

[Title II Higher Education Act](#)

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Madeleine Frankford Program User

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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 Alternative, IHE-based 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:

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State

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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 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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| List of Programs | | | |
|------------------|---|-----------------|--|
| CIP Code | Teacher Preparation Programs | UG, PG, or Both | Update |
| 13.1202 | Elementary Education | PG | <ul style="list-style-type: none"> • Edit • Delete |
| 13.1322 | Teacher Education - Biology | PG | <ul style="list-style-type: none"> • Edit • Delete |
| 13.1323 | Teacher Education - Chemistry | PG | <ul style="list-style-type: none"> • Edit • Delete |
| 13.14 | Teacher Education - English as a Second Language | PG | <ul style="list-style-type: none"> • Edit • Delete |
| 13.1305 | Teacher Education - English/Language Arts | PG | <ul style="list-style-type: none"> • Edit • Delete |
| 13.1328 | Teacher Education - History | PG | <ul style="list-style-type: none"> • Edit • Delete |
| 13.1311 | Teacher Education - Mathematics | PG | <ul style="list-style-type: none"> • Edit • Delete |
| 13.1312 | Teacher Education - Music | PG | <ul style="list-style-type: none"> • Edit • Delete |
| 13.1314 | Teacher Education - Physical Education and Coaching | PG | <ul style="list-style-type: none"> • Edit • Delete |

| CIP Code | Teacher Preparation Programs | UG, PG, or Both | Update |
|----------------------|------------------------------|---|--|
| 13.1329 | Teacher Education - Physics | PG | <ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/> |
| 13.1315 | Teacher Education - Reading | PG | <ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/> |
| <input type="text"/> | | UG, PG, or Both <input type="radio"/> UG <input type="radio"/> PG <input type="radio"/> Both <input type="radio"/> | <ul style="list-style-type: none"> • <input type="button" value="Insert"/> • <input type="button" value="Cancel"/> |

Total number of teacher preparation programs:

Save Option

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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 type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> | Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> |
| Fingerprint check | Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> | Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> |
| Background check | Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> | Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> |
| Minimum number of courses/credits/semester hours completed | Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> | Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> |

Undergraduate Requirements

| Element | Admission | Completion |
|---|--|---|
| Minimum GPA | Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> | Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> |
| Minimum GPA in content area coursework | Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> | Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> |
| Minimum GPA in professional education coursework | Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> | Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> |
| Minimum ACT score | Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> | Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> |
| Minimum SAT score | Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> | Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> |
| Minimum basic skills test score | Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> | Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> |
| Subject area/academic content test or other subject matter verification | Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> | Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> |
| Recommendation(s) | Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> | Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> |
| Essay or personal statement | Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> | Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> |
| Interview | Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> | Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> |
| Other Specify: | | |
| Other specify: <input type="text"/> | Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> | Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" 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:

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

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 in the Alternative Class A program must have a bachelor's degree with a

have a bachelor's degree with a minimum GPA of 2.75 for admission. A minimum 3.0 GPA is required for successful completion.

minimum GPA of 2.75 for admission. A minimum 3.0 GPA is required for successful completion.

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

210

Number of clock hours required for student teaching

Number of clock hours required for student teaching

600

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

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)

1

[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)

1

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

12

Number of students in supervised clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

6

Please provide any additional information about or descriptions of the supervised clinical experiences:

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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) | <input type="text"/> | |
| 50% (Half-Time) | <input type="text"/> | |
| <input type="text" value="75%"/> Employment Rate (%) | <input type="text"/> Number of Faculty | <input type="button" value="Delete"/> |
| <input type="text" value="25%"/> Employment Rate (%) | <input type="text"/> Number of Faculty | <input type="button" value="Delete"/> |

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

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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="6"/> | Male Completers <input type="text" value="0"/> |
| Female | Female Enrollment <input type="text" value="11"/> | Female Completers <input type="text" value="6"/> |
| 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="4"/> | Black or African American Completers <input type="text" value="2"/> |
| Hispanic/Latino of any race | Hispanic/Latino of any race enrollment <input type="text" value="0"/> | Hispanic/Latino of any race Completers <input type="text" value="0"/> |
| 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="13"/> | White Completers <input type="text" value="4"/> |
| 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="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"/> |
| 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 - Science Teacher Education/General Science | Number Prepared <input type="text" value="0"/> |
| 13.1317 | Teacher Education - Social Science | Number Prepared <input type="text" value="0"/> |
| 13.1318 | Teacher Education - Social Studies | Number Prepared <input type="text" value="0"/> |
| 13.1320 | 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: <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"/> |
| 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"/> |

| CIP Code | Academic Major | Number Prepared |
|----------|---|--|
| 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"/> |
| 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: 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: The most successful strategy in ensuring compliance with the above assurances is our plan for field experiences. Our students rotate through a series of field experience placements during each block of their program: Block 1 - urban (Title 1) schools in large city; Block 2 - rural placement, also focuses on special education students; Block 3 - Suburban placement; Block 4 - city school with large ELL population; Internship - available in any area. All alternative licensure candidates also are required to complete a course focused on special education and students

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

with disabilities (ED 593) and a course focused on multicultural/diverse/ELL students (ED 530).

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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)

[Back To Top](#)

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. We prepare students in an alternative initial licensure program. The goal was one completer in 2018-19 which was achieved.

We prepare students in an alternative initial licensure program. The goal was one completer in 2018-19 which was achieved.

3. Did your program meet the goal? Yes

No

4. Description of strategies used to achieve goal, if applicable: Collaboration with the math department in the College of Science and with academic advisors has been

helpful, along with identifying and providing scholarships to support secondary math education candidates.

Collaboration with the math department in the College of Science and with academic advisors has been helpful, along with identifying and providing scholarships to support secondary math

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

The goal was to have one secondary math education completer in 2019-2020.

8. Describe your goal. The goal was to have one secondary math education completer in 2019-2020.

Set Next Year's Goal (2020-21)

[Back To Top](#)

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

No

10. Describe your goal. The goal is to have at least one alternative secondary mathematics education completer in 2020-2021.

The goal is to have at least one alternative secondary mathematics education completer in 2020-2021.

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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 2 alternative initial licensure science education completers in 2018-19.

The goal was to have 2 alternative initial licensure science education completers in 2018-19.

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: 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 science in 2019-20? If no, leave the next question blank. Yes

No

The goal is to have at least 1 alternative secondary

8. Describe your goal. The goal is to have at least 1 alternative secondary science completer in 2019-2020.

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

10. Describe your goal. The goal is to have at least one alternative secondary science education completer in 2020-21.

The goal is to have at least one alternative secondary science education completer in 2020-21.

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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

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 special education 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 special education in 2020-21? If no, leave the next question blank. Yes

No

10. Describe your goal.

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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

The goal was to have one alternative initial licensure completer in ESOL in 2018-19.

2. Describe your goal. The goal was to have one alternative initial licensure completer in ESOL in 2018-19.

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: There is a definite need to actively recruit candidates to the alternative ESOL program and to raise awareness of this option through intentional marketing and promotion efforts.

There is a definite need to actively recruit candidates to the alternative ESOL program and to raise awareness of this option through intentional marketing and promotion efforts.

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 instruction of limited English proficient students in 2019-20? If no, leave the next question blank. Yes

No

The goal was to have 1 alternative licensure completer in ESOL.

8. Describe your goal. The goal was to have 1 alternative licensure completer in ESOL.

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

The goal is to have at least one alternative licensure completer in ESOL.

10. Describe your goal. The goal is to have at least one alternative licensure completer in ESOL.

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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 taking tests | Avg. scaled score | Number Pass tests | Pass rate (%) |
|---|---------------------|-------------------|-------------------|---------------|
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 3 | | | |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19 | 1 | | | |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17 | 3 | | | |
| ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19 | 2 | | | |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students | 4 | | | |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students | 4 | | | |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students | 4 | | | |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students | 4 | | | |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students | 3 | | | |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK | 3 | | | |

Assessment code - Assessment name
Test Company
Group

Number **Avg. Number** **Pass**
taking **scaled** **passing** **rate**
tests **score** **tests** **(%)**

| | | | |
|---|---|--|--|
| Educational Testing Service (ETS) All program completers, 2018-19 | | | |
| ETS5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) Other enrolled students | 1 | | |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 2 | | |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2018-19 | 2 | | |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2016-17 | 5 | | |
| ETS5204 -TEACHING READING Educational Testing Service (ETS) Other enrolled students | 4 | | |
| ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students | 2 | | |
| ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2016-17 | 2 | | |

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Section III: Program Pass Rates

Summary Pass Rates

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

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

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

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

This Page Includes:

- [Summary Pass Rates](#)

Summary Pass Rates

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Group

Number taking tests **Number passing tests** **Passing rate (%)**

| | | |
|---|---|--|
| All program completers, 2018-19 | 4 | |
| All program completers, 2016-17 | 5 | |
| All program completers, combined 3 academic years | 9 | |

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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.

This Page Includes:

- [Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

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 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 assessments during their methods courses. The culmination of these strategies occurs during the internship where students are expected to demonstrate a high level of competency in using technology to teach, to analyze, synthesize, and then use data to plan instruction; in fact, the rubric used to evaluate student teachers contains a specific indicator addressing the competency. All interns complete and submit edTPA for national scoring. Watermark/Tk20 continues to be utilized each semester. This system is used for management of Field Placement, observation hours, student disposition assessments, TEP applications, and Internship

All students are introduced to 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

applications.

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Section VI: Teacher Training

Teacher Training

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

This Page Includes:

- [Teacher Training](#)

Teacher Training

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1. Provide a description of the activities that prepare general education teachers to:
 1. Teach students with disabilities effectively All alternative licensure candidates are required to complete ED 593 or provide evidence they have previously completed a foundational course in special education. Approaches for differentiating instruction are interwoven into the required methods courses.

All alternative licensure candidates are required to complete ED 593 or provide evidence they have previously completed a foundational course in special education. Approaches for differentiating

2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. This content and a collaborative IEP team process/project are incorporated into the required course for all candidates, ED 593.

This content and a collaborative IEP team process/project are incorporated into the required course for all candidates, ED 593.

3. Effectively teach students who are limited English proficient. All candidates are required to complete ED 530 which focuses on multicultural students/ ELLs/diverse students, their needs and characteristics, and effective instructional and relational practices.

All candidates are required to complete ED 530 which focuses on multicultural students/ ELLs/diverse students, their needs and characteristics, and effective instructional and

2. Does your program prepare special education teachers? Yes
 No

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

1. Teach students with disabilities effectively
2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education*

Act.

3. Effectively teach students who are limited English proficient.

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Contextual Information

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

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

This Page Includes:

- [Contextual Information](#)

Contextual Information

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

All alternative licensure programs are approved by the Alabama State Department of Education and nationally accredited by the Council for the Accreditation of

All alternative licensure programs are approved by

Supporting Files

No files have been provided.

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

Link Text

File No file selected

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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: