

# Title II Higher Education Act

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Madeleine Frankford Program User

## Select Academic Year Menu

2018-19 Academic Year Data ▾

2020 Title II Reports National Teacher Preparation Data  
University of Alabama Huntsville

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AL

University of Alabama Huntsville Traditional Report AY 2018-19 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

Address line 2:

City

State

▾

Zip

Salutation

▾

First Name

Last Name

Phone

Email

Section I: Program Information

## List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. [\(\\$205\(a\)\(C\)\)](#)

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

- [Teacher Preparation Program](#)

This Page Includes:

- [List of Programs](#)

## List of Programs

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CIP Code		List of Programs		UG, PG, or Both	Update
		Teacher Preparation Programs			
13.121	Early Childhood Education			UG	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.1202	Elementary Education			UG	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.1	Special Education			UG	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.1302	Teacher Education - Art			UG	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.1322	Teacher Education - Biology			UG	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.1323	Teacher Education - Chemistry			UG	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.1305	Teacher Education - English/Language Arts			UG	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.1306	Teacher Education - Foreign Language			UG	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.1316	Teacher Education - General Science			UG	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1328	Teacher Education - History	UG	<ul style="list-style-type: none"> <li>• <input type="button" value="Edit"/></li> <li>• <input type="button" value="Delete"/></li> </ul>
13.1311	Teacher Education - Mathematics	UG	<ul style="list-style-type: none"> <li>• <input type="button" value="Edit"/></li> <li>• <input type="button" value="Delete"/></li> </ul>
13.1312	Teacher Education - Music	UG	<ul style="list-style-type: none"> <li>• <input type="button" value="Edit"/></li> <li>• <input type="button" value="Delete"/></li> </ul>
13.1314	Teacher Education - Physical Education and Coaching	UG	<ul style="list-style-type: none"> <li>• <input type="button" value="Edit"/></li> <li>• <input type="button" value="Delete"/></li> </ul>
13.1329	Teacher Education - Physics	UG	<ul style="list-style-type: none"> <li>• <input type="button" value="Edit"/></li> <li>• <input type="button" value="Delete"/></li> </ul>
13.1317	Teacher Education - Social Sciences	UG	<ul style="list-style-type: none"> <li>• <input type="button" value="Edit"/></li> <li>• <input type="button" value="Delete"/></li> </ul>
		UG, PG, or Both <input checked="" type="radio"/> UG <input type="radio"/> PG <input type="radio"/> Both <input type="radio"/>	<ul style="list-style-type: none"> <li>• <input type="button" value="Insert"/></li> <li>• <input type="button" value="Cancel"/></li> </ul>

Total number of teacher preparation programs:

**Save Option**

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

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**Section I: Program Information**

**Program Requirements**

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

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

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

**This Page Includes:**

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

## Undergraduate Requirements

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

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

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

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

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

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

## Postgraduate Requirements

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

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

Postgraduate Requirements		
Element	Admission	Completion
Transcript	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Minimum GPA in content area coursework	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 GPA in professional education coursework	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 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 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"/>
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 type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Recommendation(s)	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"/>
Essay or personal statement	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"/>
Interview	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"/>
Other Specify:		
Other specify: <input type="text"/>	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"/>

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

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



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

**Supervised Clinical Experience**

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

Are there programs with student teaching models?  Yes  
 No

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

Programs with student teaching models (most traditional programs)  
**Programs with student teaching models (most traditional programs)**

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

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

**Number of clock hours required for student teaching**

Number of clock hours required for student teaching

Are there programs in which candidates are the teacher of record?  Yes  
 No

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

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)  
**Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)**

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

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

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

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

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

## All Programs

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

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

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

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

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

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

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

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:

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Info

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Reset Page

Save

## Calculate Full-Time Equivalent Faculty in the System

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

Employment Rate (%)

Number of Faculty

Update

100% (Full-Time)

50% (Half-Time)

Employment Rate (%)

Number of Faculty

Delete

Employment Rate (%)

Number of Faculty

Delete

Add Row

Calculate FTE

## Section I: Program Information

## Enrollment and Program Completers

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

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

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

This Page Includes:

- [Enrollment and Program Completers](#)

## Enrollment and Program Completers

## Enrollment and Completer Totals

## 2018-19 Total

Total Number of Individuals Enrolled Total Number of Individuals Enrolled in 2018-19 Subset of Program Completers Subset of Program Completers in 2018-19 

## Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment <input type="text" value="7"/>	Male Completers <input type="text" value="5"/>
Female	Female Enrollment <input type="text" value="46"/>	Female Completers <input type="text" value="17"/>
Non-Binary/Other	Non-Binary/Other Enrollment <input type="text" value="0"/>	Non-Binary/Other Completers <input type="text" value="0"/>
No Gender Reported	Nonreported gender Enrollment <input type="text" value="0"/>	Nonreported gender Completers <input type="text" value="0"/>

## Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	American Indian or Alaska Native Enrollment <input type="text" value="0"/>	American Indian or Alaska Native Completers <input type="text" value="0"/>
Asian	Asian Enrollment <input type="text" value="0"/>	Asian Completers <input type="text" value="0"/>
Black or African American	Black or African American Enrollment <input type="text" value="3"/>	Black or African American Completers <input type="text" value="1"/>
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment <input type="text" value="1"/>	Hispanic/Latino of any race Completers <input type="text" value="1"/>
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment <input type="text" value="0"/>	Native Hawaiian or Other Pacific Islander Completers <input type="text" value="0"/>
White	White Enrollment <input type="text" value="49"/>	White Completers <input type="text" value="20"/>
Two or more races	Two or more races Enrollment <input type="text" value="0"/>	Two or more races Completers <input type="text" value="0"/>
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment <input type="text" value="0"/>	Nonreported race/ethnicity Completers <input type="text" value="0"/>

## Save Option

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

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## Section I: Program Information

## Teachers Prepared

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

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

the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

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

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

- [Academic Major](#)

**This Page Includes:**

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

## Teachers Prepared by Subject Area

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**Please provide the number of teachers prepared by subject area for academic year 2018-19.**

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

### [What are CIP Codes?](#)

No teachers prepared in academic year 2018-19

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

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

Teachers Prepared by Subject Area		
CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared <input type="text" value="1"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text" value="8"/>
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"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text" value="0"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text" value="1"/>
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="2"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text" value="2"/>
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="1"/>
13.1312	Teacher Education - Music	Number Prepared <input type="text" value="1"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text" value="1"/>
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"/>



CIP Code	Subject Area	Number Prepared
13.1320	Teacher Education - Trade and Industrial	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="2"/>
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"/>
13.1328	Teacher Education - History	Number Prepared <input type="text" value="2"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text" value="0"/>
13.1331	Teacher Education - Speech	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" value="0"/>

**Teachers Prepared by Academic Major**

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Please provide the number of teachers prepared by academic major for academic year 2018-19. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

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

**[What are CIP Codes?](#)**

Do participants earn a degree upon completion of the program?  Yes  
 No  
 No teachers prepared in academic year 2018-19

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

Teachers Prepared by Academic Major		
CIP Code	Academic Major	Number Prepared
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="0"/>
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"/>
13.1301	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="5"/>
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="0"/>

<b>CIP Code</b>	<b>Academic Major</b>	<b>Number Prepared</b>
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="0"/>
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="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"/>
13.1328	Teacher Education - History	Number Prepared <input type="text" value="0"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text" value="0"/>
13.1331	Teacher Education - Speech	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" value="0"/>
01	Agriculture	Number Prepared <input type="text" value="0"/>
03	Natural Resources and Conservation	Number Prepared <input type="text" value="0"/>
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared <input type="text" value="0"/>
09	Communication or Journalism	Number Prepared <input type="text" value="0"/>
11	Computer and Information Sciences	Number Prepared <input type="text" value="0"/>
12	Personal and Culinary Services	Number Prepared <input type="text" value="0"/>
14	Engineering	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"/>
21	Technology Education/Industrial Arts	Number Prepared <input type="text" value="0"/>
22	Legal Professions and Studies	Number Prepared <input type="text" value="0"/>
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" value="0"/>
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" value="0"/>
38	Philosophy and Religious Studies	Number Prepared <input type="text" value="0"/>
40	Physical Sciences	Number Prepared <input type="text" value="0"/>
41	Science Technologies/Technicians	Number Prepared <input type="text" value="0"/>
42	Psychology	Number Prepared <input type="text" value="0"/>
44	Public Administration and Social Service Professions	Number Prepared <input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
45	Social Sciences	Number Prepared <input type="text" value="0"/>
46	Construction	Number Prepared <input type="text" value="0"/>
47	Mechanic and Repair Technologies	Number Prepared <input type="text" value="0"/>
50	Visual and Performing Arts	Number Prepared <input type="text" value="0"/>
51	Health Professions and Related Clinical Sciences	Number Prepared <input type="text" value="0"/>
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 Assurances**

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

**This Page Includes:**

- [Program Assurances](#)

**Program Assurances**

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

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### Section II: Annual Goals

## Annual Goals: Mathematics

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

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

- [Quantifiable Goals](#)

#### This Page Includes:

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

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

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

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

Yes

No

2. Describe your goal. The goal for 2018-19 was to have at least two traditional completers for the secondary mathematics education program.

The goal for 2018-19 was to have at least two traditional completers for the secondary mathematics education program.

3. Did your program meet the goal?  Yes

No

4. Description of strategies used to achieve goal, if applicable: The university worked collaboratively with the College of Science to support students with Louis Stokes Minority Alliance scholarship dollars, Alabama Commission on Higher Education secondary math educator scholarships, and promoted the opportunity for candidates

The university worked collaboratively with the College of Science to support students with Louis Stokes Minority Alliance scholarship dollars, Alabama Commission on Higher Education

to earn dual bachelor's degrees in both education and mathematics.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: Not applicable

Not applicable

Not applicable.

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

### Review Current Year's Goal (2019-20)

[Back To Top](#)

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

8. Describe your goal. The goal for 2019-20 was to have 3 traditional completers in math education. We exceeded the goal with 5 traditional completers in secondary

The goal for 2019-20 was to have 3 traditional completers in math education. We exceeded the goal with 5 traditional completers in secondary math education in 2019-20. We will continue to

math education in 2019-20. We will continue to recruit and prepare candidates in secondary math education.

### Set Next Year's Goal (2020-21)

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

10. Describe your goal. Our goal is to have at least 6 traditional completers in the traditional secondary mathematics education program.

Our goal is to have at least 6 traditional completers in the traditional secondary mathematics education program.

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### Section II: Annual Goals

## Annual Goals: Science

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

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

- [Quantifiable Goals](#)

### This Page Includes:

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

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

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

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

Yes  
 No

2. Describe your goal. The goal was to have at least 2 traditional completers in secondary science education in 2018-19.

The goal was to have at least 2 traditional completers in secondary science education in 2018-19.

3. Did your program meet the goal?  Yes  
 No

4. Description of strategies used to achieve goal, if applicable: The university promoted ACHE secondary science education scholarship, Louis Stokes Minority Alliance scholarships, and the opportunity for traditional completers to earn dual baccalaureate degrees in secondary education and a science content field (biology, chemistry,

The university promoted ACHE secondary science education scholarship, Louis Stokes Minority Alliance scholarships, and the opportunity for traditional completers to earn dual

physics, general science).

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: Not applicable

Not applicable

Not applicable

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

### Review Current Year's Goal (2019-20)

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

8. Describe your goal. The goal was to have at least 3 traditional science education completers in 2019-20. The goal was achieved.

The goal was to have at least 3 traditional science education completers in 2019-20. The goal was achieved.

### Set Next Year's Goal (2020-21)

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

The goal is to have at least 1 traditional science education completer in 2020-2021.

10. Describe your goal. The goal is to have at least 1 traditional science education completer in 2020-2021.

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### Section II: Annual Goals

## Annual Goals: Special Education

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

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

- [Quantifiable Goals](#)

This Page Includes:

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

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

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

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

Yes

No

The goal in 2018-19 was to have at least 4 traditional special education completers.

2. Describe your goal. The goal in 2018-19 was to have at least 4 traditional special education completers.

3. Did your program meet the goal?  Yes

No

not applicable

4. Description of strategies used to achieve goal, if applicable: not applicable

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: It is difficult for candidates to complete the special education required courses since it requires enrollment in at least one summer when candidates often do not have financial aid available.

It is difficult for candidates to complete the special education required courses since it requires enrollment in at least one summer when candidates often do not have financial aid available.

Not applicable.

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

## Review Current Year's Goal (2019-20)

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

No

The goal for 2019-20 was to have at least 3 traditional special education completers.

8. Describe your goal. The goal for 2019-20 was to have at least 3 traditional special education completers.

## Set Next Year's Goal (2020-21)

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

No

The goal is to have at least 3 traditional special education completers in 2020-2021.

10. Describe your goal. The goal is to have at least 3 traditional special education completers in 2020-2021.

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### Section II: Annual Goals

## Annual Goals: Instruction of Limited English Proficient Students

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

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

- [Quantifiable Goals](#)

### This Page Includes:

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

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

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

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

Yes

No

2. Describe your goal.

3. Did your program meet the goal?  Yes

No

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

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



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

### Review Current Year's Goal (2019-20)

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

8. Describe your goal.

### Set Next Year's Goal (2020-21)

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

10. Describe your goal.

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### Section III: Program Pass Rates

## Assessment Pass Rates

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

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact 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 Avg. Number Pass  
taking scaled passing rate  
tests score tests (%)

## Assessment Pass Rates

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
TPA0110 -EDTPA: ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	8			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1			
TPA0011 -EDTPA: K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	1			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	2			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	1			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	1			
TPA0015 -EDTPA: VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2018-19	3			
TPA0020 -EDTPA: WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2018-19	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	13	184	13	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	8			
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
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	13	176	13	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS	8			

## 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) All program completers, 2018-19				
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
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	13	169	12	92
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2018-19	8			
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
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	12	169	10	83
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19	8			
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
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	4			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2016-17	7			
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	4			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS)	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number Pass tests	Pass rate (%)
All program completers, 2016-17				
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
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	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2016-17	16	181	16	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
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			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5204 -TEACHING READING Educational Testing Service (ETS) Other enrolled students	11	173	11	100
ETS5204 -TEACHING READING Educational Testing Service (ETS) All program completers, 2018-19	8			
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
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2016-17	3			

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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, 2018-19	22	22	100
All program completers, 2017-18	2		
All program completers, 2016-17	41	40	98

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### Section IV: Low-Performing

## Low-Performing

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

This Page Includes:

- [Low-Performing](#)

## Low-Performing

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

No

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

CAEP

AAQEP

Other specify:

Other specify:

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

No

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### Section V: Use of Technology

## Use of Technology

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

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

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## Use of Technology

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

Does your program prepare teachers to:

1. integrate technology effectively into curricula and instruction  Yes  
 No
  2. use technology effectively to collect data to improve teaching and learning  Yes  
 No
  3. use technology effectively to manage data to improve teaching and learning  Yes  
 No
  4. use technology effectively to analyze data to improve teaching and learning  Yes  
 No
2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place. 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. Technology is interwoven throughout the state's program approval standards (CIEP) and is also addressed as CAEP national accreditation standards are addressed in the curriculum. All traditional students must complete a required course focused on integration of technology as a teaching tool in the classroom. Having said all of this, we recognize that this is an area for continuous improvement. An impact on student learning assignment 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, Watermark has continued to expand in functionality for our college. This system is used for management of Field Placement, observation hours, application to the program, application for internship and student disposition assessments.

All students are introduced to the use of technology as a tool to collect, manage, and analyze data during their assessment courses.

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### Section VI: Teacher Training

## Teacher Training

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

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### Teacher Training

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- Provide a description of the activities that prepare general education teachers to:
  - Teach students with disabilities effectively All general education candidates in the traditional program are required to complete EDC 301 and EDC 311. EDC 301 is an introductory or foundational course focused on working with students with disabilities and EDC 311 is a course focused on lesson planning with a focus on differentiated instruction to meet the needs of each individual student.
 

All general education candidates in the traditional program are required to complete EDC 301 and EDC 311. EDC 301 is an introductory or foundational course focused on working with
  - Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. All general education candidates engage in collaborative group work and case study approaches which require them to explore how an IEP is developed as a team member. The requirements of IEPs are addressed in EDC 301.
 

All general education candidates engage in collaborative group work and case study approaches which require them to explore how an IEP is developed as a team member. The
  - Effectively teach students who are limited English proficient. All traditional candidates are required to complete ED 307 which focuses on multicultural and diverse learners, including ELLs.
 

All traditional candidates are required to complete ED 307 which focuses on multicultural and diverse learners, including ELLs.
- Does your program prepare special education teachers?  Yes  No

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

- Teach students with disabilities effectively All special education traditional candidates complete a state-approved program of study in special education with a focus on either grades K-6 or grades 6-12.
 

All special education traditional candidates complete a state-approved program of study in special education with a focus on either grades K-6 or grades 6-12.
- Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. All special education traditional candidates complete two foundational courses (EDC 301 and EDC 311) and four additional courses. One of the courses focuses specifically on collaborative consultation and collaborative teams and the components of an IEP and the IEP development and monitoring

process. All special education traditional candidates complete two foundational courses (EDC 301 and EDC 311) and four additional courses. One of the courses focuses specifically on

3. Effectively teach students who are limited English proficient. All special education candidates in the traditional program must complete ED 307 which focuses on multicultural and diverse learners, including ELLs. Additionally, the methods courses also integrate information and strategies to meet the needs

of ELLs. All special education candidates in the traditional program must complete ED 307 which focuses on multicultural and diverse learners, including ELLs. Additionally, the methods courses also

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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.

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## Contextual Information

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

The UAH traditional programs are approved by the Alabama State Department of Education and nationally accredited by the Council for the Accreditation of Educator

Preparation (CAEP). The UAH traditional programs are approved by the Alabama State Department of Education and nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

## Supporting Files

No files have been provided.

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

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## Report Card Certification

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

### Certification of submission

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

Name of responsible representative for teacher preparation program:

Title:

### Certification of review of submission

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

Name of reviewer:

Title: