AAQEP Annual Report for 2025

Provider/Program Name:	North Carolina Wesleyan University
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	Spring 2029

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

The North Carolina Wesleyan University Teacher **Education Program** is accredited by both the state of North Carolina's State Board of Education/Department of Public Instruction and the Association for Advancing Quality in Educator Preparation (AAQEP)a national accrediting body for Teacher Education programs. While the accreditation requirements for the State of North Carolina must be met annually, the accreditation time period for AAQEP is a seven-year obligation and will conclude on June 30,

2029. Students with a degree in the Teacher Education Program are eligible for licensure by the State of North Carolina upon completion of all requirements.

Program Design:

The North Carolina Wesleyan University Teacher Education Program is a licensure program that offers majors in the following areas (Initial License Only):

• Elementary Education (grades K-6)

• Middle Grades Education (grades 6-9) in the areas of Language Arts, Mathematics, Science and Social Studies.

• Special Education General Curriculum K-12

• Licensure in Secondary Education (grades 9-12) in the areas of Biology, English, History, or Mathematics. Students seeking 9-12 certification **minor** in Teacher Education while majoring in a respective content area.

• Alternative Licensure Pathway: North Carolina Wesleyan University also offers an alternative pathway to licensure, referred to as the Residency Pathway. The Residency Pathway, for Adult Evening Students who have a 4-year degree, allows candidates to pursue a license in the same areas as traditional students.

> To gain entry into the Teacher Education program, traditional candidates must meet the

following criteria:

- Take and pass the following courses: EDU 202, EDU 205, EDU 208

- Field Placement Time Log submitted after the aforementioned courses

- Pass the Praxis Core exam with a cumulative score of 468,

- Have an overall GPA of 3.0 on all work taken at NC Wesleyan,

- Participate in an admission interview,

- Provide a writing sample (obtained from the completion of a case study initiated in EDU 202),

- Two letters of recommendation.

NOTE: Entry into the Residency Program requires a minimum undergraduate GPA of 3.0, 24 credit hours in the content area one is teaching and a signed employment contract with a school employer.

The ultimate goal of the teacher education program is to develop teachers who are reflective decision-makers and who work well with diverse K-12 learners. The education program begins with courses taken during the sophomore year. Throughout the program, students complete case studies, develop portfolios, respond to teacher narratives, and work closely with K-12 educators to promote reflective practice and effective decision-making. Field experiences begin in the first two education classes and continue throughout the program to provide students with opportunities to be in diverse school settings. In addition, students complete a full semester practicum experience and 16 weeks of student teaching. Completion of the program requires candidates to: pass all Praxis and/Pearson licensure tests, pass the North Carolina required edTPA, pass student teaching, and complete all coursework while maintaining at least a 3.0 GPA.

Candidate Population: At the conclusion of the 2024-25 academic year, North Carolina Wesleyan College had 71 teacher education candidates. Of those, the majority were Caucasian American (White), followed by African American (Black) and Hispanic American. Similar to the general population at the College, at least 70% of our candidates hail from rural counties/towns, with the majority of them coming from the state of North Carolina. This number includes traditional, Residency, and evening students.

A final, yet important note, is that it was decided that our evening program would become 100% online asynchronous. For the past three years we had been performing in an online synchronous capacity.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

Teacher Education Program | NCWU

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	**Certificate, License, Endorsement, or Other Credential** granted by the state	**Number of Candidates Enrolled** in most recently completed academic year (12 months ending 6/25)	**Number of Completers** in most recently completed academic year (12 months ending 6/25)
Programs that lead to initial teaching credentials			
Total for programs that lead to initial credentials		71	5

Programs that lead to additional or advanced credentials for already-licensed educators			
Total for programs that lead to additional/advanced credentials	N/A	N/A	
Programs that lead to P-12 leader credentials			
Total for programs that lead to P-12 leader credentials	N/A	N/A	
Programs that lead to credentials for specialized professionals or to no specific credential			
Total for programs that lead to specialized professional or no specific credentials	N/A	N/A	
TOTAL enrollment and productivity for all programs	71	5	
Unduplicated total of all program candidates and completers	71	5	

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

N/A

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. **Total enrollment** in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.

71

B. **Total number of unique completers** (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.	
0	
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.	
Seven students were recommended for licensure.	
D. **Cohort completion rates** for candidates who completed the various programs within their respective program's expected timeframe **and** in 1.5 times the expected timeframe.	
95%	
E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.	

1. Pass rate on all licensure tests for completers is **100%** as we do not allow any students to student teach who have not passed all assessments.
2. Pass rates for candidates who are seeking to enter the program officially is 75% during this time period. The assessment referenced are the PraxisCore and Residency teacher applicants. We provide a significant amount of support to students taking this assessment, including a lab class. The aforementioned pass rate is a little lower than in the past, but has been as low as 60%. We still require assistance in this area as a number of our candidates are first generation and attended schools where they did not have licensed teachers. Our adult/evening students have the lowest pass rate.
3. Pass rate for candidates who have been admitted into the program, and seeking to be eligible to student teach is still approximately **56-60%** across all categories during this time. This includes all attempts by candidates who have taken ETS and Pearson tests.

The pass rate for the PPAT, and now, the edTPA, is **100%** for all completers and those seeking licensure only. We recently had three Residency teachers (licensure only) who passed the edTPA on the first attempt. As a result they will not be recommended for licensure until the requirement is met. Fall of 2025 was our first time as a program requiring our students to complete the edTPA. We are proud to note that we had a 100% first time pass rate on the measure.

F. Explanation of **evidence available from program completers**, with a characterization of findings.

In a review of candidate satisfaction surveys received from the State Department of Public Instruction, regarding NC Wesleyan University completers, we considered data from 2023-2024. There were 36 questions on the survey sent to select completers from the State Department of Public Instruction. Over the two-year period, surveys were sent to randomly selected completers, with multiple completers opening the email containing the survey,(61% response rate). The survey, which contained approximately 100 questions, addressed four categories: Preparation, Student Teaching, Mentor Support, Career Satisfaction. In a review of the results, it is clear that the program completers thought that their experience, overall, was a positive one. The feedback is similar to last year as the data from the state department is currently being updated.

Specifically, when addressing the following in regards to preparation: (Unchanged)
- Completers responded that their overall preparation (i.e. skill building, how to teach, working with diverse groups, etc,) was more than adequate. An area of concern that was noted that we must do a better job of preparing students to teach English Language Learners and better address teaching students how to teach reading comprehension.
- Completers overwhelmingly felt that coursework, fieldwork, and student teaching were valuable.
- Completers responded that they need more opportunity to learn strategies to manage student behavior.

Specifically, when addressing the following in regards to student teaching: (Unchanged)
- Completers overall responded that their student teaching experience was a very positive one.
- Completers responded that the demographics of their student teaching classroom was similar to their current classroom
- Completers did not feel as though the student performance of their current students was similar to the students they had when student teaching, especially when it pertained to teaching/learning reading comprehension
- Completers noted that their student teaching experience prepared them very well to develop student's oral language through reading, writing, and speaking.
- Completers noted that the teachers they observed during student teaching provided positive learning opportunities.
- Completers noted that their cooperating teachers during student teachers provided a number of learning opportunities.

Specifically, when addressing the current mentor relationship:
- Completers responded that they have overall supportive relationships with their mentors.
- Completers noted that they need to engage with mentors more often regarding co-teaching and observing.
- Completers noted that mentors influenced their assessment of student learning.

Specifically, when addressing their current career satisfaction:
- Atleast 81% of completers responded that they were satisfied in their current job.

Overall, the Teacher Education program at NC Wesleyan is doing a very good job of matriculating candidates. Though, there are challenges that need to be addressed within the curriculum, especially as it relates to classroom management and literacy. We are also challenged in the number of marginalized students who gain entry into, and complete, the program. Additionally, we must continue our work in the area of recruiting candidates into the program, as we are a small-liberal arts institution that has higher tuition with fewer scholarship opportunities. Much of this remains unchanged from last year, though we must find a way to address completion rates with our Residency students.

Survey Questions:

Align instruction with state standards

Analyze student performance data (e.g. formative and summative assessments, standardized tests, performance tasks, etc.) to improve instruction

Collaborate with colleagues to improve student learning

Create an environment of high expectations for all students

Develop a classroom environment that promotes respect and group responsibility

Develop a variety of assessments (e.g. tests, observations, portfolios, performance tasks)

Develop lessons that build on students' experiences, interests, and abilities

Develop positive and supportive relationships with students

Develop students' questioning and discussion skills

Differentiate instruction

Empower students to become self-directed and productive learners

Help students think critically and solve problems

Maintain discipline and an orderly, purposeful learning environment

Provide purposeful feedback to students to guide their learning

Relate classroom teaching to the real world

Self-assess and reflect on own practices

Set challenging and appropriate goals for student learning and performance

Teach in ways that support academically gifted students

Teach in ways that support English Language Learners

Teach in ways that support special education students

Teach in ways that support students with diverse ethnic, racial, cultural, and socioeconomic backgrounds

Teach the concepts, knowledge, and skills of your discipline(s)

Use technology in the classroom to improve learning outcomes

Work with parents and families to better understand students to support their learning

Design instruction that integrates reading and writing and acknowledges their interconnectedness

Develop reading comprehension for students at different levels of language and literacy

Develop students' concepts of print to support their reading and writing skills

Develop students' oral language through an emphasis on reading, writing, speaking, and listening

Develop students' reading comprehension through the interconnectedness of proficient word reading, background knowledge, language, and vocabulary

Develop students' reading fluency through understanding the relationships between accuracy, decoding, and word recognition

Teach oral and written vocabulary using a variety of approaches, including teaching individual words and word learning strategies

Teach students how to decode words

Teach students how to map individual sounds to printed letters

Teach students how to recognize and manipulate phonemes

Fieldwork

Instructors of your classes

Student teaching experiences

University coursework

Analyze student assessment data/work to adjust instruction

Apply national or state standards to instruction

Assess students' literacy development and analyze progress monitoring data to inform instruction

Create formative and summative student assessments

Develop instructional strategies to promote students' critical thinking skills

Develop strategies for establishing classroom procedures

Develop strategies for managing student behavior

Develop strategies for teaching English Language Learners

Develop strategies for teaching students from diverse racial, ethnic, cultural and socioeconomic backgrounds

Develop strategies for teaching students of varying ability

Develop strategies for teaching students who are academically gifted

Develop strategies for teaching students with special needs

Implement literacy instruction with K-12 students focused on phonics, phonemic awareness, fluency, vocabulary, and comprehension

Implement literacy instruction with teacher educators (e.g. program faculty) and peers focused on phonics, phonemic awareness, fluency, vocabulary, and comprehension

Observe literacy instruction focused on phonics, phonemic awareness, fluency, vocabulary, and comprehension

Plan units and lessons

Provide meaningful and specific academic feedback to students

Receive substantive and actionable feedback on your literacy instruction

Study stages of child development and learning

More coaching and feedback during student teaching

More exposure to a variety of school environments (e.g. urban vs. rural; high-need vs. high-achieving)

More guidance on task/time management

More opportunities to analyze student learning to inform instruction

More opportunities to learn about and develop assessments

More opportunities to learn about and practice classroom management

More opportunities to learn about and practice differentiated classroom instruction

More opportunities to learn about and practice instructional planning

More opportunities to learn about and practice non-teaching tasks (e.g. communicating with parents, developing IEPs, etc.)

Student demographics (e.g. student race/ethnicity, free and reduced-priced lunch status, English language learner status, exceptional children status, etc.)

Student performance

Had extensive knowledge of pedagogical methods

Had extensive knowledge of the curriculum material covered

Modeled effective classroom management strategies

Taught in ways that were quite different from the methods I learned in my courses

Allowed me to implement the strategies and techniques I learned in my preparation courses

Helped me understand the academic content of the grade-level/subject-area

Met regularly with me to discuss my progress

Modeled effective classroom management strategies

Modeled effective teaching strategies

Provided me with useful feedback about my teaching

I always implement the suggestions and advice my mentor gives me

I have a strong professional relationship with my mentor

My mentor provides individualized support based on my needs

Assessing students' learning

Classroom management

Of the success you have had as a beginning teacher, what amount would you attribute to help from your mentor?

Pedagogical strategies

Reflection and professional growth

Unit and lesson planning

Co-teaching with my mentor

Observing my mentor's teaching

Planning instruction with my mentor

Reflecting on the effectiveness of my teaching with my mentor

taught in ways that were quite different from the methods I learned in my courses

Analyze student performance data to improve effectiveness

Collaborate with other professionals in the school

Develop a classroom environment that promotes respect and group responsibility

Develop lessons that build on student experiences, interests, and abilities

Develop positive and supportive relationships with students

Differentiate instruction based on student needs

Help students assess their own learning

Help students think critically and solve problems

Maintain discipline and an orderly, purposeful learning environment

Plan instruction aligned with state standards

Provide purposeful feedback to students to guide their learning

Set challenging and appropriate goals for student learning and performance

Use a variety of assessments (e.g. tests, observations, portfolios, performance tasks) to monitor student learning

Use technology in the classroom to improve learning outcomes

Work with parents and families to better understand students and to support their learning

Administrator support

Colleague support

Fewer mandated assessments

Health and retirement benefits

Mentor support

More autonomy over instructional decisions

Opportunities to assume leadership roles

Parental support

Professional development

Salary

Student behavior

Your instructional resources

Your overall workload

Your teaching assignment

I consider teaching to be my ideal career

In general, I am satisfied with my current job

G. Explanation of **evidence available from employers of program completers**, with a characterization of findings.

This response considers the Employer Satisfaction Survey from 2023-2024.Similar to the surveys sent to completers for three years after they complete a licensed teacher education program, school systems that employ completers receive a survey as well. The surveys are sent to school leaders, with the majority of the surveys being completed by building level principals. The survey contains 37 questions, all followed by the prompt, "Relative to Teachers with comparable experience, how effective is the teacher at the following teaching tasks?", with response options being, "much less", "less", "comparable", "more", and "much more". Approximately 32 schools were selected, 21 principals opened the survey and 18 completed the item (88%). The survey addressed items ranging from the following: teaching, learning, relationship with parents, committee work, curriculum mastery, critical thinking, learning communities, following state mandates, test scores, working with students from diverse backgrounds, etc.).

Narrative Summary of Findings:
- 15 of the 18 responses noted that more than 50% of the completers were "more" or "much more" effective at said tasks relative to teachers with comparable experience.
- For the remaining 2 responses, administrators noted that NC Wesleyan completers were at minimum comparable to educators who had similar experience in selected areas.
- No administrator selected "much less" for a graduate while a few selected "less" for their responses for the time period considered (e.g. 2023-2024).

Sample Questions to the survey are available at: //www.dpi.nc.gov

H. Explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.
Regarding how NC Wesleyan investigates employment rates for program completers: New Data: All Spring 2025 graduates were employed by Fall 0f 2025. The alternate licensure candidates (2) who completed requirements were already employed and the traditional student who graduated is serving as a teacher assistant at the school she completed her student teaching as she is waiting for a position at said school to become available in Fall 2026. - For the past three years (2022-2024), students who complete the teacher education program apply for employment prior to graduating. Students take a seminar course during the student teaching semester and during this course, students set up a licensure application account with the Department of Public Instruction, finalize their resume's, and apply for jobs. Once students confirm school system where they are accepting a job, we log that information and maintain it in an Excel spread sheet. - Because of growing teacher shortages in the state, all of our graduates (100%) have received employment contracts prior to graduation. We do not maintain data regarding completer's ongoing education. That said, now that we have a newly incorporated professional development center, we will add graduate study criteria as an option for all data collected from participants, many of whom will be our graduates.
I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Candidate Performance Measure- 30 hours of field placement each semester	All candidates are expected to accumulate at least 30 contact hours volunteering, observing, and tutoring at a local school during each semester. Candidates are required to have at least 150 contact hours prior to student teaching.	All student teachers accumulated the required number of field placement hours. 100% of our students completed the 30-hour field requirement during the past 12 months.
Candidate/Completer Performance Measure- At least a "2" on the disposition review.	The Teacher Education Council reviews disposition forms at three points in the candidate process. The group chooses from three options for each candidate: 1 (Needs Improvement); 2 (At Standard); 3 (Above Average). Candidates are expected to receive at least a "2" prior to student teaching and at the conclusion of student teaching. Completers must earn a "2" or higher.	100% of student teachers have received a "2" or higher upon entry or completion of student teaching.
Candidate Performance Measure- Passage of edTPA prior to graduation	The edTPA (Educative Teacher Performance Assessment) is a 3-part electronic portfolio required by the state of North Carolina for students completing EPP programs (some EPPs in NC use a comparable portfolio titled the EdTPA). Candidates must make at least a 38 out of a possible 75 on the assessment. We transitioned to the edTPA in Fall 2025.	100% of our student teachers have passed the PPAT and edTPA during the pass 12 months, with an average score of 41. This number includes our Residency, or alternative licensure, applicants.

| Completer Performance Measure used by the State Department of Public Instruction- | Employers are randomly selected of completers and sent an employee survey each year where they are compared/contrasted with educators of comparable standing and experience. | At least 91% of NC Wesleyan completers are rated as comparable or much more comparable to similar employees with similar experience. |

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
After-school Program Engagement	As a part of Introduction to Special Education course requirements, students are required to tutor, for an entire semester, local K-12 students who have IEPs. Passage of the course represents that the standard has been met.	Over the course of the past 12 months, with the exception of two students, all candidates have passed this course.
Successful Case Study Completion	To gain entry into the program, candidates must successfully complete a case study where they follow a K-12 student who has a challenging social, educational, and family situation. Students are required to write a case study that captures the challenges of the student and make recommendations regarding how the student's situation can be supported.	All students who have been admitted into the program have met this requirement.
Passage of EDU 400 (Education and Diversity Course)	Candidates must pass this course with a "C" of higher.	All students admitted into the program have passed this course, which also has a diversity research paper component.
Employer Survey Response (Teaching in diverse settings section)	There is a section on the Employer Survey where completers are assessed regarding their preparation to work in	Employers have rated all our completers as competent or more than competent when compared to educators who have similar experience.

	diverse environments. 50 % is considered competent.	

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

Accomplishments:
1. Program received a 100% first time pass rate on the edTPA assessment.
2. Moved the evening program courses to 100% asynchronous.
3. We are in year 11 of the after-school program where we tutor K-12 students who have IEPs.
4. We provide more resources towards test preparation.
5. We have added two new MOU partnerships with local school systems.

Efforts/Innovations:
1. We are increasing our recruitment efforts at area high schools, community colleges, and on campus.
2. We are conducting professional development sessions for new residency teachers in the region.
3. We are engaging in a fundraising campaign for endowed scholarships.

Challenges/Priorities (ongoing):
1. We need to do a much better job recruiting students to the program in general, but specifically, recruiting students who have higher GPAs and stronger high school resumes'. Recruitment will **continue** to be a major priority this year. We do not offer the level of scholarships that many other programs offer to lure candidates to their campus.
2. We need to continue increasing the first-time pass rate on all licensure tests, as well as the Praxis Core. This is very challenging. Major priority for us as we continue to add resources.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard and recent activities related to investigating data quality. Table 5 may focus on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

Standard 1	
Goals for the 2025-26 year	Increasing First-Time Pass Rate on All Licensure Tests (remains unchanged)
Actions	Provide all test takers with a 240Tutoring Account (online tutoring); Purchase more test prep resources for the library. Additionally, provide one-on-one tutoring to licensure students who need it after first failed administration.
Expected outcomes	Increase the first-time pass rate by a minimum of 25%.
Reflections or comments	My comments remain the same or similar as they were a year ago. Such a challenging area for us as a small liberal arts, high first gen institution that does not offer many scholarships or grants in the area of education. While we have done better, the success rate is only slightly on an incline.

Standard 2	
Goals for the 2025-26 year	Provide PD for candidates who are preparing to compile and submit the edTPA.
Actions	Conduct a bi-weekly cohort meeting and one 2-hour workshop to support the candidates with the electronic portfolio.
Expected outcomes	Since we had a 100% pass rate this past the first time we engaged with the edTPA, I would expect, at minimum, a 90% pass rate.

Reflections or comments	This item was probably the most challenging aspect of our Fall 2025 semester. There was a moment during the semester were I felt that we were learning the process at the same time as students, even though we spent 10 months getting prepared.
Standard 3	
Goals for the 2025-26 year	Expand number of MOUs (Ongoing)
Actions	Solicit and finalize 3 new MOUs with school systems throughout the state
Expected outcomes	We expect to finalize at minimum three new MOUs.
Reflections or comments	We were able to finalize three MOUs last year to expand our partnership.
Standard 4	
Goals for the 2025-26 year	Encourage More completers to work in low wealth school systems
Actions	Contact HR personnel in three of the four low wealth school systems in our area and allow them to meet with candidates at various levels of the program.
Expected outcomes	Allow HR personnel to meet with students who have been recently admitted into the program and those candidates who are completing student teaching.
Reflections or comments	I would like to see more of our students seek employment in systems that have high free/reduced lunch percentages.

Update on Activities to Investigate Data Quality

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

> We are currently working with campus accreditation staff to implement a more targeted program assessment where we receive feedback from our traditional and evening students. Currently, we use course feedback from a "common" survey, with the realization that we need to better target our program by asking questions specifically regarding the Teacher Education structures and program delivery.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate "n/a" if no concerns or conditions were noted). If a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

There were no concerns noted. It was referenced that we need to expand the number of individuals who are external and who can provide feedback on our program.

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

The most impactful development for our program is the transition of our evening offerings being fully asynchronous. This change from synchronous online offerings (and in person), is in line with the direction of the overall institution.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

The edTPA is now a requirement for our program. Previously, we completed the PPAT assessment. We have met this requirement.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Kelvin L. Spragley, Director of Teacher Education	Joe Lane, Provost

Date sent to AAQEP:	January 3, 2025