in Collaborative Teacher K-6 and 6-13 and in Early Childhood Special Education

Department of Human Studies

- [Kinesiology, M.S.](#); CIPC 13.1314 (Physical Education Teaching and Coaching); traditional and alternative class A certification with concentration in Physical Education with Teacher Certification

Alternative Master's programs at UAH include⁹:**Department of Curriculum and Instruction**

- [Teaching, M.A.T.](#); CIPC 13.1205 (Secondary Education and Teaching); concentrations in Secondary Biology (6-12), Secondary Chemistry (6-12), Secondary English Language Arts (6-12), Secondary History (6-12), Secondary Mathematics (6-12), Secondary Physics (6-12), and English Speakers of Other Languages (P-12)
- [Teaching Elementary Education, M.A.](#); CIPC 13.1202 (Elementary Education and Teaching)
- [Teaching P-12 Education, M.A.](#); CIPC 13.1206 Teacher Education, Multiple Levels; alternative class A certification with concentrations in Physical Education (P-12) (JUMP¹⁰ option available), Music Education - Instrumental (P-12) (JUMP option available), Music Education -

⁶ For the list of all teacher education programs at UA, see pp.19-20.

⁷ For the list of all teacher education programs at UAB, see p.21.

⁸ Formerly High School Education, M.A.Ed. (The name of the program was changed at the BOT meeting on September 16, 2022.)

⁹ For the list of all teacher education programs at UAH, see pp.23-24.

¹⁰ UAH's Joint Undergraduate Master's Program (JUMP) allows undergraduate students to study at the graduate level. By taking graduate courses in their senior year, undergraduate students could reduce the time taken to get a graduate (M.S. or M.A.) degree. For more information, see <https://www.uah.edu/admissions/graduate/discover-uah/joint-undergraduate-masters-program>.

Choral (P-12) (JUMP option available), Collaborative Teaching (K-12) (awaiting ALSDE final approval)

UAB also has “an incredibly strong UABTeach program that is serving as a model for Alabama to train future STEM teachers” (Dean Doughty, UAB). UABTeach is designed to help undergraduate students majoring in STEM fields receive both their subject matter degree and full teaching certification in four years at no extra time or cost.

Information about UABTeach program is available at <https://www.uab.edu/uabteach/uabteach-program>.



For students who prefer not to earn certification at the graduate level, UA offers completing certification requirements at the undergraduate level as an Irregular Post Graduate (IPG) student. Information about this program is available at <https://education.ua.edu/undergraduate-level-class-b-irregular-post-graduate/>.

UAH outlines a path to receiving Class B certificate without obtaining a Bachelor’s degree for those who hold the Provisional Certificate in a Teaching Field (PCTF), see <https://www.uah.edu/education/education-student-services/teacher-certification>.

¹¹ For the Provisional Certificate in a Teaching Field (PCTF), the individual should begin with the Alabama local school system in which employment is desired. An employing Alabama county/city superintendent or eligible nonpublic/private school administrator may request a PCTF for an individual in certain K-12, 6-12, and 4-8 teaching fields; see [Overview of Alabama’s Educator Certification Approaches](#).

We offer Alternative Class A certification programs through our Master of Arts in Teaching (MAT) program for elementary, P-12 music and Physical Education, ESOL, and all secondary academic content areas. Some students are hired by districts through the PCTF¹¹ or IEC¹² routes and take coursework with us.

Dean Quick (UAH)

Student Debt, Scholarships and Financial Incentives

Information about median earnings and debt of borrowers—based on publicly available [data from College Scorecard](#)—is provided on p.20 (UA), 22 (UAB), and 24 (UAH).

Teacher loan forgiveness programs are available nationwide (see information about Public Service Loan Forgiveness [PSLF] Program, Teacher Loan Forgiveness Program, and Perkins Loan Cancellation for Teachers at <https://www.ed.gov/content/4-loan-forgiveness-programs-teachers>) and at the state level (see information about Alabama Math and Science Teacher Education Program [AMSTEP] at <https://amstep.ache.edu/>)

UA College of Education dedicates “about one million dollars annually to a range of scholarship programs in the college. Some of the money is supported by grants sponsored by NSF and other external agencies” (Dean Hlebowitsh, UA).

Dean Doughty mentioned some of the supporting grants offered at UAB School of Education:

- [ESL Empower](#) provides financial support for students pursuing Master of Arts degree in education in English as a second language and eligibility for Alabama teaching certification in ESL.
- [Project TransTeam](#) supports 70 scholarships over five years along with training and research for educators of children in birth-to-three,

¹² For the Interim Employment Certificate (IEC), the individual should begin with the Alabama college/university in which unconditional admission is sought and the Alabama local school system in which employment is desired. Certificate must be in the same area of the program for which the individual has been unconditionally admitted; see [Overview of Alabama’s Educator Certification Approaches](#).

preschool, and early childhood special education programs.

- [Interdisciplinary Preparation of Professionals in Special Education \(IPPSE\)](#) provides tuition and other supports to those interested in pursuing careers as special education teachers or school psychometrists.

Dean Quick mentioned some of the scholarships related to educator preparation at UAH: “For example, some are for secondary science educators, another for Early Childhood Education/Early Childhood Special Education candidates with preference from Madison County or adjacent county.” In collaboration with Alabama Space Grant Consortium and National Aeronautics and Space Administration, UAH also offers a teacher education scholarship to encourage teachers of the sciences and mathematics.

Field Experiences

Deans noted that students in their programs engage in teaching experiences shortly after they are admitted into the teacher education program.

*“Students presently engage in field experiences within several of their courses. We are currently in the process of revisiting when and how often these occur. **We would like to ensure that early field experiences occur as early as possible in each candidate’s degree program to confirm their desire to pursue teaching.** Early field experiences may also offer current non-teacher ed focused students’ exposure to a field they’d not previously considered and may like to pursue (especially at the secondary level).”*

(Dean Doughty, UAB)

*“Candidates begin teaching in Block 1 (first semester of the junior year). They learn to design lesson plans. These are reviewed and approved by university faculty and cooperating teachers in the assigned field experience classroom. After the lesson plan is approved, candidates conduct their teaching, videotape it, watch and analyze their practice, gain feedback from university faculty members and cooperating teachers, etc. **Students continue to teach lessons in each block of enrollment thereafter with increasing responsibilities and demands.**”*

(Dean Quick, UAH)

“Field experiences are assigned by the University and typically are in a different school system and grade level within the certification area each semester. Field experiences are made in classrooms with teachers with at least three years of experience and a master’s degree in the field of instruction (unless a state waiver form is approved). Course assignments are connected to field experience. Each fall and spring semester includes one intensive field experience week where candidates are teaching/observing/participating full-time in the assigned field experience classroom.”

(Dean Quick, UAH)

“During all applied field-based experiences and clinical teaching, candidates demonstrate mastery of skills learned in class by meeting key assessments as well as the requirements outlined in edTPA” (Dean Doughty, UAB).

Internships

“Prior to admission to internship, students are required to do a minimum of 210 clock hours in field experiences. Students complete internship in the final semester and work full-time as a contract teacher would under a mentor teacher with support from a University Supervisor and a Coordinator of Field and Clinical Experiences who meets weekly with interns.” (Dean Quick, UAH).

According to the Deans, paid internships would improve opportunities for student teaching experiences.

Paid internships would likely be a great way to support students and encourage interest in the profession. Thinning out some of the hurdles that stand in the way of progress for many students, such as the PRAXIS exam requirements, would also go a long way.

(Dean Hlebowitsh, UA)

Identifying exemplary mentor teachers would also be beneficial to student teaching experiences.

A systematic and intentional process is needed to identify effective and exemplary mentor teachers for interns. It would be nice if the mentor teachers could be paid an honorarium or stipend or released from some responsibilities to acknowledge and affirm their willingness to mentor a preservice educator.

(Dean Quick, UAH)

Campuses adjust their practices in order to support student teaching experience: “During internship, candidates follow the calendar of their assigned school district (e.g., they take spring break when the school district is on spring break NOT when the University is on spring break). On-campus students are not required to purchase a meal plan during the internship semester if they request an exemption since they are off-campus during the breakfast and lunch mealtimes. Interns are enrolled in full-time credits, so they are eligible for financial aid, Veteran benefits, or scholarships” (Dean Quick, UAH).

Collaborations with P-12 Partners and Communities

Campuses have numerous collaborations with P-12 partners. According to Dean Hlebowitsh, UA College of Education sends students out to the schools every school day during the time that the university is in session and dedicates about 15 million annual dollars of grant-sponsored work to the improvement of schools, with involvements across the State. Dean Hlebowitsh (UA) also provided specific examples of the **UA College of Education outreach efforts**:

- “We are working in the area of cognitive disabilities by offering programs to **young adults with challenging intellectual function**. The idea is to provide various educational experience that result in the promise of a job and the possibility of independent living. Professor Kagendo Mutua's CrossingPoints program has drawn national attention as a model. Partly supported by a grant from the U.S. Department of Education, the CrossingPoints program recently added a two-year residential non-degree experience for college-aged students to its menu of services.”
- “We are working with schoolchildren in the hope of increasing literacy across the State of Alabama.

Professors Carol Donovan and Julianne Coleman are actively helping to bring attention to the issue of **reading achievement** in the State, targeting parents and school professionals with outreach services. This work will now be officially conducted in a renovated and expanded Belser-Parton Literacy Center space that will house an Endowed Professor of Early Literacy.”

- “Professors Brenda Mendiola and Yvette Bynum lead the State's **Superintendent's Academy**, which provides inservice training for sitting and aspirational superintendents across the State.”
- “We are working with classroom teachers who struggle to deal with **behaviorally challenging students**. Professor Sara McDaniel is deeply involved in conducting an extensive research program and outreach service through her Center for Interconnected Behavioral and Mental Health Systems, which is partly supported by a grant from the National Institute of Health. She is also bringing important attention to the role that disciplining behaviors play in the school-to-prison pipeline.”
- “We are working with **very young children with disabilities**. Professor Robin McWilliam is providing early intervention services for infants and toddlers with disabilities and their families. Sponsored by the Alabama Department of Rehabilitative Services, the Evidence-based International Early Intervention Office (EIEIO) will provide home and virtual visits to families to build their capacity to meet their children's and their own needs. The work is based on the Routines-based Model of Early Intervention that was developed by Professor Robin McWilliam.”
- “We are working with **incarcerated adolescent youth**, whose future is still very much dependent on the quality of their educational experiences. Supported by a grant from the Department of Justice, Professor Kristine Jolivette is working with incarcerated adolescents, offering academic interventions for imprisoned youth and bringing attention to important risk factors.”
- We are working to infuse the **character education initiatives** into the conduct of the schools. Professor David Walker is working with the Kern Foundation and with faculty from the College's Educational Leadership program to bring a character education model to the

education of prospective and practicing school principals.

- “We are working to bring **new instructional ideas to the science education** landscape. Professor Jee Suh is helping high school science teachers develop adaptive instructional methods that allow them to better adjust to varied classroom situations and Professor Jonathan Shemwell is developing instructional methods that encourage students to depict scientific idea as models that can be tested against evidence. Each initiative is supported by a NSF grant.”
- “We are working to build lasting school partnerships. Professor Liza Wilson and Dr. Holly Morgan have been building connections with various partners to give the College an **engagement with afterschool programming, parental outreach, and inservice training.**”
- “We are working in the area of **talent development.** Professors Joni Lakin, Jennifer Jolly and Kristen Lamb are developing a Talent Development Office that will conduct research related to talent-directed education, with an aim toward reaching out to families, developing curriculum materials, cultivating sophisticated measures and offering professional development options.”
- “We are working on **large-scale school reform.** Professor Greg Benner is working with school leaders throughout the state to implement a school reform strategy that works with community partners to bring wide academic improvements to a school while also advancing social and emotional learning. Much of his work is supported by the Institute of Educational Sciences.”
- “Professors Allison Hooper and Cailin Kerch are involved with a number of State Department of Education efforts to assist with the **implementation, evaluation and improvement of the State's early childhood initiatives.** They have also been instrumental in designing and implementing the Early Childhood Development Center at the Gadsden Center, which opened in January of 2021 with support from the Alabama Department of Early Childhood Education and First Class Pre-K.”

At UAB, the School of Education Educator Preparation Advisory Board meets bi-annually to address needs and plan initiatives. Some of the specific **examples of UAB collaborations with P-12 partners and communities** are included below.

- “Jeremiah Clabough, Ph.D., who is an associate professor in our secondary social science education program, is . . . working on a project with social studies teachers at I3 Academy in Birmingham, Alabama, to thematically **teach civil rights issues to sixth graders**” ([Teaching Civil Rights To Middle Schoolers](#)).
- Within the framework of the **Multi-Tiered Training Grant with Alabama State Department of Education**, Robin Ennis, Ph.D., a professor in the School of Education's Department of Curriculum and Instruction, reviews “each school's framework and identify strategies that are specific to each school's entire student body needs, overall culture, and available resources” ([Ennis to Lead Multi-Tiered Training Grant with Alabama State Department of Education](#)).
- “Key **full semester placements** in partner schools during early childhood and elementary pedagogy blocks in P-6 leading to full days/weeks of field work.”
- “In partnership with [UAB Inservice Center](#), created a **substitute teaching model** for teacher candidates who were already registered substitute teachers to cover for our AMP [Alternative Master's Program] teacher candidates when they needed to come to campus for classes or seminars. This new service provides a critical resource (substitute teacher) at no cost to the school system for our teacher candidates' absences due to coursework or professional development.”
- In partnership with the [STAIR program](#),¹³ instructors and teacher candidates **volunteer one day a week as reading tutors** for 1st and 2nd graders in Birmingham City Schools.
- Dr. Gurley, an associate professor of Educational Leadership within the SOE Human Studies department, works with [Magic City Acceptance Academy](#) (MCAA).

¹³ STAIR pairs 1st and 2nd grade students with trained reading tutors.

UAB ESL (**English as a Second Language**) grant includes collaboration with teacher candidates and families in the local community. New UAB partnerships also include:

- Reading Program
- Human Studies
- [PALS program](#)¹⁴
- Birmingham City Schools.

Dean Quick (UAH) shared information about **UAH collaborations with P-12 partners:**

- Faculty hosted **professional learning community (PLC) groups** with area P-12 partner faculty (e.g., Liberty Middle School-Madison City Schools).
- Faculty volunteer to participate in **student-led conferencing** initiatives (e.g., Sparkman Middle School-Madison County Schools).
- P-12 partners are active members and participants in the UAH **Teacher Education Advisory Council** which meets once a semester.
- P-12 partners have invited representatives of the UAH College of Education to **present information to their faculty on grant opportunities, graduate programs, etc.**
- UAH campus hosts **summer camps for P-12 students and educators** funded by state and Federal monies.
- UAH also offers the **Ability Sport Network (ASN)** to support engagement of students with disabilities in athletics and team sports (e.g., wheelchair basketball).
- UAH provides the **Regional Autism Network (RAN) office** to support individuals with Autism Spectrum Disorders and their families in North Alabama.
- UAH partners with local community agencies for meaningful **internships** (e.g., Huntsville Parks and Rec, National Children's Advocacy Center, Boys' and Girls' Club, etc.).
- UAH offers **Applied Behavior Analysis (ABA) services, physical therapy, occupational therapy, speech-language pathologist (SLP) services** to children enrolled in [Early Learning Center](#) which serves community-based children

through a variety of programs (Early Head Start [EHS], Rise Inclusion Classrooms, state-funded PreK classrooms).

Teacher Support and Continuing Education

Teacher turnover is one of the greatest contributors to the shortage of teachers nationally and in Alabama. Deans were asked about their colleges' efforts to support teachers and prevent teacher attrition in the state.

All three institutions provide opportunities for teachers' continuing education.

- *"Alabama State Department of Education (ALSDE) has a program that requires us to work with any of our graduates who might be struggling on the job. Our graduate programs serve as continuing education opportunities"* (Dean Hlebowitsh, UA).
- *"Continuing education is provided at no charge through the UAB in-service center to our participating partner schools. UAB In-service also supports those in our partner schools who are working toward National Board for Professional Teaching Standards certification"* (Dean Doughty, UAB).
- UAH offers opportunities for continuing education, such as Teach2Include Conference (June 2023). UAH also hosted the state Alabama-Mississippi Teachers of English to Speakers of Other Languages (AMTESOL) meetings.

"We actively promote the teacher warranty program which allows us to provide free support and mentoring to any graduate in the first three years of employment as a local educator. We work to build a presence and support network through alumni and social media presence to support, affirm and encourage our graduates. We have hosted Distinguished Speakers (e.g., Harry Wong) and helped facilitate Professional Development initiatives in local schools."

(Dean Quick, UAH)

¹⁴ Page Pals is a reading program designed to produce more effective 3rd grade student readers both inside and outside the classroom.

“Our newly hired Director of edTPA and Partner and Completer Outreach establishes relationships with interns in their final semester and supports new teachers/completers in their first years of teaching through emailing, phone calling, classroom visits, and observations. Professional Development opportunities provided by UAB Inservice.”

(Dean Doughty, UAB)

Tracking Alumni

Alabama State Department of Education (ALSDOE) [Educator Data](#) do not include information about teacher’s alma maters. Therefore, tracking alumni might require significant effort.

“It is a challenging process. We are dependent on them updating and sharing with us where they are employed. We use completer survey data (but the return rate is low). We rely on messaging through social media. Given our proximity to the Tennessee state line and the mobile population of military families, it is challenging. Additionally, it can be a challenge since our candidates are predominantly female and surnames often change when they marry. An additional challenge is that many choose to teach in private schools, and we have no way to track them. We offer alumni focused events, but the turnout/participation has not been strong.”

(Dean Quick, UAH)

“This year, we created a SOE Alumni Facebook Group which has grown to almost 80 members. As interns complete their clinical practice, they fill out a survey which includes providing their permanent emails. These emails are compiled and used to keep in contact with our alumni. We celebrate alumni by program at our Annual SOE Awards Celebration. Director of edTPA and Partner and Completer Outreach connects with alumni through email, phone calls, and visits.”

(Dean Doughty, UAB)

Recently, the University of Alabama System acquired Steppingblocks solutions for our campuses. It is our hope that Graduate Insights solutions from Steppingblocks will provide an additional resource for tracking alumni at our campuses.

Conclusions and Recommendations

Like other colleges of education across the country, Teacher Education and Special Education programs at UA, UAB, and UAH have experienced significant challenges with attracting and supporting their students. Given the significance of quality P-12 education in the development of thriving communities and its importance in elevating the overall reputation and perceptions of our State, expectations are high for teacher education programs. As teacher shortages have led to alternate methods for teacher certification and increases in underqualified hires in the State, we must think more critically about ways we can assist our campuses in addressing these concerns.

The question of providing high-quality teachers is central to the ongoing debate surrounding alternative and traditional teacher certification programs. Alternative programs can help fill teacher shortages. At the same time, critics are concerned that these programs may not provide sufficient pedagogical training and classroom experience, leading to less-prepared teachers. Several studies (e.g., Redding and Smith 2016; Fuller and Pendola 2019) suggest that alternatively certified teachers are more likely to leave the profession than traditionally certified teachers. Currently, the Alabama State Department of Education does not maintain data on teacher’s alma maters; hence possibilities for studies of teacher retention by institution or by teacher preparation route are limited. Gathering data on the retention of UA System teachers may help shape legislation in support of high-quality educator preparation programs.

Based on the findings of this report and the feedback of campus deans, the following are areas where increased support would allow System campuses to more effectively address critical challenges and maximize key opportunities for improvement:

- Support efforts to stave off the proliferation of alternative teacher certification programs that do not enhance teacher quality;
- Ease or eliminate requirements that create barriers for students to graduate on time and yield fewer underqualified teacher hires;
- Continue to serve as an advocate for all UAS teacher education programs and promote faculty autonomy in developing their classes and

choosing educational materials that provide a more comprehensive education for effective teachers;

- Encourage collaborative programs and ease transfer between the teacher education programs of the University of Alabama System; and
- Convene regular meetings of the deans/directors of education at UA, UAB, and UAH.

The Deans have also identified several opportunities related to addressing financial issues that could assist in improving teacher education programs:

- Support **paid internships** and better payments to university supervisors and cooperating teachers;
- Advocate to **fund faculty and staff positions** in educator preparation;
- **Cultivate donors to fund scholarships** specific to educator preparation; and
- Provide additional **financial support for graduate student assistantships**.

(More specific to UAH, Dean Quick notes the importance of having a physical home dedicated to its teaching education program, resources to recruit and hire additional faculty and staff in the area and financial support to assist in retaining faculty members who are often lured into P-12 school settings with salaries that are higher than those at the university level for faculty.)

Finally, other areas where Campus and System Administration could provide additional support to advance campus teacher education programs include:

- **Helping to ensure improvements in teacher education marketing and promotional materials** that address factors that drive students to teaching careers—the opportunity to work with children, making a difference in the quality of life within a community, having flexible hours, job security, etc.;
- The implementation of **Certification Assistance Programs**;
- **Supporting financial Literacy Assistance/Awareness** to help reduce the amount of debt carried by teacher education students/graduates (and parents);
- Continue to support programs like **Future Teachers of America** and develop **Teacher**

Cadet programs to support early introduction to the profession and enhance completion of dual credit coursework;

- Host an **annual Systemwide Teacher Pinning Ceremony**, recognizing teacher education graduates and demonstrating the reach of our teacher placements;
- Provide advocacy at the State level for **paid internships to improve student teaching experiences and eliminate some of the hurdles for students who can't afford to spend an entire semester unpaid**; and
- Advocate for **the development of official teaching mentors** within each school to support the professional development of pre-service teachers (adding a modest stipend for formal recognition of teaching mentors could benefit both existing teachers and students who are interested in the profession.)

Leadership, Colleges/School of Education



**Peter Hlebowitsh,
Ph.D.**

Dean

UA College of
Education

(January 2013 – June
2023)



**Elizabeth Wilson,
Ph.D.**

Interim Dean

UA College of
Education

(July 2023 - present)



**Teresa Taber
Doughty, Ph.D.**

Dean

UAB School of
Education

(April 2023 – present)



**Beth Nason Quick,
Ph.D.**

Dean

UAH School of
Education

(January 2015 –
present)

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DATA COLLECTION, ANALYSIS & PUBLICATION

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APPENDIX

Survey of Deans, Questionnaire

Attracting and Retaining Students in Teacher Education Programs

1. Teacher preparation programs across the country are experiencing declining enrollment, increasing cost for education majors, and difficulties with recruiting a diverse student body. Please describe challenges of recruiting and retaining students in your teacher education program.

2. Are you successful in attracting and retaining teaching candidates in some areas (e.g., STEM, early childhood education, special education, etc.) more than in other areas? Please explain.

3. Do you believe teaching is viewed as a desired career in Alabama? Why? In your opinion, what are possible ways to make teaching more attractive for prospective students?

4. In your opinion, what are the primary reasons for challenges with recruiting students in teacher education programs in your university? Please rank the following reasons in the order of importance with 1 being most important and 8 being least important.

_____ Perception of low teacher salaries

_____ Perception of work-related stress, such as discipline problems in the classroom or security issues

_____ Test or certification requirements for teacher candidates

_____ GPA requirements for teacher education majors

_____ Assessments of practicing teachers

_____ Tuition and fees or other costs associated with becoming a teacher (e.g., testing expenses or commuting expenses to fulfill student teaching requirements)

_____ Other Alabama State Department of Education requirements, please describe:

_____ Other, please describe:

5. In your opinion, what attracts students to your teacher education programs? Please rank the

following factors in the order of importance with 1 being most important and 9 being least important.

_____ Job stability

_____ Salary and benefits (such as retirement system)

_____ Additional pay for higher level of education (such as pay schedule depending on the level of your degree)

_____ Scholarships and loan forgiveness programs in the field of education

_____ Flexible hours, time off, and opportunity to spend time with one's own children

_____ Innovative teaching programs at your institution, please describe:

_____ Opportunity to work with children

_____ Making a difference

_____ Other, please describe:

6. Do you have articulation agreements with community colleges to facilitate students' transfer to the university teacher preparation programs? Approximately, what percentage of graduates in your teacher preparation programs started as transfer students?

7. Please describe GPA, earned hours, and other requirements for enrollment in the upper division courses or requirements for admission in teacher education programs. In your opinion, why do some students not progress to teacher education programs? Please, include web links, if applicable.

8. Please describe scholarships, loan forgiveness opportunities, and other financial incentives for students and graduates of your teacher education programs. Please, include web links, if applicable.

9. Does your institution provide support for students seeking alternative teacher certification? Please explain or provide web links, if applicable. Approximately, how many students in your institution seek alternative teacher certification each year? Which disciplines do students who seek alternative certification typically come from?

Testing Data, State Requirements, and Accreditation

10. Do you require your students to have Alabama professional educator licensure (certificates) as part of graduation requirements? Please share your general perceptions regarding the inclusion of

Alabama professional educator licensure (certificates) as a prerequisite for graduation.

11. Please describe the requirements for the initial Alabama professional educator licensure (certificates). What substantive changes have taken place in these requirements over the last ten years?

12. Are your teacher preparation programs accredited by Specialized Professional Associations such as NCATE, TEAC, and/or CAEP? Please provide details.

Clinical, Student Teaching Experiences, and Internships

13. Please describe clinical and teaching experiences required for students in your college. Please include program names and degree levels for program-specific requirements, if applicable.

14. At what point in their studies do students have an opportunity to teach a class to determine if they have an aptitude for teaching?

15. Does your program make academic calendar, financial aid, or other adjustments to support student teaching experience? Please explain.

16. How can your college and your state improve opportunities for student teaching experiences?

Initiatives and Collaborations with P-12 Partners and Communities

17. Please list and describe initiatives and collaborations between your campus and P-12 partners that help address educational needs.

18. Please describe initiatives and collaborations between your campus and specific communities that help address educational needs locally and in other areas of Alabama.

19. Teacher turnover is one of the greatest contributors to the shortage of teachers nationally and in Alabama. What is your college doing to help address teacher attrition in the state?

20. Do you have a mechanism for tracking your teacher education alumni? How are you connecting with your teacher education alumni?

21. Does your campus provide continuing education opportunities for teachers in the field? Please describe.

22. How can the University of Alabama System office help to support teacher education programs on your campus?

Other Challenges and Opportunities

23. Please describe other challenges (e.g., faculty recruitment and turnover, space limitations, etc.) your teacher education programs face. How can the University of Alabama System help address these challenges?

24. Please provide additional comments or suggestions. (Also, use this space to provide any feedback or recommendations regarding the teacher education program draft data sheet that was included with this survey).



443

Enrolled

176

Completed

2019-20
532 Enrolled
249 Completed

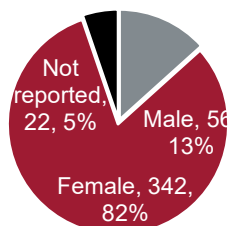
2021-22
443 Enrolled
176 Completed

2020-21
456 Enrolled
212 Completed

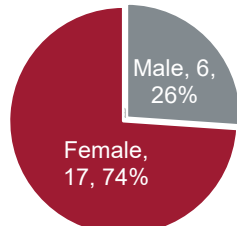
420 (95%) Traditional Class B
23 (5%) Alternative Class A

Enrollment by Gender (2021-22)

Traditional Class B

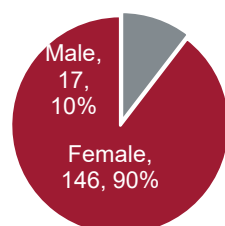


Alternative Class A

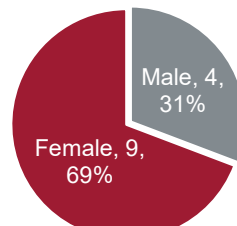


Completions by Gender (2021-22)

Traditional Class B



Alternative Class A



Teacher and Special Education Programs

Department of Curriculum and Instruction

Elementary Education, B.S.Ed. (traditional class B)

CIPC 13.1202 (Elementary Education and Teaching)

Early Childhood Education, B.S. (traditional class B)

CIPC 19.0711 (Early Childhood and Family Studies)

Secondary Education, B.S.Ed. (traditional class B)

CIPC 13.1205 (Secondary Education and Teaching); coursework in English language arts; Foreign language education (French, German, Latin, and Spanish); Mathematics; General Science (Biology, Chemistry, or Physics); and General Social Science

Elementary Education, M.A. (traditional and alternative class A)

CIPC 13.1202 (Elementary Education and Teaching)

Secondary Education, M.A. (traditional and alternative class A)

CIPC 13.1205 (Secondary Education and Teaching); coursework in Biology; Chemistry; English for Speakers of Other Languages; Foreign Language (French, German, Latin, or Spanish); Geography; History; Music; Physics; Reading Specialist (P-12, traditional Class A only); concentrations in English Language Arts (comprehensive); General Science (comprehensive); Mathematics; and Social Science (comprehensive)

Elementary Education, Ed.S. (traditional class AA)

CIPC 13.1202 (Elementary Education and Teaching)

Secondary Education, Ed.S. (traditional class AA)

CIPC 13.1205 (Secondary Education and Teaching); coursework in Biology; Chemistry; English for Speakers of Other Languages; English Language Arts (comprehensive); Foreign Language (French or Spanish); General Science (comprehensive); Geography; History; Mathematics; Music; Physics; and Social Science (comprehensive)

Teaching English to Speakers of Other Languages, M.A. (traditional and alternative class A)

CIPC 13.1401 (Teaching English as a Second or Foreign Language/ESL Language Instructor)

Department of Kinesiology

Kinesiology, B.S.E. (Physical Education; traditional class B)

CIPC 31.0505 (Exercise Science and Kinesiology); coursework in Exercise Science and Physical Education

Kinesiology, M.A. (Physical Education; traditional and alternative class A)

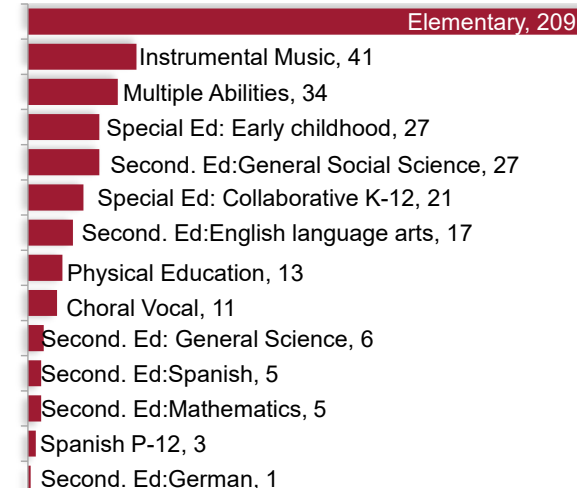
CIPC 31.0505 (Exercise Science and Kinesiology); coursework in Exercise Science and Sport Pedagogy

Department of Music Education/Traditional class B

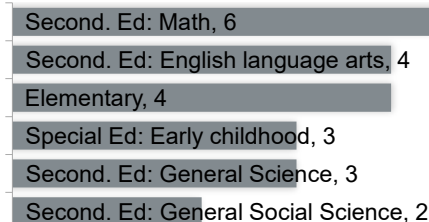
Music Education (Instrumental Music and Vocal/Choral Music), B.S.Ed.

CIPC 13.1312 (Music Teacher Education)

Enrollment by Major (2021-22) Traditional Class B

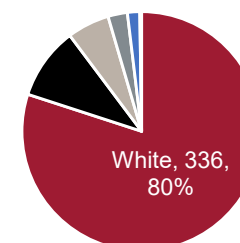


Alternative Class A

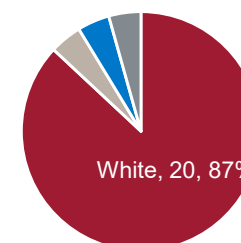


Enrollment by Race/Ethnicity (2021-22)

Traditional Class B



Alternative Class A



**Praxis® - Content:
First-time passing rates (2021-22)**

Assessment	Takers	Pass
ETS5081 SOCIAL STUDIES CK	26	77%
ETS5113 MUSIC CK	21	72%
ETS0435 GENERAL SCI CK	13	46%
ETS5002 EEMS: READING LANG ARTS	7	71%
ETS5903 EEMS: MATHEMATICS	135	72%
ETS5904 EEMS: SOCIAL STUDIES	137	50%
ETS5905 EEMS: SCIENCES	137	62%
ETS5025 EARLY CHILDHOOD ED.	118	92%
ETS5038 ENGLISH LANG. ARTS CK	29	69%
ETS5091 PHYSICAL ED CK	10	80%
ETS5161 MATHEMATICS CK	13	31%
ETS5195 SPANISH WORLD LANG.	9	22%
ETS5205 TEACHING READING: ELEM.	127	73%
ETS5354 SE CK & APPLICATIONS	40	88%
ETS5358 GIFTED EDUCATION	1	*
ETS5362 ESOL	4	*

CK=Content Knowledge
EEMS= Elementary Education Multiple Subjects
ESOL=English for Speakers of Other Languages
SE CK=Special Education Core Knowledge

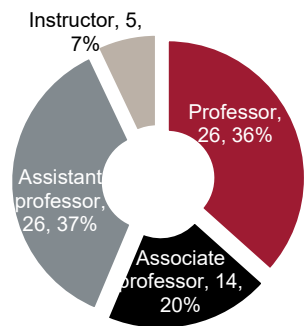
Education Faculty (Fall 2022)

123 faculty members
(71 full- and 52 part-time)

Of 71 full-time faculty, 45 (63%) are tenured or on tenure track.

\$91,186
Mean nine-month salary

Full-time faculty by rank



Data Source: UA OIRA



Department of Special Education and Multiple Abilities

Special Education (Collaborative Education and Multiple Abilities), B.S.Ed.
CIPC 13.1001 (Special Education and Teaching, General); trad. class B with coursework in Collaborative Education (K-6; 6-12); Early Childhood Special Education; and Multiple Abilities

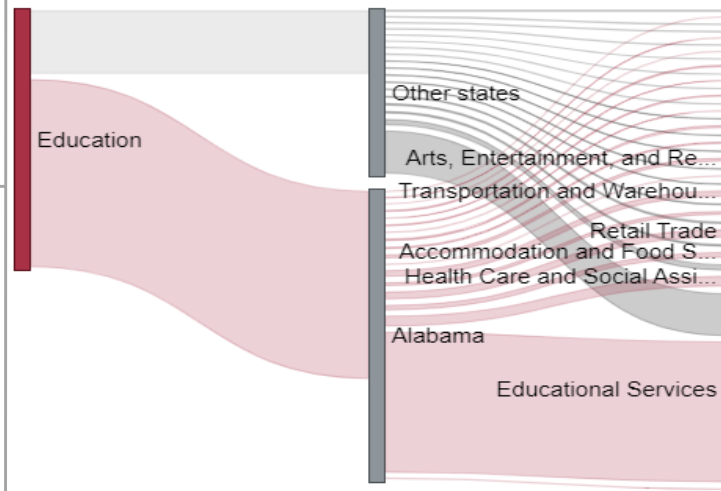
Special Education, M.A. (traditional and alternative class A)

CIPC 13.1001 (Special Education and Teaching, General); coursework in collaborative education; early childhood special education; and gifted and talented (traditional M.A. only); autism and severe disabilities

Special Education, Ed.S. (traditional class AA)

CIPC 13.1001 (Special Education and Teaching, General); coursework in collaborative education (k-6; 6-12), early childhood special education, and gifted and talented

**Employment Outcomes One Year After Graduation:
Bachelor's Graduates**



Industries of employment and geographic destinations of alumni with Bachelor's in Education degrees (CIPC 13.0000) can be gauged based on the Post-Secondary Employment Outcomes project.

- Employment records one year after graduation were found for 3,880 UA graduates with degrees in Education. 2,907 (75%) of them were employed in the state of Alabama. 2,832 (73%) were employed in Educational Services.

- Employment records five years after graduation were found for 3,489 UA graduates with degrees in Education. 2,453 (70%) of them were employed in the state of Alabama. 2,451 (70%) were employed in Educational Services.

- Employment records ten years after graduation were found for 1,474 UA graduates with degrees in Education. 1,117 (76%) of them were employed in the state of Alabama. 1,116 (76%) were employed in Educational Services.

Earnings of Borrowers

	One year*	Two years**	Three years***
13.10 Special Education and Teaching			
Bachelor's	\$37,693	\$38,721	\$39,635
Master's	\$45,038	\$45,752	\$47,022
13.12 Teacher Education, Levels and Methods			
Bachelor's	\$37,936	\$37,898	\$39,901
Master's	\$47,480	\$47,455	\$51,439
13.13 Teacher Education, Subject Areas			
Bachelor's	\$30,061	\$28,816	\$38,383
Master's	\$38,362	\$34,420	\$38,657

Data Source: College Scorecard

*AY2016-17, AY2017-18 pooled earnings cohort measured in CY2018, CY2019; **AY2014-15, AY2015-16 pooled earnings cohort measured in CY2017, CY2018; ***AY2014-15, AY2015-16 pooled earnings cohort measured in CY2018, CY2019

Median Debt of Borrowers

CIPC 13.10 Special Education and Teaching
Bachelor's degree recipients: median debt is **\$26,000** for all federal loans and **\$25,000** for loans taken at UA

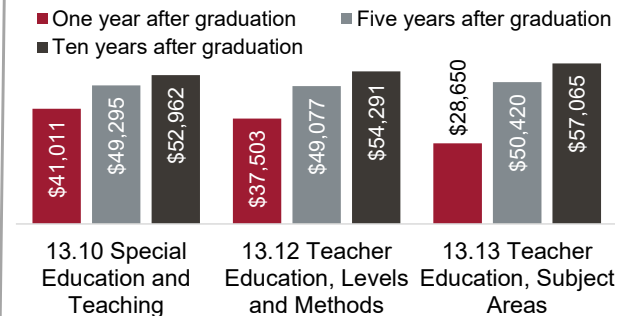
CIPC 13.12 Teacher Education, Levels and Methods
Bachelor's degree recipients: median debt is **\$27,000** for all federal loans and **\$26,000** for loans taken at UA

Master's degree recipients: median debt is **\$30,750** for loans taken at UA

CIPC 13.13 Teacher Education, Subject Areas
Bachelor's degree recipients: median debt is **\$26,000** for all federal loans and **\$25,750** for loans taken at UA

Data Source: College Scorecard, 2017-18 and 2018-19 pooled award year cohort

Earnings of all Bachelor's Graduates



Data Source: Post-Secondary Employment Outcomes Project, 2001-2018 graduating classes



406 Enrolled
141 Completed

2019-20
370 Enrolled
123 Completed

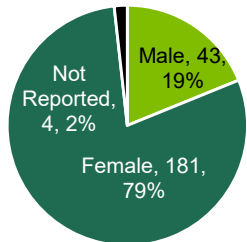
2021-22
406 Enrolled
141 Completed

2020-21
429 Enrolled
149 Completed

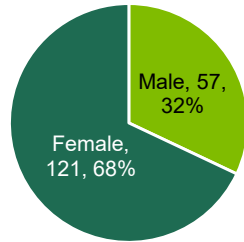
228 (56%) Traditional Class B
178 (44%) Alternative Class A

Enrollment by Gender (2021-22)

Traditional Class B

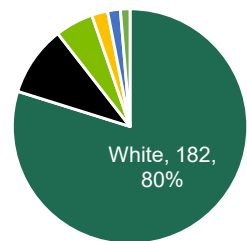


Alternative Class A

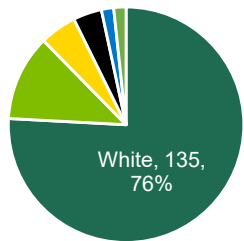


Enrollment by Race/Ethnicity (2021-22)

Traditional Class B



Alternative Class A



■ Unknown, 22
■ African American, 12
■ Hispanic, 9
■ Two or More Races, 4
■ Asian, 3

■ African American, 21
■ Hispanic, 9
■ Unknown, 21
■ Asian, 3
■ Two or More Races, 3

Teacher and Special Education Programs

Department of Curriculum and Instruction

Traditional class B certifications

[Early Childhood Education, B.S.Ed.](#)

CIPC 13.1210 (Early Childhood Education and Teaching)

[Elementary Education, B.S.Ed.](#)

CIPC 13.1202 (Elementary Education and Teaching)

[Secondary School Education, B.S.Ed.*](#)

CIPC 13.1205 (Secondary Education and Teaching)

Traditional and Alternative class A programs

[Arts Education, M.A.Ed.](#)

CIPC 13.1302 (Art Teacher Education)

[Early Childhood Education, M.A.Ed.](#)

CIPC 13.1210 (Early Childhood Education and Teaching)

[Elementary Education, M.A.Ed.](#)

CIPC 13.1202 (Elementary Education and Teaching)

[Secondary School Education, M.A.Ed.*](#)

CIPC 13.1205 (Secondary Education and Teaching)

[Special Education, M.A.Ed.](#)

CIPC 13.1001 (Special Education and Teaching, General)

Traditional class A programs

[Reading, M.A.Ed.](#)

13.1315 (Reading Teacher Education)

[English as a Second Language, M.A.Ed.](#)

CIPC 13.1401 (Teaching English as a Second or Foreign Language)

Department of Curriculum and Instruction

Department of Human Studies

Traditional class AA programs

[Education, Ed.S.](#)

CIPC 13.1301 (Education, General); concentrations in Special Education (Collaborative Teacher Autism Spectrum Disorder), Special Education (Collaborative Teacher Reading), Early Childhood, Elementary Education, High School Education (Biology, Chemistry, General Science, Mathematics, Physics, English Language Arts, General Social Science, or History), Kinesiology - Physical Education, and TESOL

Department of Human Studies

Traditional class B certification

[Kinesiology, B.S.Ed.](#)

CIPC 13.1314 (Physical Education Teaching and Coaching)

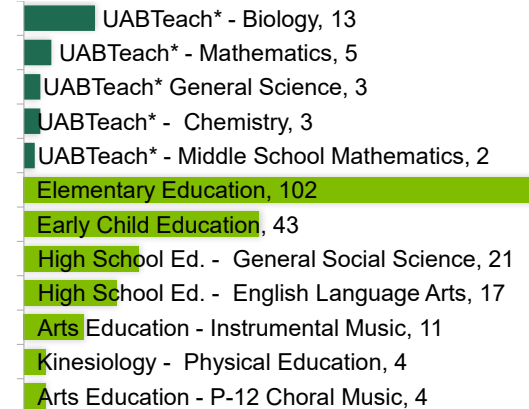
Alternative class A certifications

[Kinesiology, M.S.](#)

CIPC 13.1314 (Physical Education Teaching and Coaching)

*Formerly High School Education, B.S.Ed. and M.A.Ed.

Enrollment by Major (2021-22)



TEACH. WHAT'S YOUR SUPERPOWER?

*Partnership between the College of Arts and Sciences, the School of Education, the School of Health Professions, and the School of Engineering, UAB Teach lets undergraduate students majoring in STEM fields receive both their subject matter degree and full teaching certification in four years at no extra time or cost.

Alternative Class A



Data Source: UAB College of Education

Praxis® - Content:
First-time passing rates (2021-22)

Assessment	Takers	Pass
ETS0081 SOCIAL STUDIES CK	16	63%
ETS0113 MUSIC CK	4	75%
ETS0235 BIOLOGY CK	4	100%
ETS0245 CHEMISTRY CK	2	*
ETS0435 GENERAL SCI CK	7	100%
ETS5002 EEMS READING LANG ARTS	32	72%
ETS5003 EEMS MATHEMATICS	40	80%
ETS5004 EEMS SOCIAL STUDIES	38	66%
ETS5005 EEMS SCIENCES	41	59%
ETS5903 EEMS MATHEMATICS	8	75%
ETS5904 EEMS SOCIAL STUDIES	7	71%
ETS5905 EEMS SCIENCES	7	71%
ETS5025 EARLY CHILDHOOD EDUC.	29	86%
ETS5038 ENGLISH LANGUAGE ARTS	14	93%
ETS5091 PHYSICAL ED CK	2	*
ETS5134 ART CK	7	86%
ETS5161 MATHEMATICS CK	5	20%
ETS5195 SPANISH WORLD LANGUAGE	2	*
ETS5205 TEACHING READING: ELEM.	55	81%
ETS5354 SE CK & APPLICATIONS	11	100%
ETS5362 ESOL	10	90%
ETS5174 FRENCH WORLD LANGUAGE	2	*

CK=Content Knowledge
EEMS= Elementary Education Multiple Subjects
ESOL=English for Speakers of Other Languages
SE CK=Special Education Core Knowledge

edTPA® Principles of Teaching and Learning: First-time passing rates (2021-22)

Assessment	Takers	Pass
0003 SEC ENGLISH LANG. ARTS	14	100%
0004 SEC HISTORY-SOC. STUDIES	16	100%
0005 SEC MATHEMATICS	5	100%
0006 SEC SCIENCE	13	92%
0011 K-12 PHYSICAL EDUCATION	2	*
0012 SPECIAL EDUCATION	12	92%
0015 VISUAL ARTS	7	100%
0020 WORLD LANGUAGES	1	*
0021 K-12 PERFORMING ARTS	4	100%
0110 ELEM ED LITERACY WITH MATH.	36	94%
0115 ENGLISH AS AN ADDIT. LANG.	10	90%
0014 EARLY CHILDHOOD EDUC.	17	94%

SEC.=SECONDARY

Data Source: UAB College of Education

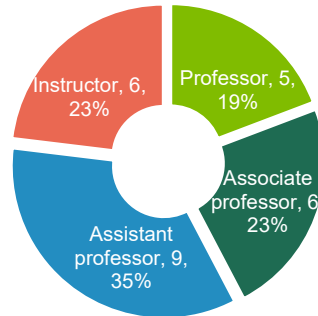
Education Faculty (Fall 2022)

29 faculty members
(26 full- and 3 part-time)

Of 26 full-time faculty, 19 (73%) are tenured or on tenure track.

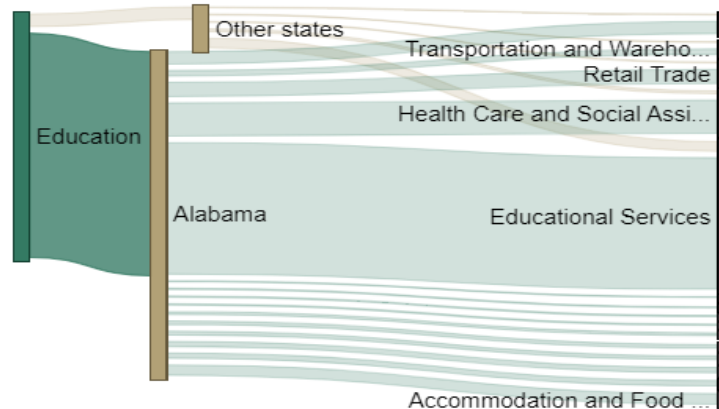
\$87,304
Mean nine-month salary

Full-time faculty by rank



Data Source: UAB Institutional Effectiveness and Analysis

Employment Outcomes One Year After Graduation: Bachelor's Graduates



Industries of employment and geographic destinations of alumni with Bachelor's in Education degrees (CIPC 13.0000) can be gauged based on the Post-Secondary Employment Outcomes project. Employment records one year after graduation were found for 1,196 UAB graduates with degrees in Education. 1,135 (95%) of them were employed in the state of Alabama. 711 (59%) were employed in Educational Services. Employment records five years after graduation were found for 1,055 UAB graduates with degrees in Education. 885 (84%) of them were employed in the state of Alabama. 639 (61%) were employed in Educational Services.

Data Source: Post-Secondary Employment Outcomes Project (PSEO)

Earnings of Borrowers

	One year*	Two years**	Three years***
13.10 Special Education and Teaching			
Master's	\$45,296	\$44,170	\$48,118
13.12 Teacher Education, Levels and Methods			
Bachelor's	\$33,758	\$34,997	\$37,181
Master's	\$42,811	\$42,682	\$45,291
13.13 Teacher Education, Subject Areas			
Bachelor's	\$30,620	\$29,882	\$33,214
Master's	\$41,621	\$45,305	\$48,397
13.14 Teaching English as a Foreign Language			
Bachelor's	\$47,975	\$47,260	\$48,052

Data Source: College Scorecard

*AY2016-17, AY2017-18 pooled earnings cohort measured in CY2018, CY2019; **AY2014-15, AY2015-16 pooled earnings cohort measured in CY2017, CY2018; ***AY2014-15, AY2015-16 pooled earnings cohort measured in CY2018, CY2019

Median Debt of Borrowers

CIPC 13.10 Special Education and Teaching Master's degree: median debt is **\$42,260** for loans taken at UAB

CIPC 13.12 Teacher Education, Levels and Methods Bachelor's degree: median debt is **\$31,000** for all federal loans and **\$28,000** for loans taken at UAB.

Master's degree: median debt is **\$32,410** for loans taken at UAB

CIPC 13.13 Teacher Education, Subject Areas Bachelor's degree: median debt is **\$24,861** for all federal loans and **\$21,500** for loans taken at UAB.

Master's degree: median debt is **\$25,122** for loans taken at UAB

CIPC 13.14 Teaching English as a Foreign Language Bachelor's degree: median debt is **\$20,571** for loans taken at UAB.

Master's degree: median debt is **\$25,122** for loans taken at UAB

CIPC 13.14 Teaching English as a Foreign Language Bachelor's degree: median debt is **\$20,571** for loans taken at UAB.

Master's degree: median debt is **\$25,122** for loans taken at UAB

CIPC 13.14 Teaching English as a Foreign Language Bachelor's degree: median debt is **\$20,571** for loans taken at UAB.

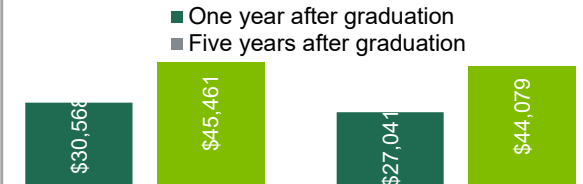
Master's degree: median debt is **\$25,122** for loans taken at UAB

CIPC 13.14 Teaching English as a Foreign Language Bachelor's degree: median debt is **\$20,571** for loans taken at UAB.

Master's degree: median debt is **\$25,122** for loans taken at UAB

Data Source: College Scorecard, 2017-18 and 2018-19 pooled award year cohort

Median Earnings of all Bachelor's Graduates



Teacher Education, Levels and Methods (CIPC 13.12) Teacher Education, Subject Areas (CIPC 13.13)

Data Source: Post-Secondary Employment Outcomes Project, 2001-2018 graduating classes



101 Enrolled
29 Completed

2019-20
173 Enrolled
40 Completed

2021-22
101 Enrolled
29 Completed

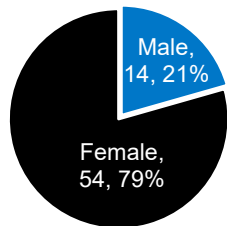
2020-21
136 Enrolled
44 Completed

68 (67%) Traditional Class B
33 (33%) Alternative Class A

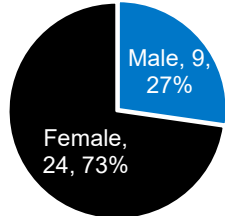
Aside from traditional class B and alternative class A certifications, there were 41 students seeking traditional class A certification in 2019-20, 45 in 2020-21, and 46 in 2021-22. 19 students received traditional class A certification in 2019-20, 10 in 2020-21, and 18 in 2021-22.

Enrollment by Gender (2021-22)

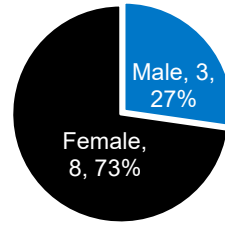
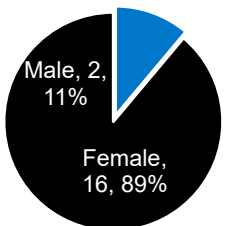
Traditional Class B



Alternative Class A



Completions by Gender (2021-22)



Teacher and Special Education Programs

Department of Curriculum and Instruction

Traditional class B certifications

Early Childhood Education/Early Childhood Special Education, B.S.

CIPC 13.1015 (Education/Teaching of Individuals in Early Childhood Special Education Programs)

Elementary Education, B.A.

CIPC 13.1202 (Elem. Ed. and Teaching); Elem. and Collaborative (K-6)

Secondary Education, B.S.

CIPC 13.1205 (Secondary Education and Teaching); concentrations in Secondary Biology (6-12), Secondary Chemistry (6-12), Secondary Physics (6-12), Secondary Mathematics (6-12); Secondary English Language Arts (6-12), Secondary History, Secondary General Science (6-12), Secondary Social Studies (6-12), Secondary French (6-12), Secondary German (6-12), and Secondary Spanish (6-12)

Class A certifications

Differentiated Instruction, M.Ed.

CIPC 13.1206 (Teacher Education, Multiple Levels); traditional class A certification with concentrations in Elementary (K-6) Education, Secondary Biology (6-12), Secondary Chemistry (6-12), Secondary English Language Arts (6-12), Secondary History (6-12), Secondary Mathematics (6-12), Secondary Physics (6-12), English for Speakers of Other Languages (P-12), Collaborative - Autism Spectrum Disorders (K-6 or 6-12), Visual Impairments (P-12), and Reading Specialist (P-12)

Teaching, M.A.T.

CIPC 13.1205 (Secondary Education and Teaching); alternative class A certification with concentrations in Secondary Biology (6-12), Secondary Chemistry (6-12), Secondary English Language Arts (6-12), Secondary History (6-12), Secondary Mathematics (6-12), Secondary Physics (6-12), and English for Speakers of Other Languages (P-12)

Teaching Elementary Education, M.A.

CIPC 13.1202 (Elementary Education and Teaching); alternative class A certification

Teaching P-12 Education, M.A.

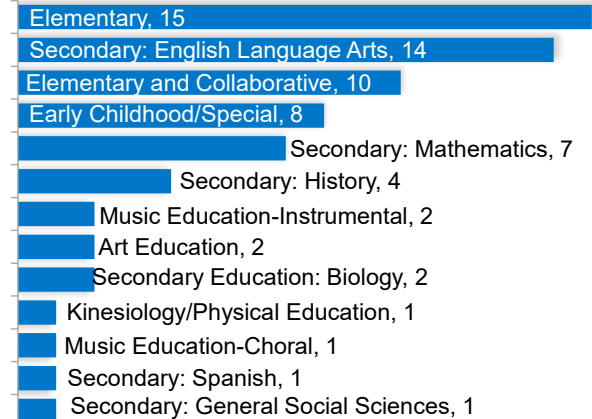
CIPC 13.1206 Teacher Education, Multiple Levels; alternative class A certification with concentrations in Physical Education (P-12) (JUMP* option available), Music Education - Instrumental (P-12) (JUMP* option available), Music Education - Choral (P-12) (JUMP* option available), Collaborative Teaching (K-12) (awaiting ALSDE final approval)

*UAH's Joint Undergraduate Master's Program (JUMP) allows undergraduate students to study at the graduate level. By taking graduate courses in their senior year, undergraduate students could reduce the time taken to get a graduate (M.S. or M.A.) degree. For more information, see

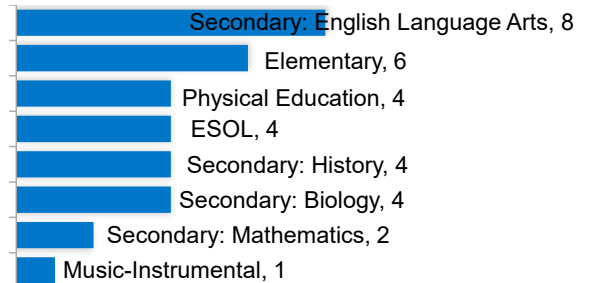
<https://catalog.uah.edu/grad/academic-info/jump/>.

Enrollment by Major and Concentration (2021-22)

Traditional Class B

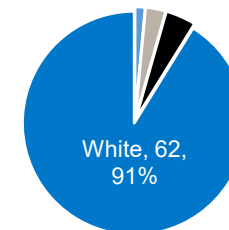


Alternative Class A

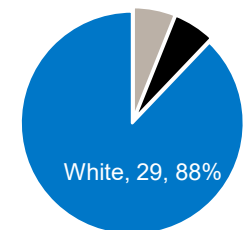


Enrollment by Race/Ethnicity (2021-22)

Traditional Class B



Alternative Class A



Data Source: UAH College of Education

**Praxis® - Content:
First-time passing rates (2020-21)**

Assessment	Takers	Rate
ETS5081 SOCIAL STUDIES CK	2	*
ETS5113 MUSIC CK	2	*
ETS5235 BIOLOGY CK	1	*
ETS5038 ENGLISH LANG. ARTS CK	6	100
ETS5091 PHYSICAL ED CK	1	*
ETS5161 MATHEMATICS CK	4	50
ETS5205 TEACHING READING: ELE	11	90.9
ETS5362 ESOL	4	100
ETS5941 WORLD AND U.S. HIST. C	2	*

CK=Content Knowledge
ESOL=ENGLISH TO SPEAKERS OF OTHER LANGUAGES

edTPA® Principles of Teaching and Learning: First-time passing rates (2020-21)

Assessment	Takers	Pass
0003 SEC ENGLISH LANG. ARTS	6	100
0004 SEC HIST.-SOCIAL STUDIES	2	*
0005 SEC MATHEMATICS	2	*
0006 SEC SCIENCE	2	*
0011 K-12 PHYSICAL EDUCATION	3	*
0015 VISUAL ARTS	2	*
0021 K-12 PERFORMING ARTS	2	*
0110 ELEM ED LITERACY WITH MATHEMATICS	10	100

SEC=Secondary

Education Faculty (Fall 2022)

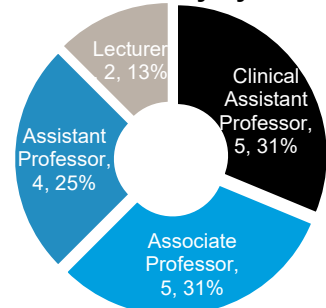
28 faculty members
(16 full- and 12 part-time)

Of 16 full-time faculty, 9 (56%) are tenured or on tenure track.

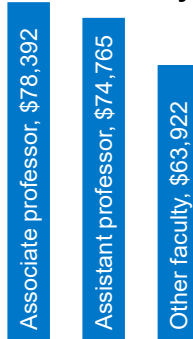
\$71,155

Mean nine-month salary

Full-time faculty by rank



Data Source: UAH OIREA



Teacher and Special Education Programs

Department of Kinesiology

B.S. in Kinesiology

CIPC 31.0505 (Exercise Science and Kinesiology) traditional class B certification with concentration in Physical Education (P-12)

Department of Art, Art History, & Design

Art, B.A.

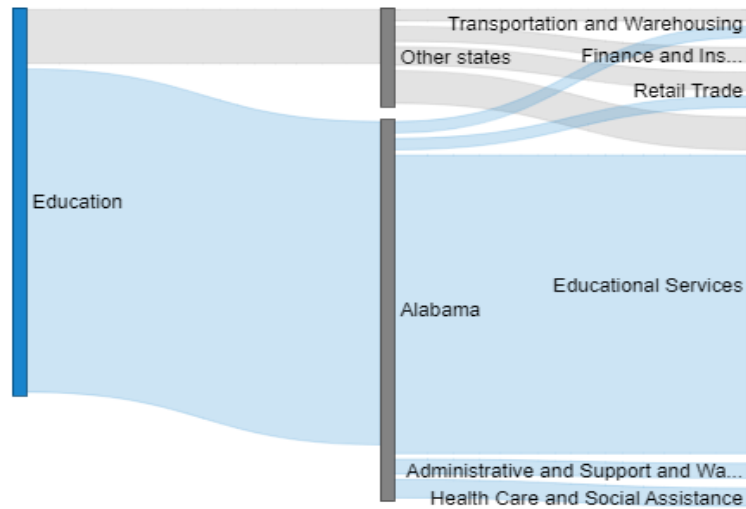
CIPC 50.0701 (Art/Art Studies, General); traditional class B certification with a concentration in Art Education

Department of Music

Music, BA

CIPC 50.0901 (Music, General); traditional class B certification with concentrations in Music-Choral (P-12) and Music-Instrumental (P-12)

Employment Outcomes One Year After Graduation: Bachelor's Graduates

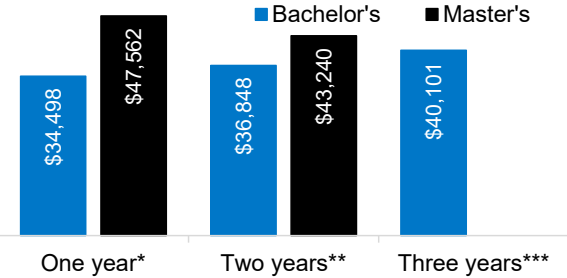


Industries of employment and geographic destinations of alumni with all Education degrees (CIPC 13.0000) can be gauged based on the Post-Secondary Employment Outcomes project.

- Employment records one year after graduation were found for 102 UAH graduates with degrees in Education. 89 (87%) of them were employed in the state of Alabama. 89 (87%) were employed in Educational Services.
- Employment records five years after graduation were found for 115 UAH graduates with degrees in Education. 88 (77%) of them were employed in the state of Alabama. 92 (80%) were employed in Educational Services.
- Employment records ten years after graduation were found for 66 UAH graduates with degrees in Education. 38 (58%) of them were employed in the state of Alabama. 49 (74%) were employed in Educational Services.

Earnings of Borrowers

(13.12) Teacher Education and Professional Development, Specific Levels and Methods



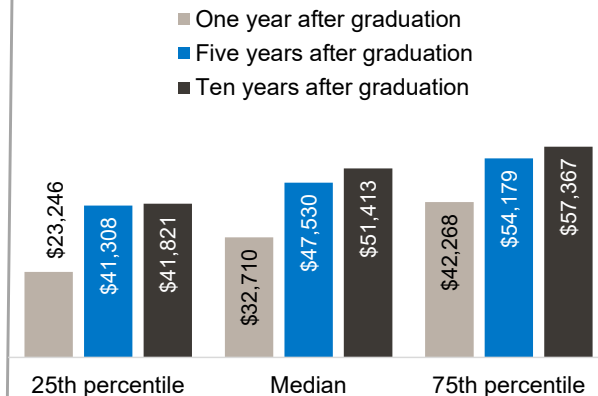
Data Source: College Scorecard

*AY2016-17, AY2017-18 pooled earnings cohort measured in CY2018, CY2019; **AY2014-15, AY2015-16 pooled earnings cohort measured in CY2017, CY2018; ***AY2014-15, AY2015-16 pooled earnings cohort measured in CY2018, CY2019

Median Debt of Borrowers

Median debt for all federal loans for Bachelor's degree recipients (CIPC 13.12): **\$27,250**
 Median debt for loans taken out at UAH for Bachelor's degree recipients (CIPC 13.12): **\$20,850**
 Median debt for loans taken out at UAH for Master's degree recipients (CIPC 13.12): **\$20,500**
 Data Source: College Scorecard, 2017-18 and 2018-19 pooled award year cohort

Median Earnings of all Bachelor's Graduates



Data Source: Post-Secondary Employment Outcomes Project, 2001-2018 graduating classes