

Institutional Data

**1. - A\_1 » Institutional Information**

This information will be used in all official references to your institution

Institution Name: **The University of Alabama in Huntsville**  
Address 1: **301 Sparkman Dr., NW**  
Address 2:  
City: **Huntsville**  
State: **AL**  
Zip: **35899**  
Country: **USA**  
Institution Phone: **256-824-2325**

**2. - A\_2 » Chief Executive Officer of Institution**

Include complete address and phone number.

CEO of Institution: **Dr. Robert A. Altenkirch**  
Title: **President**  
Address 1: **301 Sparkman Drive, NW**  
Address 2:  
City: **Huntsville**  
State: **AL**  
Zip: **35899**  
Country: **USA**  
Phone: **256-824-6340**  
Fax: **256-824-6538**

**3. - A\_3 » Name of Educator Preparation Provider**

Complete all that apply

EPP Unit Name: **UAH College. of Education**  
EPP Unit Name 2:  
EPP Unit Name 3:

**4. - A\_4 » Designated Head of Educator Preparation Provider**

Include complete address and phone number.

PE Designated Head Name: Dr. Beth Nason Quick  
Title: Dean  
Address 1: College of Education, Roberts Hall 322  
Address 2: 301 Sparkman Drive  
City: Huntsville  
State: AL  
Zip: 35899  
Country: USA  
Phone: 256-824-2325  
Fax: 256-824-6818  
Email: beth.quick@email.uah.edu

### 5. - A\_14 » Contact Person

Contact person for the Professional Education Data System (i.e., the individual with responsibility for preparing this report)

Name: Dr. Beth Nason Quick  
Title: Dean, College of Education  
Institution: University of Alabama in Huntsville  
Address 1: Roberts Hall 322  
Address 2: 301 Sparkman Drive  
City: Huntsville  
State: AL  
Zip: 35899  
Country: USA  
Phone: 256-824-2325  
Fax: 256-824-6818  
Email: beth.quick@uah.edu

### 6. - A\_5 » Educator Preparation Provider Term

If the head of the Educator Preparation Provider (EPP) differs from the person on the last PEDS report, when did his or her term begin?

Term Began Month: August ▼  
Term Began Year: 2013 ▼

### 7. - A\_6 » Degrees/Programs

Degrees or programs offered by institution/consortium P-12 education personnel (indicate all levels of degrees/programs offered)

- Bachelor's, initial teacher preparation
- Post-Bachelor's or Master's, Initial Teacher Preparation

- Post-Bachelor's or Master's, Advanced Teacher Preparation
- CAS or Specialist
- Doctoral
- Other »

## 8. - A\_7 » Total Student Licenses Headcount (degrees/program completers)



The total headcount of students who received licenses, endorsements or degrees (education only) from your institution between September 1, -2 and August 31, -1  
**Automatically calculated based on the data you reported in B-3 and B-4 forms**

[View Results](#) - press this button only if you want to see the results (this may take a minute...).

## 9. - A\_8 » Control

- Public
- Private or Independent (Non for Profit)
- Private or Independent (for Profit)

## 10. - A\_9 » Institution Type

- A single-campus institution
- A branch campus of a parent institution (please give name of parent institution) 
- A main campus (parent institution with one or more branch campuses and/or other campuses)
- An administratively equal campus of an institutional system (please give the name of the system) 
- A consortium
- An online institution
- Other »

## 11. - A\_10 » Units

Unit of credit awarded for completion of coursework

- Semester Hour
- Quarter Hour
- Other »

## 12. - A\_11 » Accreditation/Affiliation


Institutional Accreditation and Affiliations

- MIDDLE STATES Association of Colleges and Schools / Middle States Commission on Higher Education (MSCHE)
- NEW ENGLAND Association of Schools and Colleges / Commission on Institutions of Higher Education (NEASC-CIHE)
- NORTH CENTRAL Association of Colleges and Schools / Higher Learning Commission (NCA-HLC)

- NORTHWEST Commission on Colleges and Universities (NWCCU)
- SOUTHERN Association of Colleges and Schools / (SACS) Commission on Colleges
- WESTERN Association of Schools and Colleges / (WASC) Senior College and University Commission
- Accrediting Council for Independent Colleges and Schools (ACICS)
- Distance Education and Training Council (DETC) Accrediting Commission
- Transnational Association of Christian Colleges and Schools (TRACS), Accreditation Commission

### 13. - A\_12 » Organizations

If the institution is a member of any of the following organizations, check the appropriate blank(s):

- CADREI: Council of Academic Deans from Research Education Institutions
- AILACTE: Association of Independent Liberal Arts Colleges for Teacher Education
- NAFEO: National Association for Equal Opportunity in Higher Education
- NCATE: National Council for Accreditation of Teacher Education
- TECSCU: Teacher Education Council of State Colleges and Universities
- HACU: Hispanic Association of Colleges and Universities
- TEAC: Teacher Education Accreditation Council
- CAEP: Council for the Accreditation of Educator Preparation 

### 14. - A\_13 » Calendar System

What is the predominant calendar system at this institution?

- Semester
- Quarter
- Trimester
- Four-one-four (4-1-4)
- Continuous
- Other »

### 15. - A\_15 » Carnegie Classification

Please select your Institution Carnegie Classification

- RU/VH: Research University (very high research activity)
- RU/H: Research University (high research activity)
- DRU: Doctoral/Research University
- Master's L: Masters Colleges and Universities (larger programs)
- Master's M: Master's Colleges and Universities (medium programs)
- Master's S: Master's Colleges and Universities (smaller programs)
- Bac/A&S: Baccalaureate Colleges - Arts and Sciences
- Bac/Diverse: Baccalaureate Colleges - Diverse fields

- Bac/Assoc: Baccalaureate/Associate's Colleges
- Associate's Colleges
- Tribal Colleges
- Other »

#### 16. - A\_16 » Main Campus Geographical Setting

Which of the following best describes the geographical setting in which your main campus is located?

- Urban
- Rural
- Suburban or Town

#### 17. - A\_18 » Minority Serving institution (MSI)

If your institution is a Minority Serving institution (MSI), which type?

**Minority Serving Institutions:** Institutions of higher education enrolling populations with significant percentages of minority students, or that serve certain populations of minority students under various programs created by Congress.

- Hispanic Serving Institution 
- Historically Black College or University/Predominantly Black College 
- Tribal College (Tribal College or University, American Indian/Native American serving nontribal institution, or Alaska Native Serving Institution.) 
- Other Minority Serving Institutions 
- Not a Minority Serving Institution

Comments (optional):

**B-1A » 2015 PEDS » Institutional Undergraduate Enrollment**

Inst id: 40

Institutional total undergraduate enrollment by gender and race/ethnicity categories as of the institution's official fall reporting date or as of October 15, 2014.

**1. - M » Male Enrollment**

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	82	73	24	30
American Indian or Alaska Native	29	30	15	15
Asian	82	73	25	31
Black or African American	220	212	71	87
Native Hawaiian or Other Pacific Islander	0	1	1	0
White	1752	1699	625	634
Two or more races	40	37	13	14
Nonresident alien	113	135	12	8
Unknown	74	72	32	27
<b>Totals:</b>	<b>2392</b>	<b>2332</b>	<b>818</b>	<b>846</b>

**2. - W » Female Enrollment**

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	83	70	25	22
American Indian or Alaska Native	29	27	7	9
Asian	90	74	23	37
Black or African American	310	339	91	103
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	1226	1233	310	394
Two or more races	34	28	7	14
Nonresident alien	71	67	7	6
Unknown	69	67	26	28
<b>Totals:</b>	<b>1912</b>	<b>1905</b>	<b>496</b>	<b>613</b>

Comments (optional):

**B-1B » 2015 PEDS » Institutional Graduate Enrollment**

Inst id: 40

Institutional total graduate enrollment by gender and race/ethnicity categories as of the institutions official fall reporting date or as of October 15, 2014.

**1. - M » Male Enrollment**

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	6	5	12	15
American Indian or Alaska Native	2	1	7	4
Asian	11	12	16	23
Black or African American	14	11	46	41
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	168	140	471	507
Two or more races	2	5	4	4
Nonresident alien	147	142	24	15
Unknown	6	6	31	28
<b>Totals:</b>	<b>356</b>	<b>322</b>	<b>611</b>	<b>637</b>

**2. - W » Female Enrollment**

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	4	3	12	6
American Indian or Alaska Native	2	1	5	7
Asian	2	5	19	21
Black or African American	28	18	46	52
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	152	135	387	375
Two or more races	3	4	6	1
Nonresident alien	74	68	4	9
Unknown	10	9	9	7
<b>Totals:</b>	<b>275</b>	<b>243</b>	<b>488</b>	<b>478</b>

Comments (optional):

**B-2 » 2015 PEDS » New Candidates Enrollment**

inst id: 40

Total Enrollment of New Candidates in the Education Preparation Provider (EPP) at initial licensure level During Academic Year 2013-2014

**1. - M » Male**

Total NEW education candidates admitted/enrolled into educator preparation programs in -2--1	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Undergraduate degree programs	4	0	0	0
Undergraduate non-degree education programs	8	3	0	0
Graduate degree programs	0	0	0	0
Graduate non-degree education programs	1	0	0	0

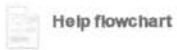
**2. - W » Female**

Total NEW education candidates admitted/enrolled into educator preparation programs in -2--1	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Undergraduate degree programs	28	10	0	0
Undergraduate non-degree education programs	7	5	0	0
Graduate degree programs	0	0	0	0
Graduate non-degree education programs	5	2	0	0

**Comments (optional):**



Undergraduate program enrollment (CIP 13.0000 ) by gender and race/ethnicity as of the institutions official fall reporting date or as of October 15, 2014. See Q&A and flowchart for definition



1. - M » Male Enrollment

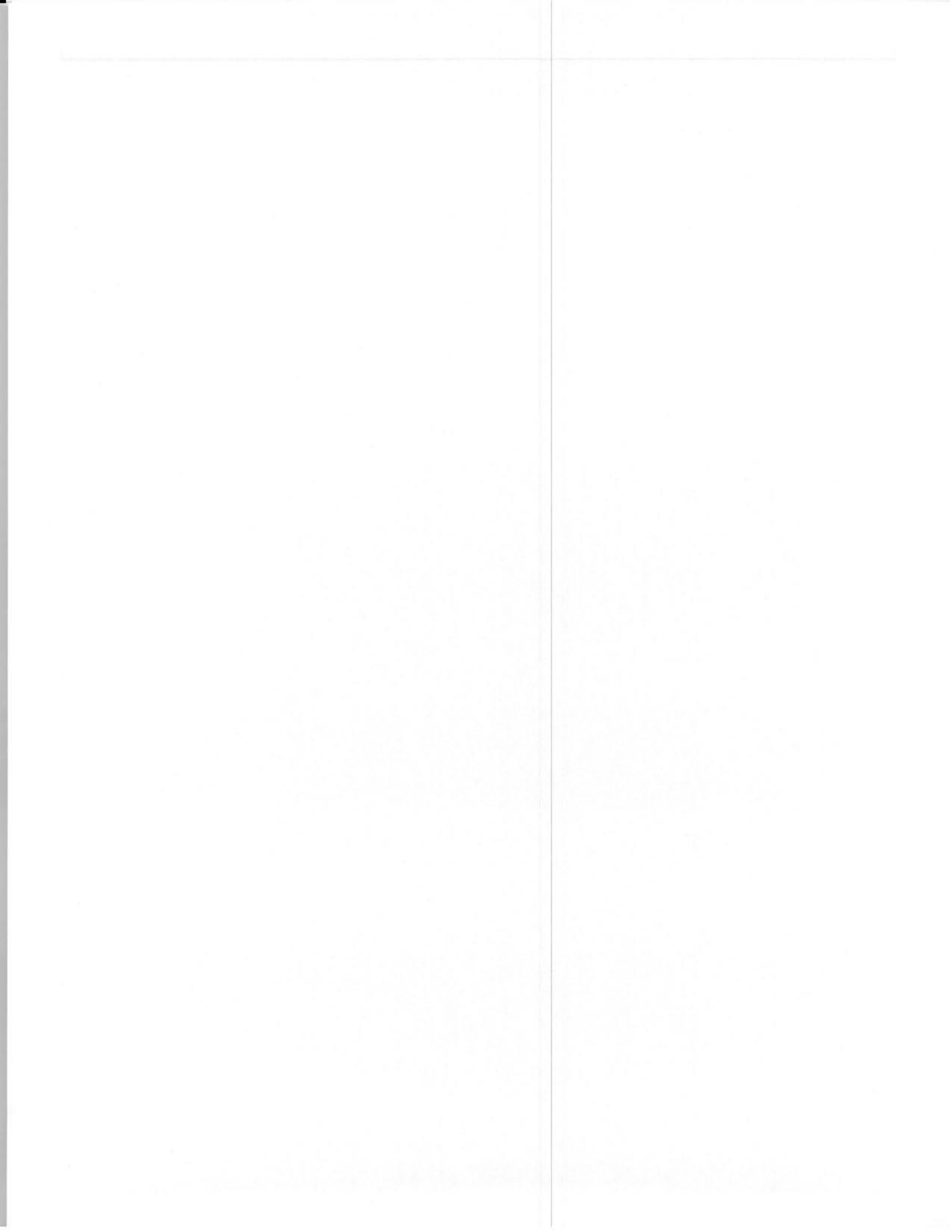
Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	1	1	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	4	8	0	0
Two or more races	0	0	0	0
Nonresident alien	0	0	0	0
Unknown	0	0	0	0
<b>Totals:</b>	<b>5</b>	<b>9</b>	<b>0</b>	<b>0</b>

2. - W » Female Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	4	2	0	0
American Indian or Alaska Native	0	0	0	0
Asian	1	1	0	0
Black or African American	3	5	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	29	32	0	0
Two or more races	3	0	0	0
Nonresident alien	0	0	0	0
Unknown	0	0	0	0
<b>Totals:</b>	<b>40</b>	<b>40</b>	<b>0</b>	<b>0</b>

Comments (optional):

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**B-2B » 2015 PEDS » Undergraduate Enrollment in Educator Preparation - Non-Degree Education Programs** Sheet id: 40










Undergraduate program enrollment of students who have been formally admitted in professional education programs by the department of education as of October 15, 2014. See Q&A and flowchart for definition

 [Help flowchart](#)

**1. - M » Male Enrollment**

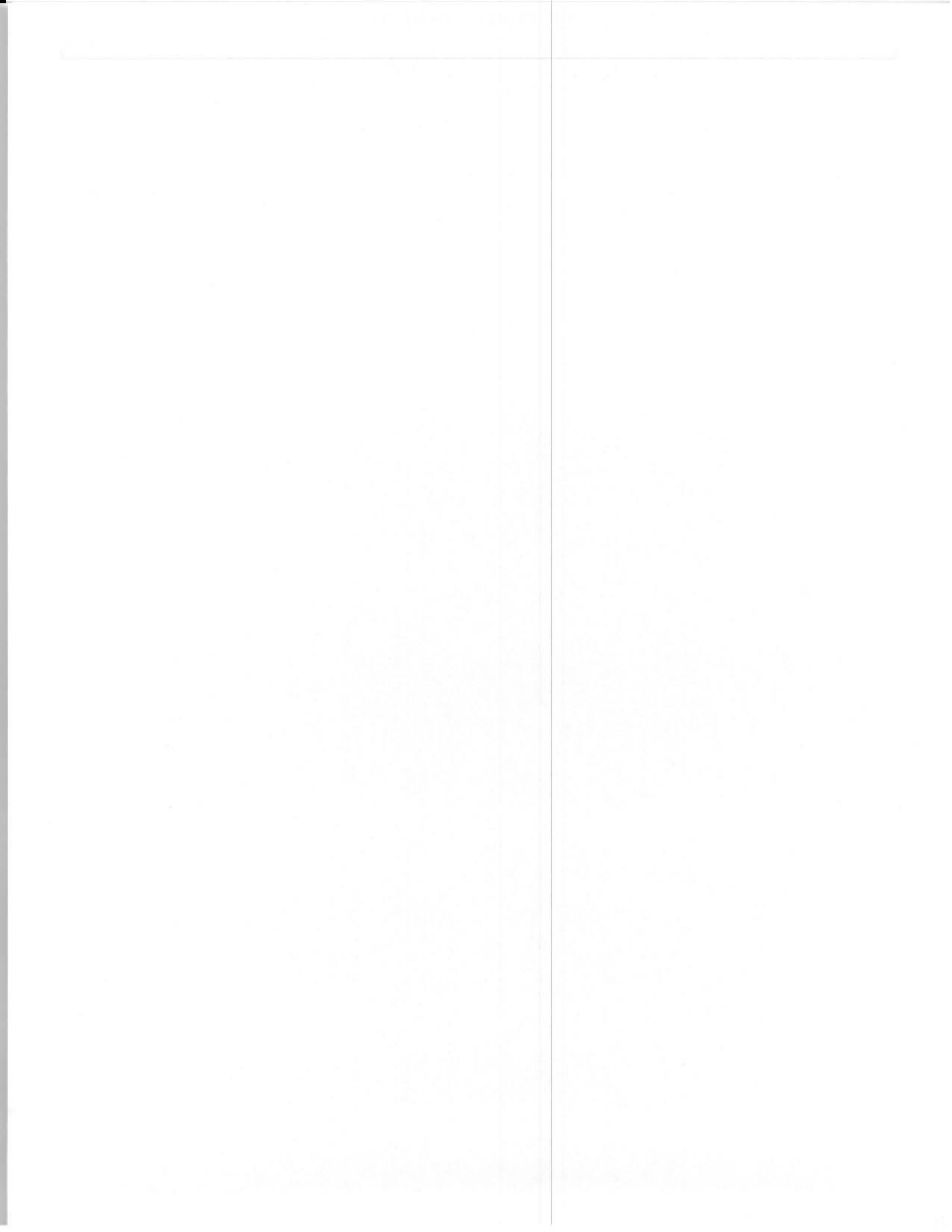
Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race 	1	0	0	0
American Indian or Alaska Native 	0	0	0	0
Asian 	1	0	0	0
Black or African American 	2	0	0	0
Native Hawaiian or Other Pacific Islander 	0	0	0	0
White 	7	10	0	0
Two or more races 	0	0	0	0
Nonresident alien 	0	0	0	0
Unknown 	0	0	0	0
<b>Totals:</b>	<b>11</b>	<b>10</b>	<b>0</b>	<b>0</b>

**2. - W » Female Enrollment**

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race 	1	0	0	0
American Indian or Alaska Native 	0	0	0	0
Asian 	0	0	0	0
Black or African American 	0	0	0	0
Native Hawaiian or Other Pacific Islander 	0	0	0	0
White 	10	10	0	0
Two or more races 	0	0	0	0
Nonresident alien 	0	0	0	0
Unknown 	0	0	0	0
<b>Totals:</b>	<b>11</b>	<b>10</b>	<b>0</b>	<b>0</b>

**Comments (optional):**

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Graduate program enrollment (CIP 13.0000 ) by gender and race/ethnicity as of the institutions official fall reporting date or as of October 15, 2014. See Q&A and flowchart for definition



1. - M » Male Enrollment

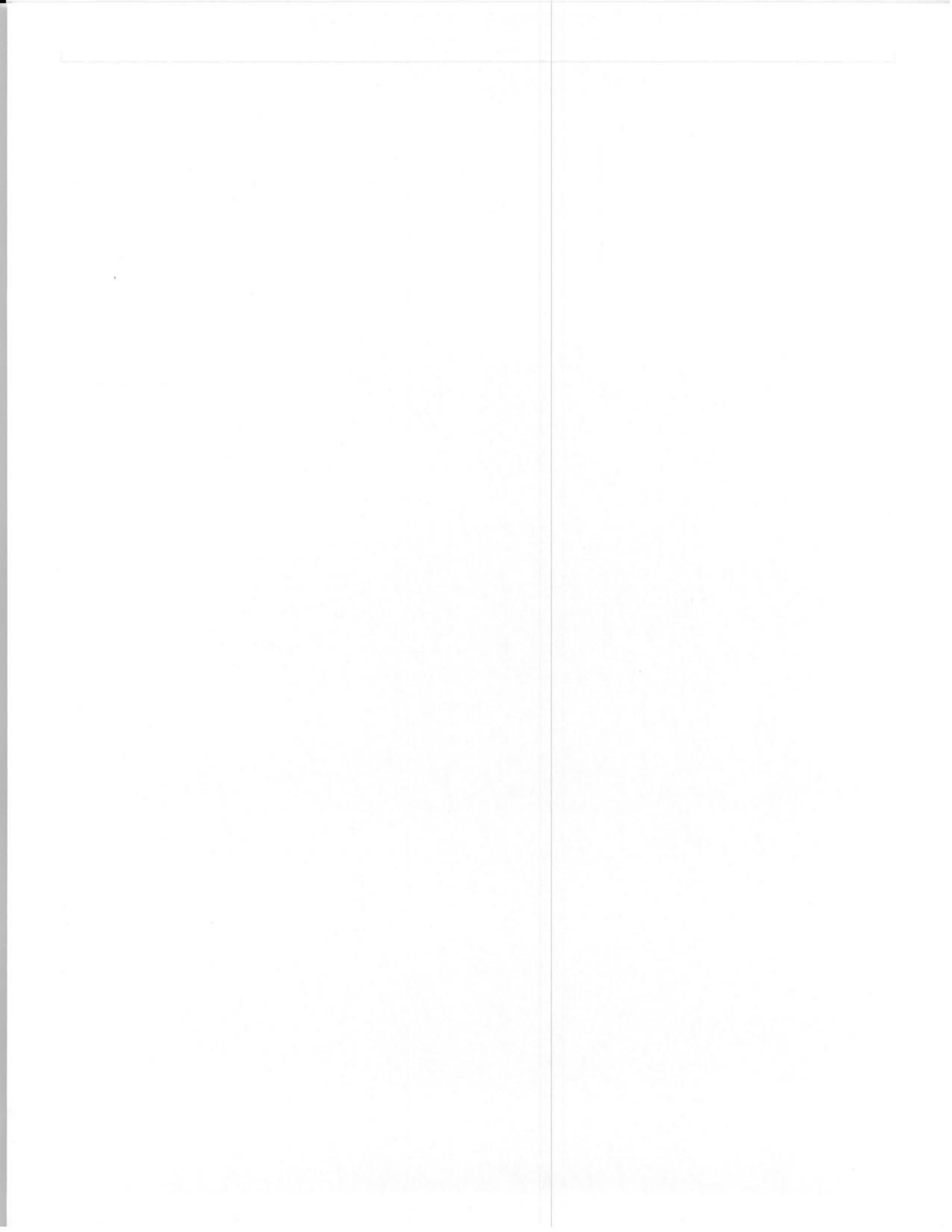
Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	0	0	0	0
Two or more races	0	0	0	0
Nonresident alien	0	0	0	0
Unknown	0	0	0	0
<b>Totals:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

2. - W » Female Enrollment

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	0	0	0	0
Two or more races	0	0	0	0
Nonresident alien	0	0	0	0
Unknown	0	0	0	0
<b>Totals:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Comments (optional):

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Graduate program enrollment of students that have been formally admitted and enrolled in professional education programs by the department of education as of October 15, 2014. See Q&A and flowchart for definition



1. - M » Male Enrollment

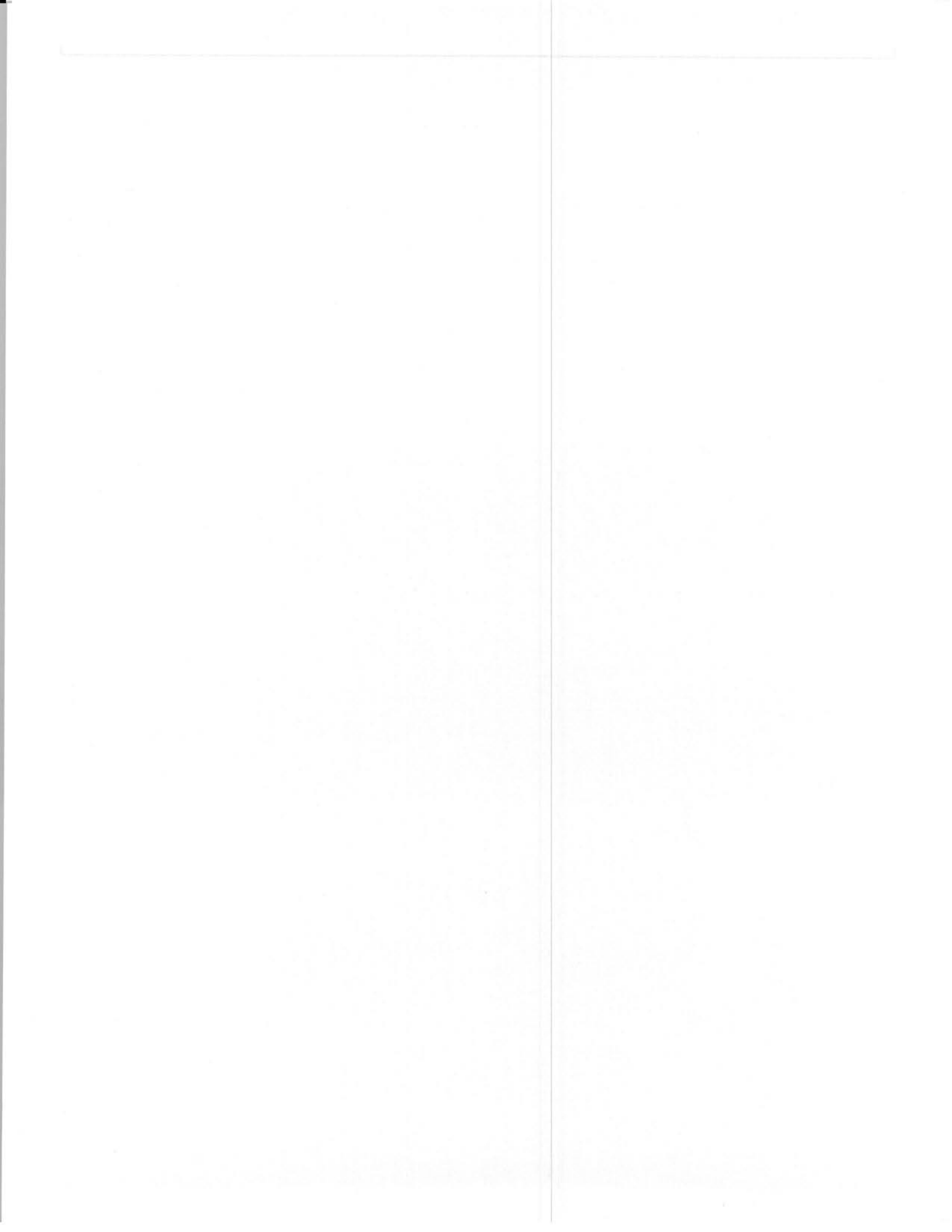
Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	1	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	0	2	0	0
Two or more races	0	0	0	0
Nonresident alien	0	0	0	0
Unknown	0	0	0	0
<b>Totals:</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>

2. - W » Female Enrollment

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	6	6	0	0
Two or more races	0	0	0	0
Nonresident alien	0	0	0	0
Unknown	0	0	0	0
<b>Totals:</b>	<b>6</b>	<b>6</b>	<b>0</b>	<b>0</b>

Comments (optional):

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**B-3A » 2015 PEDS » Bachelor's-Level Initial Teacher Preparation, Number of Degrees Between September 1, 2013 and August 31, 2014** insidic-10

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2013 and August 31, 2014, by gender and race/ethnicity.



**Section 1**

**Male Degree Recipients**

IPEDS CIP code	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
Totals:		1	0	0	0	0	3	0	0	0	4
Last year totals:		0	0	0	0	0	0	0	0	0	0

**Female Degree Recipients**

IPEDS CIP code	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
Totals:		0	0	0	2	0	12	0	0	0	14
Last year totals:		1	0	1	3	0	14	0	0	0	19

**Section 2**

For programs that award degrees in more than one area or that award additional endorsements, indicate in this table the number of degrees, certificates or endorsements awarded on the additional/secondary focus of the program for students already counted above.

**Example:**

For students obtaining a degree with dual focus on math education and social science education, report them as math education in table above and count them in the social science education code in this table.

IPEDS CIP code	Program area	Total students	
		Male	Female
13.1202	Elementary Teacher Education.	0	0

**Comments (optional):**

**B-3B » 2015 PEDS » Post-Bachelor's or Master's-Level Initial Teacher Preparation, Number of Degrees Between September 1, 2013 and August 31, 2014**

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2013 and August 31, 2014, by gender and race/ethnicity.



[Help flowchart](#)

**Not applicable**

**B-3C » 2015 PEDS » Post-Bachelor's or Master's-Level Advanced Preparation, Number of Degrees Between September 1, 2013 and August 31, 2014** Inst id: 40

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2013 and August 31, 2014, by gender and race/ethnicity.



[Help flowchart](#)

**Not applicable**

**B-3D » 2015 PEDS » CAS/Specialist Level Advanced Preparation, Number of Degrees Between September 1, 2013 and August 31, 2014**

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2013 and August 31, 2014, by gender and race/ethnicity.



[Help flowchart](#)

**Not applicable**

**B-3E » 2015 PEDS » Doctorate Level Advanced Preparation, Number of Degrees Between September 1, 2013 and August 31, 2014**

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2013 and August 31, 2014, by Gender and Race/ethnicity.



[Help flowchart](#)

**Not applicable**



Social Science Teacher Education	0	0	0	0	0	0	0	0	0	0	0
Biology Teacher Education.	0	0	0	0	0	0	0	0	0	0	0
Chemistry Teacher Education.	0	0	0	0	0	0	0	0	0	0	0
History Teacher Education.	0	0	0	0	0	1	0	0	0	0	1
Physics Teacher Education.	0	0	0	0	0	0	0	0	0	0	0
Totals:	0	0	0	0	0	4	0	0	0	0	4
Last year totals:	0	0	0	2	0	3	0	0	0	0	5

## Section 2

For programs that award degrees in more than one area or that award additional endorsements, indicate in this table the number of degrees, certificates or endorsements awarded on the additional/secondary focus of the program for students already counted above.

**Example:**

For students obtaining a degree with dual focus on math education and social science education, report them as math education in table above and count them in the social science education code in this table.

IPEDS CIP code	Program area	Total students	
		Male	Female
13.1305	English Teacher Education.	0	0
13.1306	Foreign Language Teacher Education, (including all Foreign Language Teacher Education, such as French, German, Spanish, and Latin Teacher Education, codes 1325, 1326, 1330, and 1335)	0	0
13.1311	Mathematics Teacher Education.	0	0
13.1312	Music Teacher Education.	0	0
13.1317	Social Science Teacher Education	0	0
13.1322	Biology Teacher Education.	0	0
13.1323	Chemistry Teacher Education.	0	0
13.1328	History Teacher Education.	0	0
13.1329	Physics Teacher Education.	0	0

**Comments (optional):**

**B-4B » 2015 PEDS » Post-Bachelor's or Master's-Level Initial Educator Preparation Program Completers in Professional Education Between September 1, 2013 and August 31, 2014, Non-Degree Education Programs** Inst id: 40

Students who completed a professional education programs at the initial teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.



**Section 1**

**Male Completers**

Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
English Teacher Education.	0	0	0	0	0	0	0	0	0	0
Mathematics Teacher Education.	0	0	0	0	0	0	0	0	0	0
Biology Teacher Education.	0	0	0	0	0	1	0	0	0	1
Chemistry Teacher Education.	0	0	0	0	0	0	0	0	0	0
History Teacher Education.	0	0	0	0	0	1	0	0	0	1
Physics Teacher Education.	0	0	0	0	0	0	0	0	0	0
Totals:	0	0	0	0	0	2	0	0	0	2
Last year totals:	0	0	0	0	0	2	0	0	0	2

**Female Completers**

Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
English Teacher Education.	0	0	0	0	0	2	0	0	0	2
Mathematics Teacher Education.	0	0	0	0	0	0	0	0	0	0
Biology Teacher Education.	0	0	0	0	0	1	0	0	0	1
Chemistry Teacher Education.	0	0	0	0	0	1	0	0	0	1
History Teacher Education.	0	0	0	0	0	2	0	0	0	2
Physics Teacher Education.	0	0	0	0	0	0	0	0	0	0
Totals:	0	0	0	0	0	6	0	0	0	6
Last year totals:	0	0	0	0	0	2	0	0	0	2

**Section 2**

For programs that award degrees in more than one area or that award additional endorsements, indicate in this table the number of degrees, certificates or endorsements awarded on the additional/secondary focus of the program for students already counted above.



**Example:**

For students obtaining a degree with dual focus on math education and social science education, report them as math education in table above and count them in the social science education code in this table.

IPEDS CIP code	Program area	Total students	
		Male	Female
13.1305	English Teacher Education.	0	0
13.1311	Mathematics Teacher Education.	0	0
13.1322	Biology Teacher Education.	0	0
13.1323	Chemistry Teacher Education.	0	0
13.1328	History Teacher Education.	0	0
13.1329	Physics Teacher Education.	0	0

**Comments (optional):**

**B-4C » 2015 PEDS » Post-Bachelor's or Master's-Level Advanced Educator Preparation Program Completers in Professional Education Between September 1, 2013 and August 31, 2014, Non-Degree Education Programs**

Students who completed a professional education program at the advanced teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.



**Section 1**

**Male Completers**

Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
English Teacher Education.	0	0	0	0	0	0	0	0	0	0
Mathematics Teacher Education.	0	0	0	0	0	0	0	0	0	0
Reading Teacher Education.	0	0	0	0	0	0	0	0	0	0
Biology Teacher Education.	0	0	0	0	0	0	0	0	0	0
Chemistry Teacher Education.	0	0	0	0	0	0	0	0	0	0
History Teacher Education.	0	0	0	0	0	0	0	0	0	0
Physics Teacher Education.	0	0	0	0	0	0	0	0	0	0
Totals:	0	0	0	0	0	0	0	0	0	0
Last year totals:	0	0	0	0	0	0	0	0	0	0

**Female Completers**

Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
English Teacher Education.	0	0	0	0	0	0	0	0	0	0
Mathematics Teacher Education.	0	0	0	0	0	0	0	0	0	0
Reading Teacher Education.	0	0	0	0	0	0	0	0	0	0
Biology Teacher Education.	0	0	0	0	0	0	0	0	0	0
Chemistry Teacher Education.	0	0	0	0	0	0	0	0	0	0
History Teacher Education.	0	0	0	0	0	0	0	0	0	0
Physics Teacher Education.	0	0	0	0	0	0	0	0	0	0
Totals:	0	0	0	0	0	0	0	0	0	0
Last year totals:	0	0	0	0	0	2	0	0	0	2

## Section 2

For programs that award degrees in more than one area or that award additional endorsements, indicate in this table the number of degrees, certificates or endorsements awarded on the additional/secondary focus of the program for students already counted above.

**Example:**

For students obtaining a degree with dual focus on math education and social science education, report them as math education in table above and count them in the social science education code in this table.

IPEDS CIP code	Program area	Total students	
		Male	Female
13.1305	English Teacher Education.	0	0
13.1311	Mathematics Teacher Education.	0	0
13.1315	Reading Teacher Education.	0	0
13.1322	Biology Teacher Education.	0	0
13.1323	Chemistry Teacher Education.	0	0
13.1328	History Teacher Education.	0	0
13.1329	Physics Teacher Education.	0	0

**Comments (optional):**

**B-4D » 2015 PEDS » CAS/Specialist Level Advanced Educator Preparation Program Completers in Professional Education Between September 1, 2013 and August 31, 2014, Non-Degree Education grams**

Students who completed a professional education program at the advanced teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.



[Help flowchart](#)

**Not applicable**

**B-4E » 2015 PEDS » Doctorate Level Advanced Educator Preparation Program Completers in Professional Education Between September 1, 2013 and August 31, 2014, Non-Degree Education Programs** Inst id: 40

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Students who completed a professional education program at the advanced teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.



[Help flowchart](#)

**Not applicable**

Number of professional education faculty members in each category, fall, 2014.

1. - M » Male Faculty

Race / Ethnicity	Full-Time		Part-Time		Adjunct	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black or African American	0	0	0	0	1	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	4	4	0	0	1	1
Two or more races	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0
Unknown	0	0	0	0	0	0
<b>Totals:</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

2. - W » Female Faculty

Race / Ethnicity	Full-Time		Part-Time		Adjunct	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black or African American	1	1	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	4	5	0	0	6	3
Two or more races	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0
Unknown	0	0	0	0	0	0
<b>Totals:</b>	<b>5</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>3</b>

Comments (optional):

**B-5B » 2015 PEDS » Faculty Counts and Teaching Loads**

Inst id: 40

Faculty counts and teaching loads for faculty members appointed by EPP in fall, 2014.

**1. - B5B\_1 » Full-time faculty in professional education**

Faculty in professional education who are:

University of Alabama Huntsville	Teaching only undergraduate courses		Teaching only graduate courses		Teaching both undergraduate and graduate courses		Not Teaching this fall semester	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
	Number of full-time faculty	1	3	0	0	7	7	1
Total number of credit hours taught	18	33	0	0	116	110	0	0
Total number of courses taught (count each section)	3	5	0	0	28	23	0	0

**2. - B5B\_2 » Part-time faculty in professional education**

Faculty in professional education who are:

University of Alabama Huntsville	Teaching only undergraduate courses		Teaching only graduate courses		Teaching both undergraduate and graduate courses		Not Teaching this fall semester	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
	Number of part-time faculty	0	0	0	0	0	0	0
Total number of credit hours taught	0	0	0	0	0	0	0	0
Total number of courses taught (count each section)	0	0	0	0	0	0	0	0

**3. - B5B\_3 » Adjunct faculty in professional education**

Faculty in professional education who are:

University of Alabama Huntsville	Teaching only undergraduate courses		Teaching only graduate courses		Teaching both undergraduate and graduate courses		Not Teaching this fall semester	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
	Number of adjunct faculty	6	2	0	1	2	0	0
Total number of credit hours taught	36	6	0	6	36	0	0	0
Total number of courses taught (count each section)	6	2	0	1	8	0	0	0

Comments (optional):

**B-5C » 2015 PEDS » Tenure and Non-Tenure Full-time Professional Education Faculty**

Inst id: 40

Tenure of full-time professional education faculty in schools, colleges, or departments of education fall, 2014.

**1. - B5C\_1 » Does this professional education unit have a tenure track system?**

- Yes
- No

**2. - B5C\_2 » Faculty**

University of Alabama Huntsville	Number of faculty with tenure		On tenure track		Not on tenure track	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Professors	1	1	0	0	0	0
Associate professors	4	3	0	0	0	0
Assistant professors	0	0	1	3	2	2
Instructors	0	0	0	0	0	0
Lecturers	0	0	0	0	1	1
No academic rank	0	0	0	0	0	0
<b>Totals:</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>

**Comments (optional):**



**B-6 » 2015 PEDS » Revenues and Expenditures**

inst id: 40

Selected fiscal revenues and expenditures, 2013-2014

**1. - B6\_1 » Total amount**

Total operating budget for the entire university, -2--1? **219992326**

Total amount allocated to the professional education unit? **933636**

**2. - B6\_2 » Revenue From**

University of Alabama Huntsville	Institutional Total		School, College, or Department of Education portion	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Private gifts, private grants and private contract	5149088	\$6,118,142.00	0	\$0.00
Endowment Income	1391723	\$1,596,600.00	0	\$0.00
Federal funding	0	\$0.00	0	\$0.00
<b>Totals:</b>	<b>\$6,540,811.00</b>	<b>\$7,714,742.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

**3. - B6\_3 » Expenditures**

University of Alabama Huntsville	Institutional Total		School, College, or Department of Education portion	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Instruction	52052721	\$48,871,266.00	1058023	\$966,705.00
Research	74757309	\$81,743,099.00	0	\$0.00
Public Service	5636106	\$4,822,320.00	0	\$0.00
Academic support	10830804	\$9,815,843.00	0	\$0.00
Student Services	14590093	\$13,796,950.00	0	\$0.00
<b>Totals:</b>	<b>\$157,867,033.00</b>	<b>\$159,049,478.00</b>	<b>\$1,058,023.00</b>	<b>\$966,705.00</b>

Comments (optional):

Number of online learning courses, total enrollment in online learning, and number of online learning programs offered.

1. - B7\_1 » Which of the following best describes the use of technology by teacher candidates in your program(s)?

- In order to complete the teacher education program, teacher candidates must demonstrate that they can deliver instruction using various technologies.
- Teacher candidates use various technologies as course requirements.
- There are no specific technology requirements for students in the education program.
- Other »

2. - B7\_3 » How closely does your school, college, or department of education (SCDE) partner with K-12 school districts in preparing teachers in technology use for instruction?

- Our institution has a formal arrangement with one or more K-12 schools to provide technology-related professional development opportunities to teachers.
- Our institution provides occasional technology-related training to teachers in one or more K-12 schools, but it is not part of an ongoing professional development program.
- Our institution does not provide technology-related training to teachers in the K-12 schools.

3. - B7\_4 » Did your SCDE offer any college-level, credit-granting courses by means of online education\* in the -2--1 academic year?

\*Online education refers to courses delivered to off-campus locations via live or prerecorded video, or computer technologies. Online education excludes:

- Courses conducted exclusively on campus
- Courses conducted by written correspondence
- Courses for which the instructor travels to an off-campus site to deliver instruction in person.

- Yes - if so, please complete table below
- No

4. - B7\_5 » Please report the following SCDE data for your undergraduate and graduate online education courses in the 12-month -2--1 academic year.

University of Alabama Huntsville	Undergraduate		Graduate	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Total number of educator preparation <u>programs</u> offered by your institution	0	0	1	0
Number of <u>programs</u> that are offered as online degree or certificate programs	0	0	1	0
Number of <u>courses</u> that are Blended/Hybrid (30-79% delivered online)	0	0	0	0
Number of <u>courses</u> that are 80% or more online delivery	0	0	2	0
Number of <u>enrollments</u> in blended/hybrid courses	0	0	0	0
Number of <u>enrollments</u> in online courses (80% or more online delivery)	0	0	41	0

5. - B7\_6 » What types of technology and technology tools does your program(s) make available to teacher candidates?

Choose all that apply

- Computer labs with internet access
- Laptops and/ or tablets (ie., iPad, Kindle, Galaxy, etc)
- Interactive SMART Boards
- Access to video cameras, video recording equipment
- Access to online research databases
- Electronic learning management system (ie., Blackboard, Canvas, etc)
- Assessment management system (LiveText, Taskstream, etc)
- Virtual reality/computer games/simulation programs
- Other »

6. - B7\_8 » What types of technology and technology tools does your program(s) make available to faculty?

Choose all that apply

- Computer labs with internet access
- Laptops and/ or tablets (ie., iPad, Kindle, Galaxy, etc)
- Interactive SMART Boards
- Access to video cameras, video recording equipment
- Access to online research databases
- Electronic learning management system (ie., Blackboard, Canvas, etc)
- Assessment management system (LiveText, Taskstream, etc)
- Virtual reality/computer games/simulation programs
- Other »

7. - B7\_9 » For which of the following technologies or technology tools does your program require candidates to demonstrate proficiency in order to complete the teacher preparation program?

Choose all that apply

- Laptops and/ or tablets (ie., iPad, Kindle, Galaxy, etc)
- Interactive SMART Boards
- Video cameras, video recording equipment
- Online research databases
- Electronic learning management system (ie., Blackboard, Canvas, etc)
- Assessment management system (LiveText, Taskstream, etc)
- Instructional technology used to deliver course content
- Technology used to facilitate online learning and/ or support virtual learning environments
- Interactive web 2.0 tools
- Technology used to deliver and collect assessment data on student performance

Technology used to support accessibility

Social media

Other »

8. - B7\_10 » What types of professional development are made available to faculty on use of technology and online learning?

Choose all that apply

Workshops

Demonstrations

One-on-one training

Webinars

No professional development is offered to faculty on the use of technology and online learning

Other »

Comments (optional):

**B-8 » 2015 PEDS » Program Selectivity**

inst id: 40

Admission and graduation requirements for educator preparation programs at the initial certification level, 2013-2014. Please note the admission questions refer to the fall of 2014, while graduation questions refer to the whole academic year of 2013-2014

**1. - B8\_1 » What are the admission requirements for full acceptance \* to your institution's educator preparation programs at the initial certification level?**

(Check all that apply)

\* Full or unconditional admission means that a student is admitted into the EPP with no additional conditions or stipulations other than what is required of all undergraduate or graduate students to maintain good academic standing. If conditional admission is granted, an additional stipulation (condition) is placed on the student by the EPP. Once this condition is met, the student becomes fully admitted.

University of Alabama Huntsville	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
High School GPA	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Undergraduate GPA	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Minimum of total credit hours completed as undergraduate	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>	1
Minimum of credit hours in education-related courses completed as undergraduate	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Praxis I Reading	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Praxis I Writing	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Praxis I Math	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
ACT composite score	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
SAT total score	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
GRE Verbal	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>	1
GRE Quantitative	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>	1
GRE Analytical Writing	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>	1
MAT scaled score	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>	1
Praxis II	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Praxis Core Academic Skills for Educators	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Previous Education related courses	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Education related bachelor's degree	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Any bachelor's degree	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0
Previous teaching experience/or experience working	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
State specific tests	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Goals statement	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>	1
Statement/assessment of professional dispositions	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Letters of recommendation	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Background checks	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1

2. - B8\_2 » Please enter the minimum required criteria and average scores of fall -1 enrolled student cohort for the following admission requirements (if selected above)

University of Alabama Huntsville	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Average <b>High School</b> GPA of new candidates enrolled in Fall -1	0	0	0	0	0	0
Minimum Undergraduate GPA Required	2.5	2.5	2.5	2.5	2.5	2.5
Average <b>Undergraduate</b> GPA of new candidates enrolled in Fall -1	3.214	3.166	0	0	0	0
Minimum required <b>total</b> credit hours completed as undergraduate	128	128	120	120	32	32
Minimum required credit hours in <b>education courses</b> completed as undergraduate	40	40	0	0	0	0

3. - B8\_3 » What are the graduation/completion requirements for your institution's initial teacher certification programs?

(Check all that apply)

University of Alabama Huntsville	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Minimum Program GPA	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Minimum credit hours completed	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
A minimum number of clock hours spent on <b>early field experiences</b>	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>	1
A minimum number of clock hours on <b>supervised clinical experience/student teaching</b> (excluding early field experience)	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Praxis I	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Praxis II	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
State specific tests	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Paper-based Portfolio	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Electronic Portfolio	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
edTPA	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Other Performance Assessment	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0

4. - B8\_4 » Please enter the required criteria for the following graduation requirements (if selected above)

If all programs have the same clock hour requirements enter the same number for the lowest and highest required hours.

University of Alabama Huntsville	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Minimum Program GPA required	2.5	2.5	2.5	2.5	2.5	2.5
Average GPA of -2--1 degree completers	0	3.40	0	0	0	0

Minimum credit hours completed	126	126	0	0	0	0
Minimum number of clock hours spent on early field experiences for program with <b>lowest</b> number of required hours	200	200	200	200	200	200
Minimum number of clock hours spent on early field experiences for program with <b>highest</b> number of required hours	200	200	200	200	200	200
Minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for program with <b>lowest</b> number of required hours	600	600	600	600	600	600
Minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for program with <b>highest</b> number of required of hours	600	600	600	600	600	600
Number of programs that have implemented edTPA?	0	0	0	0	0	0

5. - B8\_5 » Mid-program selectivity and attrition

University of Alabama Huntsville	Total	
	2015 Survey Year	Prior Survey Year
Total number of candidates that withdrew from educator preparation programs during academic year -2--1	9	6
Number of candidates that withdrew during academic year -2--1 who were counseled out of the program	2	0
Number of candidates that withdrew at own initiative during academic year -2--1	7	6
Describe the process used to counsel candidates out of programs	2015 Survey Year	Prior Survey Year
	Students work with the assigned faculty advisor and department chair to address a Professional Development Plan. If identified targets are not achieved, a joint conference is held with student, faculty advisor, and	Students work with the assigned faculty advisor and department chair to address a Professional Development Plan. If identified targets are not achieved, a joint conference is held with student, faculty advisor, and department chair to create an alternate pathway for graduation with non-licensure options available.

Comments (optional):

Supervised clinical experience as a component of your initial certification level teacher preparation programs, 2013-2014

1. - B9\_1 » Indicate the number of candidates in supervised clinical experience/student teaching during the -2--1 academic year

Exclude those who were fulfilling early field experience requirements

University of Alabama Huntsville	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Number of students	25	28	0	4	8	0

2. - B9\_2 » Select the name of the largest initial educator licensure program at your institution for the Baccalaureate, Post-Baccalaureate, and/or Masters Level

University of Alabama Huntsville	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Program name	Elementary Education (2)	2	- Select -	0	Secondary Education (5)	5

3. - B9\_3 » What is the average duration of the early field experiences in the initial certification programs enumerated in question 9.2 above?

University of Alabama Huntsville	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Average number of total clock hours spent in early field experiences (before Student Teaching)	215	215	215	215	215	215

4. - B9\_4 » What is the average length and intensity of the supervised clinical experience/student teaching in the initial certification programs enumerated in question 9.2 above?

Exclude early field experiences

University of Alabama Huntsville	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Number of semesters / quarters	1	1	1	1	1	1
Weeks per semester / quarter	15	15	15	15	15	15
Hours per week	40	40	40	40	40	40

5. - B9\_8 » What is the average length and intensity of the supervised clinical Residencies in the initial certification programs enumerated in question 9.2 above?



Exclude early field experiences

University of Alabama Huntsville	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Number of semesters / quarters	0	0	0	0	0	0
Weeks per semester / quarter	0	0	0	0	0	0
Hours per week	0	0	0	0	0	0

6. - B9\_5 » Select all **URBAN** settings where your teacher candidates typically complete their supervised clinical experience / student teaching placements.

Select all that apply for **Urban** areas (**Note: school performing standard is defined by your state education agency**)

University of Alabama Huntsville	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Professional development schools / Partner Schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Lab schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Low performing schools*	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
High performing schools*	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Title I schools	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Full-time residencies	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Other	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Does not apply	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0

7. - B9\_6 » Select all **SUBURBAN and/or TOWN** settings where your teacher candidates typically complete their supervised clinical experience / student teaching placements

Select all that apply for **Suburban and Town** areas (**Note: school performing standard is defined by your state education agency**)

University of Alabama Huntsville	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Professional development schools / Partner Schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Lab schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Low performing schools*	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
High performing schools*	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Title I schools	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Full-time residencies	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Other	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0

Does not apply



0



0



0

8. - B9\_7 » Select all **RURAL** settings where your teacher candidates typically complete their supervised clinical experience / student teaching placements.

Select all that apply for **Rural** areas (**Note: school performing standard is defined by your state education agency**)

University of Alabama Huntsville	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Professional development schools / Partner Schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Lab Schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Low Performing Schools	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
High performing schools*	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Title I schools	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Full-time residencies	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Other	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Does not apply	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0

9. - B9\_9 » University Supervisors/Clinical Faculty

How many of your faculty members supervised clinical experiences in -2--1?

University of Alabama Huntsville	Tenured / Tenure-track		Not tenure track	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Professors	0	0	0	0
Associate professors	2	3	0	0
Assistant professors	3	3	1	0
Instructors	0	0	0	0
Lecturers	0	0	2	3
Other	0	0	1	0
<b>Totals:</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>3</b>

10. - B9\_10 » Do you have minimum requirements for selection of school-based personnel supervising your candidate's?

Yes

No

11. - B9\_11 » If yes, please enumerate those requirements

Please enumerate the requirements for selection of school-based personnel supervising your candidate's

Cooperating teachers typically have three or more years experience as well as a master's degree in their field of expertise. Principal approval is required.

12. - B9\_12 » Do you have minimum requirements for selection of university-based personnel supervising your candidate's?

- Yes
- No

13. - B9\_13 » If yes, please enumerate those requirements

Please enumerate the requirements for selection requirements for selection of university-based personnel supervising your candidate's

Supervisors must have at least a master's degree and licensure/experience in the discipline or content area for which they supervise.

Comments (optional):

Graduate placement and K-12 impact data

1. - B10\_1 » Did your institution track its -3--2 new teacher graduates into their initial job placements during -2--1 academic year?

- Yes
- Attempted to track them, but had limited success obtaining information
- No, but planning to track them in the future
- No
- Other »

2. - B10\_2 » If you answered **yes** or limited success above, for what percent of the -3--2 graduates were placement data obtained?

95 % of the new graduates' placement information was obtained

3. - B10\_11 » Type of Placement: Of those -3--2 graduates for whom you obtained placement information in -2--1, how many are in

Placement Type	Number of Graduates	
	2015 Survey Year	Prior Survey Year
Public schools in your state working in the fields they were prepared for	10	15
Public Schools in your state, but working in a different field	0	0
Public Schools in your state, but no information / don't know field of work 🤔	0	0
Other teaching placements (private schools or out of state)	12	2
Not teaching	7	0

4. - B10\_12 » Please report placement data obtained in -2--1 for students who graduated in the years listed below

Year of Completion	Number of degree / completers		Number employed in your state's public schools first year after graduation		Number employed in your state's public schools second year after graduation		Number employed in your state's public schools both years	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
2012-2013 academic year <small>new</small>	29	0	10	0	12	0	10	0
2011-2012 academic year	37	37	15	15	14	14	14	14
2010-2011 academic year	37	37	9	9	15	15	7	7

5. - B10\_13 » Of those who were not employed in your state's public schools in the first two years after graduation, do you have information if they went

Check all that apply

- Out of State
- Private schools
- Military
- Advanced studies
- Left the field
- Don't have information
- Other »

6. - B10\_4 » if graduate placement data were collected, the source was

Check all that apply

- Through self-reporting from the graduates
- From the schools/school districts
- From the state
- Other »

7. - B10\_5 » Did your institution receive P-12 student achievement data from the state?

- Yes
- No

8. - B10\_14 » Were the data used for these purposes by institution?

If **Yes** in [B-10.5]

Purpose	Yes	No, have not used the data yet	Unknown
To help the institution assess the effectiveness of your graduates in their placements?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To inform program improvement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For other purposes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. - B10\_15 » Were the data used for these purposes by state?

If **Yes** in [B-10.5]

Purpose	Yes	No, have not used the data yet	Unknown
To help the institution assess the effectiveness of your graduates in their placements?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To inform program improvement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For other purposes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. - B10\_9 » Types of data obtained on graduates tracked in -2--1

- Graduation rates
- Placement rates
- Teacher persistence rates
- Teachers' satisfaction with preparation program
- Principals' satisfaction with teacher quality
- Student Value-Added measures
- Student growth measures
- Observational measures of teacher performance
- Other »

11. - B10\_16 » For how many of your graduates/completers from the years listed below did you get evaluation data from the state in -2--1?

Year of completion	Total number of initial licensure degree / completers		Number for which evaluation data were received from the State	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
2012-2013 completion year <small>new</small>	0	0	0	0
2011-2012 completion year		37		0
2010-2011 completion year		37		0

12. - B10\_10 » Graduation and Licensure rates in -2--1

Graduation time frame is based on the expected time frame for completion after a student has been formally accepted and enrolled in the Educator Preparation program.

Out of the total number of initial certification candidates who graduated or completed programs in -2--1 at your institution

- 4 What is the nominal duration (number of semesters) in Bachelor Level programs for initial certification once candidates are admitted into the Education Preparation Provider (EPP)?
- 26 Number of teacher education undergraduate degree recipients/program completers who were eligible for initial licensure
- 0 Number of teacher education Post bachelor's degree recipients/program completers who were eligible for initial licensure
- 8 Number of teacher education Master's degree recipients/program completers who were eligible for initial licensure

Comments (optional):