

Title II Higher Education Act

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Madeleine Frankford Program User

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2017-18 Academic Year Data ▾

2019 Title II Reports National Teacher Preparation Data

University of Alabama Huntsville

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AL

University of Alabama Huntsville Traditional Report AY 2017-18 Alabama

Report CompleteStatus: Certified

Institution Information

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

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

If no IPEDS ID, please provide an explanation

Address

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City

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Section I: Program Information

List of Programs

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

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

This Page Includes:

- [Program Information](#)

Program Information

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

Teacher Preparation Programs	Program Information	Teacher Quality Partnership Grant Member?	Update
Biology, 4-8	No		<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
Biology, 6-12	No		<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
Chemistry, 4-8	No		<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
Chemistry, 6-12	No		<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
Collaborative Special Education, 6-12	No		<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
Collaborative Special Education, K-6	No		<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
Early Childhood Education (P-3) and Early Childhood Special Education (birth-age 8)	No		<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
Elementary Education, K-6	No		<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>

Total number of teacher preparation programs:

Program Information

Teacher Preparation Programs

Teacher Quality Partnership Grant Member?

Update

- [Edit](#)

- [Delete](#)

- [Edit](#)

- [Delete](#)

- [Edit](#)

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English Language Arts 4-8

No

English Language Arts, 6-12

No

French, 4-8

No

French, 6-12

No

General Science, 4-8

No

General Science, 6-12

No

General Social Science, 4-8

No

General Social Science, 6-12

No

German, 4-8

No

German, 6-12

No

History, 4-8

No

History, 6-12

No

Total number of teacher preparation programs:

Teacher Preparation Programs

Teacher Quality Partnership Grant Member?

Update

Mathematics, 4-8	No	<ul style="list-style-type: none"> Edit Delete
Mathematics, 6-12	No	<ul style="list-style-type: none"> Edit Delete
Music (Choral)	No	<ul style="list-style-type: none"> Edit Delete
Music (Instrumental)	No	<ul style="list-style-type: none"> Edit Delete
Physical Education , P-12	No	<ul style="list-style-type: none"> Edit Delete
Physics, 4-8	No	<ul style="list-style-type: none"> Edit Delete
Physics, 6-12	No	<ul style="list-style-type: none"> Edit Delete
Spanish, 4-8	No	<ul style="list-style-type: none"> Edit Delete
Spanish, 6-12	No	<ul style="list-style-type: none"> Edit Delete
Teacher Preparation Program <input type="text"/>	Teacher Quality Partnership Grant Member? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	<ul style="list-style-type: none"> Insert Cancel

Total number of teacher preparation programs:

Save Option

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

Section I: Program Information

Program Requirements

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

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

This Page Includes:

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

Admissions

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

If Other, please specify:

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

No

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

4. Please provide any additional information about or exceptions to the admissions information provided above: *Students are considered for admission to the teacher education program after completion of Block 1 courses and meeting requirements as outlined in the above link. After collecting dispositions and interview data, faculty meet to review and make recommendations for admission. *Candidates are either admitted or not admitted; those who are admitted may be admitted with the Professional Development Plan (PDP) which contains a list of concerns along with plan for addressing the concerns and a timeframe for the student to complete the

*Students are considered for admission to the teacher education program after completion of Block 1 courses and meeting requirements as outlined in the above link. After collecting

PDP. Students are not admitted conditionally.

Undergraduate Requirements

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

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

No

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

Undergraduate Requirements

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

Undergraduate Requirements

Element	Required for Entry	Required for Exit
Minimum ACT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Minimum SAT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Minimum basic skills test score	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Subject area/academic content test or other subject matter verification	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Recommendation(s)	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Essay or personal statement	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Interview	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Other Specify:		
Other specify: <input type="text" value="Candidate disposition asse"/>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>

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

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

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

5. What was the median GPA of individuals completing the program in academic year 2017-18?

6. Please provide any additional information about the information provided above: Candidates must present a minimum of a 2.75 cumulative GPA to be admitted to the educator preparation program. Additionally, they must present a 2.75 or higher GPA in the academic major/teaching field as well as the professional education

Postgraduate Requirements

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

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

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

Element	Required for Entry	Required for Exit
Transcript	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Fingerprint check	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Background check	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum number of courses/credits/semester hours completed	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum GPA	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum GPA in content area coursework	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum GPA in professional education coursework	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum ACT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Minimum SAT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Minimum basic skills test score	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Subject area/academic content test or other subject matter verification	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Recommendation(s)	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Essay or personal statement	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Interview	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Other Specify:		
Other specify: <input type="text" value="Candidate disposition asse"/>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>

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

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

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

5. What was the median GPA of individuals completing the program in academic year 2017-18?

6. Please provide any additional information about the information provided above: In 2017-18, one completer was classified as a post-baccalaureate/certification only

In 2017-18, one completer was classified as a post-baccalaureate/certification only candidate.

candidate.

Supervised Clinical Experience

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Provide the following information about supervised clinical experience in 2017-18. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Supervised Clinical Experience

Average number of clock hours of supervised clinical experience required prior to student teaching

Average number of clock hours of supervised clinical experience required prior to student teaching

Average number of clock hours required for student teaching

Average number of clock hours required for student teaching

Average number of clock hours required for mentoring/induction support

Average number of clock hours required for mentoring/induction support

Number of full-time equivalent faculty supervising clinical experience during this academic year

Number of full-time equivalent faculty supervising clinical experience during this academic year

Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)

Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)

Number of students in supervised clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

Please provide any additional information about or descriptions of the supervised clinical experiences: Number of adjunct faculty supervising clinical experience during the academic year 2015-2016 represents adjunct-part time university education faculty (15) and mentor/cooperating teachers for interns (82). It does not include

Number of adjunct faculty supervising clinical experience during the academic year 2015-2016 represents adjunct-part time university education faculty (15) and mentor/cooperating teachers for

classroom teachers who served as mentors for students enrolled in pre-internship semesters.

Save Option

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Info

This Page is in Progress This Page is Completed

Print

Reset Page

Save

Section I: Program Information

Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher

education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

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

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

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

This Page Includes:

- [Enrollment](#)

Enrollment

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

[Additional guidance on reporting race and ethnicity data.](#)

Program Enrollment By Gender

Total number of students enrolled in 2017-18

Total number of students enrolled in 2017-18

Unduplicated number of males enrolled in 2017-18

Unduplicated number of males enrolled in 2017-18

Unduplicated number of females enrolled in 2017-18

Unduplicated number of females enrolled in 2017-18

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

Program Enrollment By Ethnicity/Race

2017-18

Number Enrolled

Ethnicity

Hispanic/Latino of any race

Hispanic/Latino of any race

Race

American Indian or Alaska Native

American Indian or Alaska Native

Asian

Asian

Black or African American

Black or African American

Native Hawaiian or Other Pacific Islander

Native Hawaiian or Other Pacific Islander

White

White

Two or more races

Two or more races

Save Option

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

Section I: Program Information

Teachers Prepared

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

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

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

This Page Includes:

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

Teachers Prepared by Subject Area

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Please provide the number of teachers prepared by subject area for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

[Additional guidance on reporting teachers prepared by subject area.](#)

What are CIP Codes?

No teachers prepared in academic year 2017-18

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

Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared
13.01	Education - General	Number Prepared <input type="text" value="0"/>
13.10	Teacher Education - Special Education	Number Prepared <input type="text" value="8"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text" value="25"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text" value="0"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text" value="0"/>
13.1205	Teacher Education - Secondary Education	Number Prepared <input type="text" value="0"/>
13.1206	Teacher Education - Multiple Levels	Number Prepared <input type="text" value="0"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text" value="0"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text" value="0"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text" value="0"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text" value="1"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text" value="0"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text" value="0"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text" value="0"/>

CIP Code	Subject Area	Number Prepared
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text" value="0"/>
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text" value="2"/>
13.1312	Teacher Education - Music	Number Prepared <input type="text" value="0"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text" value="2"/>
13.1315	Teacher Education - Reading	Number Prepared <input type="text" value="0"/>
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared <input type="text" value="0"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text" value="0"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text" value="0"/>
13.1319	Teacher Education - Technical Education	Number Prepared <input type="text" value="0"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text" value=""/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text" value="0"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text" value="1"/>
13.1323	Teacher Education - Chemistry	Number Prepared <input type="text" value="0"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared <input type="text" value="0"/>
13.1325	Teacher Education - French	Number Prepared <input type="text" value="0"/>
13.1326	Teacher Education - German	Number Prepared <input type="text" value="0"/>
13.1328	Teacher Education - History	Number Prepared <input type="text" value="3"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text" value="0"/>
13.1330	Teacher Education - Spanish	Number Prepared <input type="text" value="1"/>
13.1331	Teacher Education - Speech	Number Prepared <input type="text" value="0"/>
13.1332	Teacher Education - Geography	Number Prepared <input type="text" value="0"/>
13.1333	Teacher Education - Latin	Number Prepared <input type="text" value="0"/>
13.1335	Teacher Education - Psychology	Number Prepared <input type="text" value="0"/>
13.1337	Teacher Education - Earth Science	Number Prepared <input type="text" value="0"/>
13.14	Teacher Education - English as a Second Language	Number Prepared <input type="text" value="0"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	Number Prepared <input type="text" value="0"/>
13.99	Education - Other Specify: Other specify: <input type="text"/>	Number Prepared <input type="text" value="0"/>

Teachers Prepared by Academic Major

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Please provide the number of teachers prepared by academic major for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

[Additional guidance on reporting teachers prepared by academic major.](#)

[What are CIP Codes?](#)

No teachers prepared in academic year 2017-18

CIP Code	Academic Major	Number Prepared
13.01	Education - General	Number Prepared <input type="text" value="0"/>
13.10	Teacher Education - Special Education	Number Prepared <input type="text" value="0"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text" value="25"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text" value="0"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text" value="0"/>
13.1205	Teacher Education - Secondary Education	Number Prepared <input type="text" value="0"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text" value="0"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text" value="0"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text" value="0"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text" value="1"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text" value="0"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text" value="0"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text" value="0"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text" value="0"/>
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text" value="2"/>
13.1312	Teacher Education - Music	Number Prepared <input type="text" value="0"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text" value="2"/>
13.1315	Teacher Education - Reading	Number Prepared <input type="text" value="0"/>
13.1316	Teacher Education - General Science	Number Prepared <input type="text" value="0"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text" value="0"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text" value="0"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text" value=""/>
13.1319	Teacher Education - Technical Education	Number Prepared <input type="text" value="0"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text" value="0"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text" value="1"/>
13.1323	Teacher Education - Chemistry	Number Prepared <input type="text" value="0"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared <input type="text" value="0"/>
13.1325	Teacher Education - French	Number Prepared <input type="text" value="0"/>
13.1326	Teacher Education - German	Number Prepared <input type="text" value="0"/>
13.1328	Teacher Education - History	Number Prepared <input type="text" value="3"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text" value="0"/>
13.1330	Teacher Education - Spanish	Number Prepared <input type="text" value="1"/>
13.1331	Teacher Education - Speech	Number Prepared <input type="text" value="0"/>
13.1332	Teacher Education - Geography	Number Prepared <input type="text" value="0"/>
13.1333	Teacher Education - Latin	Number Prepared <input type="text" value="0"/>
13.1335	Teacher Education - Psychology	Number Prepared <input type="text" value="0"/>
13.1337	Teacher Education - Earth Science	Number Prepared <input type="text" value="0"/>
13.14	Teacher Education - English as a Second Language	Number Prepared <input type="text" value="0"/>
13.99	Education - Other Specify: Other specify: <input type="text"/>	Number Prepared <input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	Number Prepared <input type="text" value="0"/>

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared
13.03	Education - Curriculum and Instruction	Number Prepared <input type="text" value="0"/>
13.09	Education - Social and Philosophical Foundations of Education	Number Prepared <input type="text" value="0"/>
01	Agriculture	Number Prepared <input type="text" value="0"/>
03	Natural Resources and Conservation	Number Prepared <input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared <input type="text"/>
09	Communication or Journalism	Number Prepared <input type="text" value="0"/>
45.01	Social Sciences	Number Prepared <input type="text" value="0"/>
11	Computer and Information Sciences	Number Prepared <input type="text" value="0"/>
45.02	Anthropology	Number Prepared <input type="text" value="0"/>
45.06	Economics	Number Prepared <input type="text" value="0"/>
12	Personal and Culinary Services	Number Prepared <input type="text"/>
14	Engineering	Number Prepared <input type="text" value="0"/>
45.07	Geography and Cartography	Number Prepared <input type="text" value="0"/>
45.10	Political Science and Government	Number Prepared <input type="text" value="0"/>
16	Foreign Languages, Literatures, and Linguistics	Number Prepared <input type="text" value="0"/>
19	Family and Consumer Sciences/Human Sciences	Number Prepared <input type="text" value="0"/>
45.11	Sociology	Number Prepared <input type="text" value="0"/>
21	Technology Education/Industrial Arts	Number Prepared <input type="text"/>
22	Legal Professions and Studies	Number Prepared <input type="text"/>
23	English Language/Literature	Number Prepared <input type="text" value="0"/>
24	Liberal Arts/Humanities	Number Prepared <input type="text" value="0"/>
25	Library Science	Number Prepared <input type="text"/>
26	Biological and Biomedical Sciences	Number Prepared <input type="text" value="0"/>
27	Mathematics and Statistics	Number Prepared <input type="text" value="0"/>
30	Multi/Interdisciplinary Studies	Number Prepared <input type="text"/>
38	Philosophy and Religious Studies	Number Prepared <input type="text" value="0"/>
40	Physical Sciences	Number Prepared <input type="text"/>
41	Science Technologies/Technicians	Number Prepared <input type="text"/>
42	Psychology	Number Prepared <input type="text" value="0"/>
40.01	Physical Sciences	Number Prepared <input type="text" value="0"/>
40.02	Astronomy and Astrophysics	Number Prepared <input type="text" value="0"/>
44	Public Administration and Social Service Professions	Number Prepared <input type="text"/>
40.04	Atmospheric Sciences and Meteorology	Number Prepared <input type="text" value="0"/>
45	Social Sciences	Number Prepared <input type="text"/>
40.05	Chemistry	Number Prepared <input type="text" value="0"/>
46	Construction	Number Prepared <input type="text"/>
47	Mechanic and Repair Technologies	Number Prepared <input type="text"/>
40.06	Geological and Earth Sciences/Geosciences	Number Prepared <input type="text" value="0"/>
40.08	Physics	Number Prepared <input type="text" value="0"/>
50	Visual and Performing Arts	Number Prepared <input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
51	Health Professions and Related Clinical Sciences	Number Prepared <input type="text"/>
52	Business/Management/Marketing	Number Prepared <input type="text" value="0"/>
54	History	Number Prepared <input type="text" value="0"/>
99	Other Specify: <input type="text"/>	Number Prepared <input type="text" value="0"/>

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Section I: Program Information

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

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

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

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

This Page Includes:

- [Program Completers](#)

Program Completers

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

Program Completers	
2017-18	2017-18 <input type="text" value="40"/>
2016-17	2016-17 <input type="text" value="43"/>
2015-16	2015-16 <input type="text" value="32"/>

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Section II: Annual Goals

Annual Goals

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

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

This Page Includes:

- [Annual Goals - Mathematics](#)
- [Annual Goals - Science](#)
- [Annual Goals - Special Education](#)
- [Annual Goals - Instruction of Limited English Proficient Students](#)
- [Assurances](#)

Annual Goals - Mathematics

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

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

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

Academic year 2017-18

1. Did your program prepare teachers in mathematics in 2017-18? Yes

No (leave remaining questions for year blank)

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

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18? Yes

No

Not applicable

4. Description of strategies used to achieve goal, if applicable: UAH offers the opportunity for candidates to earn dual bachelor's degrees in both the content field and secondary education. This is an appealing option for many students. Additionally, the state created the AMSTEP scholarship program to recruit and retain future STEM

educators.

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

6. Provide any additional comments, exceptions and explanations below: Not applicable.

Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19? Yes

No (leave remaining questions for year blank)

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

9. Provide any additional comments, exceptions and explanations below: Not applicable.

Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20? Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

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

Annual Goals - Science

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

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

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

Academic year 2017-18

1. Did your program prepare teachers in science in 2017-18? Yes
 No (leave remaining questions for year blank)

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

3. Did your program meet the goal for prospective teachers set in science in 2017-18? Yes

No
 Not applicable

4. Description of strategies used to achieve goal, if applicable: UAH offers the opportunity for candidates to earn dual bachelor's degrees in both the content field and secondary education. This is an appealing option for many students. Additionally, the state created the AMSTEP scholarship program to recruit and retain future STEM

educators.

UAH offers the opportunity for candidates to earn dual bachelor's degrees in both the content field and secondary education. This is an appealing option for many students. Additionally,

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

NA

Not applicable.

6. Provide any additional comments, exceptions and explanations below: Not applicable.

Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19? Yes
 No (leave remaining questions for year blank)

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

Not applicable.

9. Provide any additional comments, exceptions and explanations below: Not applicable.

Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20? Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2019-20?

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

Annual Goals - Special Education

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

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

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

Academic year 2017-18

1. Did your program prepare teachers in special education in 2017-18? Yes
 No (leave remaining questions for year blank)

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

3. Did your program meet the goal for prospective teachers set in special education in 2017-18? Yes
 No
 Not applicable

4. Description of strategies used to achieve goal, if applicable: UAH heavily recruits candidates in elementary education to encourage them to opt in to the dual licensure option for elementary-collaborative. Additionally, we now have approval for an early childhood special education licensure program and hope to add candidates through

UAH heavily recruits candidates in elementary education to encourage them to opt in to the dual licensure option for elementary-collaborative. Additionally, we now have approval for an early

that option as well.

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

Not applicable.

6. Provide any additional comments, exceptions and explanations below: Not applicable.

Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19? Yes
 No (leave remaining questions for year blank)

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

Not applicable.

9. Provide any additional comments, exceptions and explanations below: Not applicable.

Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20? Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

12. Provide any additional comments, exceptions and explanations below: Not applicable

Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18? Yes
 No (leave remaining questions for year blank)

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

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18? Yes
 No

Not applicable

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

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

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

Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19? Yes
 No (leave remaining questions for year blank)

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

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

Academic year 2019-20

10. Will your program prepare teachers in instruction of limited English proficient students in 2019-20? Yes

No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

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

Assurances

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

- 1. Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends. Yes
 No
- 2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom. Yes
 No
- 3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects. Yes
 No
 Program does not prepare special education teachers
- 4. Prospective general education teachers are prepared to provide instruction to students with disabilities. Yes
 No
- 5. Prospective general education teachers are prepared to provide instruction to limited English proficient students. Yes
 No
- 6. Prospective general education teachers are prepared to provide instruction to students from low-income families. Yes
 No
- 7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable. Yes
 No

8. Describe your institution's most successful strategies in meeting the assurances listed above: 1. The most successful strategy in ensuring compliance with the above assurance is our plan for field experiences. Our students rotate through a variety of field experience placements during each block of their program: Block 1 - urban(Title I) schools; Block 2 - rural schools-also focuses on special education student support; Block 3 suburban. A summer program for special education candidates include participation in an intensive partnership with a local school system's special education summer program for limited populations of special education students. 2. To meet the need for our teacher candidates to have more experiences working with ELL students, we have initiated an option for elementary education majors - Language and Culture. Students completed 18 hours of coursework in linguistics, multiculturalism, ELL methods and critical issues for ELL students. 3. A third strategy that ensures compliance with the above assurance is the participation of public school administrators, curriculum specialists, and teachers as guest presenters, panelists, and lecturers

1. The most successful strategy in ensuring compliance with the above assurance is our plan for field experiences. Our students rotate through a variety of field experience placements during

in all blocks, beginning with Block 1 continuing through the internship semester.

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Section III: Program Pass Rates

Assessment Pass Rates

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

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

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

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

This Page Includes:

- [Assessment Pass Rates](#)

Assessment Pass Rates

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Assessment Pass Rates				
Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	27	173	27	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	23	171	23	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	12	176	12	100
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2015-16	12	171	12	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	27	169	27	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2016-17	23	172	23	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2015-16	11	173	11	100
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2015-16	12	182	12	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES	27	161	27	100

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Educational Testing Service (ETS) Other enrolled students				
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2016-17	23	164	23	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2015-16	11	165	11	100
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2015-16	12	165	12	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	27	163	27	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2016-17	23	161	23	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	11	164	11	100
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2015-16	12	167	12	100
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	3			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2016-17	7			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2015-16	4			
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS)	1			

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Other enrolled students				
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	14	179	14	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2016-17	16	181	16	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2015-16	11	180	11	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	22	177	22	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2016-17	24	179	24	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2015-16	24	181	24	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) Other enrolled students	2			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2016-17	6			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2015-16	7			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5204 -TEACHING READING Educational Testing Service (ETS) Other enrolled students	25	170	25	100
ETS5204 -TEACHING READING Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5204 -TEACHING READING Educational Testing Service (ETS) All program completers, 2016-17	23	170	23	100
ETS5204 -TEACHING READING Educational Testing Service (ETS) All program completers, 2015-16	24	170	24	100
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	3			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2016-17	3			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2015-16	2			

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Section III: Program Pass Rates

Summary Pass Rates

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

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

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

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

This Page Includes:

- [Summary Pass Rates](#)

Summary Pass Rates

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Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	2		
All program completers, 2016-17	41	40	98
All program completers, 2015-16	35	35	100

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Section IV: Low-Performing

Low-Performing

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

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

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Low-Performing

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

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

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

NCATE

TEAC

CAEP

Other specify:

Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)? Yes
 No

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Section V: Use of Technology

Use of Technology

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

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

This Page Includes:

- [Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction Yes
 No
 - use technology effectively to collect data to improve teaching and learning Yes
 No
 - use technology effectively to manage data to improve teaching and learning Yes
 No
 - use technology effectively to analyze data to improve teaching and learning Yes
 No
2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place. All students are introduced to the use of technology as a tool to collect, manage, and analyze data during their assessment courses. They are asked to apply their learning in case studies, lesson planning and assessment during their methods courses. The culmination of these strategies occurs during the internship where students are expected to demonstrate a high level of competence in using technology to analyze, synthesize, and then use data to plan instruction; in fact, the rubric used to evaluate student teachers contains a specific indicator addressing this competency. During the teacher candidate's internship semester, the candidate completes the edTPA assessment portfolio. Having said all of this, we recognize that this is an area for continuous improvement. We plan to strengthen our introduction to the role of technology in collecting, managing, and analyzing data to improve teaching and learning; the plan includes the development of specific modules and assignments for both elementary and

secondary candidates. An impact on student learning in the second internship placement focuses on interns ability to collect, manage and analyze data to determine impact on P-12 student learning. New equipment, Smart Boards, Elmos, etc have been acquired. Content on principles of Universal Design for Learning (UDL) is imbedded in EDC 301, a course completed by all candidates in the first semester of the educator preparation program. Our data management system, Tk20 has continued to expand in functionality for our college. This system is used for management of Field Placement, observation hours, application to

All students are introduced to the use of technology as a tool to collect, manage, and analyze data during their assessment courses. They are asked to apply their learning in case

the program, application for internship and student disposition assessments.

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Section VI: Teacher Training

Teacher Training

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

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

This Page Includes:

- [Teacher Training](#)

Teacher Training

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

- Does your program prepare **general education** teachers to:
 - teach students with disabilities effectively Yes
 No
 - participate as a member of individualized education program teams Yes
 No
 - teach students who are limited English proficient effectively Yes
 No
- Provide a description of the evidence your program uses to show that it prepares **general education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place. Most school systems do not allow students to participate in or observe IEP meetings. Some interns are permitted to observe (rarely participate) in IEP meetings, but this is not consistent across the disciplines. Students do participate in mock IEP meetings as part of their coursework, but for most, this is the extent of their experience. We are continuing our dialogue with school principals and special education coordinators to facilitate more participation for elementary and secondary education candidates. We recognize the need for improving our candidates' preparation in working with limited English proficient students. Since 2010, all education students have been required to take a specific course, ED 307, titled Applied Multiculturalism. Elementary education candidates have had the opportunity to choose a second area of study focusing on Language and Culture since 2010. Coursework focuses on multiculturalism, linguistics, critical issues for ELL students and teachers, and ELL methods. While enrolled in ED 307, candidates complete a research project

on a specific race, ethnicity or language group which might be encountered in Alabama schools.

Most school systems do not allow students to participate in or observe IEP meetings. Some interns are permitted to observe (rarely participate) in IEP meetings, but this is not

- Does your program prepare **special education** teachers to:
 - teach students with disabilities effectively Yes

- No
- Program does not prepare special education teachers
- 2. participate as a member of individualized education program teams Yes
 - No
 - Program does not prepare special education teachers
- 3. teach students who are limited English proficient effectively Yes
 - No
 - Program does not prepare special education teachers
- 4. Provide a description of the evidence your program uses to show that it prepares **special education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place. Special education candidates learn to create IEPs during their coursework. Specifically, during two courses, EDC 302 - Low Incidence Populations and EDC 351 -Behavioral Analysis and Intervention, candidates develop IEPs and implement strategies to meet IEP goals. Sometimes, though rarely, special education candidates are given opportunities to observe IEP meetings during the internship semester. We recognize the need for improving our special education candidates' preparation in working with limited English proficient students. Since the Fall of 2010 all students have been required to complete a specific course: Multiculturalism Foundations of Education. Elementary Education licensure candidates, have the opportunity to take additional

Special education candidates learn to create IEPs during their coursework. Specifically, during two courses, EDC 302 -Low Incidence Populations and EDC 351 -Behavioral Analysis and

coursework focusing on Language and Culture; this has been a valuable addition to our programs.

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Contextual Information

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

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

This Page Includes:

- [Contextual Information](#)

Contextual Information

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

Supporting Files

No files have been provided.

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

Link Text

File No file selected

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Report Card Certification

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

Certification of submission

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

Name of responsible representative for teacher preparation program:

Title:

Certification of review of submission

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

Name of reviewer:

Title:

Certification Checklist

Please resolve the following items:

Section	Item
	Program completers greater than total enrollment
	Non-binary/other enrollment missing
	No gender reported enrollment missing
	No race/ethnicity reported enrollment missing
	Male completers missing
	Female completers missing
	Non-binary/other completers missing
	No gender reported completers missing
	Indian completers missing
	Asian completers missing
	Black completers missing
	Hispanic completers missing
	Islander completers missing
	White completers missing
	Multi-racial completers missing

Section**Item**

No race/ethnicity reported completers missing