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Madeleine Frankford Program User

Select Academic Year Menu

[2020-21 Academic Year Data ▾]

2022 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 2020-21 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 [The University of Alabama]
Address line 2: [301 Sparkman Drive]
City [Huntsville]
State
[Alabama ▾]
Zip [35899]
Salutation
[Dr. ▾]
First Name [Beth]
Last Name [Quick]
Phone [256-824-2325]
Email [beth.quick@uah.edu]

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[Reset]

[Print]

Section I: Program Information

List of Programs

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

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

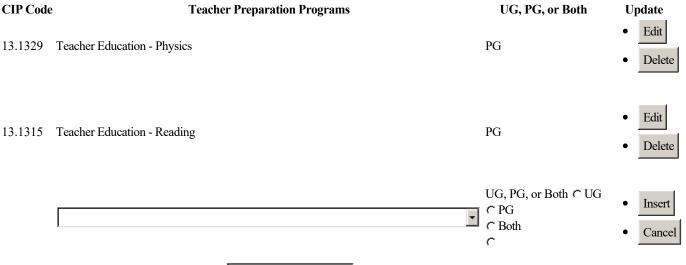- Teacher Preparation Program

This Page Includes:

- List of Programs

List of Programs

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List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	PG	• Edit • Delete
13.1322	Teacher Education - Biology	PG	• Edit • Delete
13.1323	Teacher Education - Chemistry	PG	• Edit • Delete
13.14	Teacher Education - English as a Second Language	PG	• Edit • Delete
13.1305	Teacher Education - English/Language Arts	PG	• Edit • Delete
13.1328	Teacher Education - History	PG	• Edit • Delete
13.1311	Teacher Education - Mathematics	PG	• Edit • Delete
13.1312	Teacher Education - Music	PG	• Edit • Delete
13.1314	Teacher Education - Physical Education and Coaching	PG	• Edit • Delete

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1329	Teacher Education - Physics	PG	• Edit • Delete
13.1315	Teacher Education - Reading	PG	• Edit • Delete

UG, PG, or Both ○ UG ○ PG ○ Both ○

• Insert
• Cancel

Total number of teacher preparation programs: [11]

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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 ○ Yes ○ No ●	Required for Exit ○ Yes ○ No ●
Fingerprint check	Required for Entry ○ Yes ○ No ●	Required for Exit ○ Yes ○ No ●
Background check	Required for Entry ○ Yes ○ No ●	Required for Exit ○ Yes ○ No ●
Minimum number of courses/credits/semester hours completed	Required for Entry ○ Yes ○ No ●	Required for Exit ○ Yes ○ No ●

Element	Admission	Completion
Minimum GPA	Required for Entry ○ Yes ○ No ●	Required for Exit ○ Yes ○ No ●
Minimum GPA in content area coursework	Required for Entry ○ Yes ○ No ●	Required for Exit ○ Yes ○ No ●
Minimum GPA in professional education coursework	Required for Entry ○ Yes ○ No ●	Required for Exit ○ Yes ○ No ●
Minimum ACT score	Required for Entry ○ Yes ○ No ●	Required for Exit ○ Yes ○ No ●
Minimum SAT score	Required for Entry ○ Yes ○ No ●	Required for Exit ○ Yes ○ No ●
Minimum basic skills test score	Required for Entry ○ Yes ○ No ●	Required for Exit ○ Yes ○ No ●
Subject area/academic content test or other subject matter verification	Required for Entry ○ Yes ○ No ●	Required for Exit ○ Yes ○ No ●
Recommendation(s)	Required for Entry ○ Yes ○ No ●	Required for Exit ○ Yes ○ No ●
Essay or personal statement	Required for Entry ○ Yes ○ No ●	Required for Exit ○ Yes ○ No ●
Interview	Required for Entry ○ Yes ○ No ●	Required for Exit ○ Yes ○ No ●
Other Specify: **Other specify:** [ ]	Required for Entry ○ Yes ○ No ●	Required for Exit ○ Yes ○ No ●

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

[ ]

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

[ ]

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

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 ● Yes ○ No ○	Required for Exit ● Yes ○ No ○
Fingerprint check	Required for Entry ● Yes ○ No ○	Required for Exit ● Yes ○ No ○
Background check	Required for Entry ● Yes ○ No ○	Required for Exit ● Yes ○ No ○
Minimum number of courses/credits/semester hours completed	Required for Entry ● Yes ○ No ○	Required for Exit ● Yes ○ No ○
Minimum GPA	Required for Entry ● Yes ○ No ○	Required for Exit ● Yes ○ No ○
Minimum GPA in content area coursework	Required for Entry ● Yes ○ No ○	Required for Exit ● Yes ○ No ○
Minimum GPA in professional education coursework	Required for Entry ● Yes ○ No ○	Required for Exit ● Yes ○ No ○
Minimum ACT score	Required for Entry ● Yes ○ No ○	Required for Exit ● Yes ○ No ○
Minimum SAT score	Required for Entry ● Yes ○ No ○	Required for Exit ● Yes ○ No ○
Minimum basic skills test score	Required for Entry ● Yes ○ No ○	Required for Exit ● Yes ○ No ○
Subject area/academic content test or other subject matter verification	Required for Entry ○ Yes ● No ○	Required for Exit ● Yes ○ No ○
Recommendation(s)	Required for Entry ● Yes ○ No ○	Required for Exit ● Yes ○ No ○
Essay or personal statement	Required for Entry ● Yes ○ No ○	Required for Exit ● Yes ○ No ○
Interview	Required for Entry ● Yes ○ No ○	Required for Exit ● Yes ○ No ○
Other Specify: **Other specify:** [Candidate disposition asse]	Required for Entry ● Yes ○ No ○	Required for Exit ● Yes ○ No ○

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)
[2.75]

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.)
[3.25]

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

[Candidates in the Alternative Class A program must]

minimum GPA of 2.75 for admission. A minimum 3.25 GPA is required for successful completion.

Supervised Clinical Experience

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Provide the following information about supervised clinical experience in 2020-21. (§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 `200`
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 `600`

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) **Optional tool for automatically calculating full-time equivalent faculty in the system**	Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) `1`
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 `6`
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: Not applicable

Not applicable

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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)		
50% (Half-Time)		

75%	Employment Rate (%)		Number of Faculty	[Delete]
25%	Employment Rate (%)		Number of Faculty	[Delete]

[Add Row]

[Calculate FTE]

Section I: Program Information

Enrollment and Program Completers

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

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

- Enrolled Student
- Program Completer

This Page Includes:

- Enrollment and Program Completers

Enrollment and Program Completers

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Enrollment and Completer Totals
2020-21 Total

Total Number of Individuals Enrolled	Total Number of Individuals Enrolled in 2020-21 [37]
Subset of Program Completers	Subset of Program Completers in 2020-21 [6]

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment [10]	Male Completers [3]
Female	Female Enrollment [27]	Female Completers [3]
Non-Binary/Other	Non-Binary/Other Enrollment [0]	Non-Binary/Other Completers [0]
No Gender Reported	Nonreported gender Enrollment [0]	Nonreported gender Completers [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 `0`	American Indian or Alaska Native Completers `0`
Asian	Asian Enrollment `2`	Asian Completers `0`
Black or African American	Black or African American Enrollment `3`	Black or African American Completers `0`
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment `0`	Hispanic/Latino of any race Completers `0`
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment `0`	Native Hawaiian or Other Pacific Islander Completers `0`
White	White Enrollment `32`	White Completers `6`
Two or more races	Two or more races Enrollment `0`	Two or more races Completers `0`
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment `0`	Nonreported race/ethnicity Completers `0`

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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

[Back To Top](#)

Please provide the number of teachers prepared by subject area for academic year 2020-21.

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 2020-21

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	0
13.1202	Teacher Education - Elementary Education	Number Prepared	1
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared	0
13.1210	Teacher Education - Early Childhood Education	Number Prepared	0
13.1301	Teacher Education - Agriculture	Number Prepared	0
13.1302	Teacher Education - Art	Number Prepared	0
13.1303	Teacher Education - Business	Number Prepared	0
13.1305	Teacher Education - English/Language Arts	Number Prepared	1
13.1306	Teacher Education - Foreign Language	Number Prepared	0
13.1307	Teacher Education - Health	Number Prepared	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared	0
13.1311	Teacher Education - Mathematics	Number Prepared	0
13.1312	Teacher Education - Music	Number Prepared	0
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared	0
13.1315	Teacher Education - Reading	Number Prepared	0
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared	0
13.1317	Teacher Education - Social Science	Number Prepared	0
13.1318	Teacher Education - Social Studies	Number Prepared	0
13.1320	Teacher Education - Trade and Industrial	Number Prepared	0
13.1321	Teacher Education - Computer Science	Number Prepared	0
13.1322	Teacher Education - Biology	Number Prepared	0
13.1323	Teacher Education - Chemistry	Number Prepared	0
13.1324	Teacher Education - Drama and Dance	Number Prepared	0
13.1328	Teacher Education - History	Number Prepared	4
13.1329	Teacher Education - Physics	Number Prepared	0
13.1331	Teacher Education - Speech	Number Prepared	0
13.1337	Teacher Education - Earth Science	Number Prepared	0
13.14	Teacher Education - English as a Second Language	Number Prepared	0
13.99	Education - Other Specify: Other specify: [____]	Number Prepared	0

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2020-21. 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 2020-21

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	0
13.1202	Teacher Education - Elementary Education	Number Prepared	1
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared	0
13.1210	Teacher Education - Early Childhood Education	Number Prepared	0
13.1301	Teacher Education - Agriculture	Number Prepared	0
13.1302	Teacher Education - Art	Number Prepared	0
13.1303	Teacher Education - Business	Number Prepared	0
13.1305	Teacher Education - English/Language Arts	Number Prepared	1
13.1306	Teacher Education - Foreign Language	Number Prepared	0
13.1307	Teacher Education - Health	Number Prepared	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared	0
13.1311	Teacher Education - Mathematics	Number Prepared	0
13.1312	Teacher Education - Music	Number Prepared	0
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared	0
13.1315	Teacher Education - Reading	Number Prepared	0
13.1316	Teacher Education - General Science	Number Prepared	0
13.1317	Teacher Education - Social Science	Number Prepared	0
13.1318	Teacher Education - Social Studies	Number Prepared	0
13.1320	Teacher Education - Trade and Industrial	Number Prepared	0
13.1321	Teacher Education - Computer Science	Number Prepared	0
13.1322	Teacher Education - Biology	Number Prepared	0
13.1323	Teacher Education - Chemistry	Number Prepared	0
13.1324	Teacher Education - Drama and Dance	Number Prepared	0
13.1328	Teacher Education - History	Number Prepared	4
13.1329	Teacher Education - Physics	Number Prepared	0
13.1331	Teacher Education - Speech	Number Prepared	0
13.1337	Teacher Education - Earth Science	Number Prepared	0

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared
13.14	Teacher Education - English as a Second Language	Number Prepared 0
13.99	Education - Other Specify: Other specify:	Number Prepared 0
01	Agriculture	Number Prepared 0
03	Natural Resources and Conservation	Number Prepared 0
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared 0
09	Communication or Journalism	Number Prepared 0
11	Computer and Information Sciences	Number Prepared 0
12	Personal and Culinary Services	Number Prepared 0
14	Engineering	Number Prepared 0
16	Foreign Languages, Literatures, and Linguistics	Number Prepared 0
19	Family and Consumer Sciences/Human Sciences	Number Prepared 0
21	Technology Education/Industrial Arts	Number Prepared 0
22	Legal Professions and Studies	Number Prepared 0
23	English Language/Literature	Number Prepared 0
24	Liberal Arts/Humanities	Number Prepared 0
25	Library Science	Number Prepared 0
26	Biological and Biomedical Sciences	Number Prepared 0
27	Mathematics and Statistics	Number Prepared 0
30	Multi/Interdisciplinary Studies	Number Prepared 0
38	Philosophy and Religious Studies	Number Prepared 0
40	Physical Sciences	Number Prepared 0
41	Science Technologies/Technicians	Number Prepared 0
42	Psychology	Number Prepared 0
44	Public Administration and Social Service Professions	Number Prepared 0
45	Social Sciences	Number Prepared 0
46	Construction	Number Prepared 0
47	Mechanic and Repair Technologies	Number Prepared 0
50	Visual and Performing Arts	Number Prepared 0
51	Health Professions and Related Clinical Sciences	Number Prepared 0
52	Business/Management/Marketing	Number Prepared 0
54	History	Number Prepared 4
99	Other Specify: Other specify:	Number Prepared 0

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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).

Save Option

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[Print] [Reset Page] [Save]

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 (2020-21)
- Review Current Year's Goal (2021-22)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

◉ Yes
○ No

2. 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.

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 (2021-22)

7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank. ◉ Yes
○ No

8. Describe your goal. The goal is to have at least one alternative secondary mathematics education completer in 2021-2022.

> The goal is to have at least one alternative secondary mathematics education completer in 2021-2022.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in mathematics in 2022-23? 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 2022-2023.

> The goal is to have at least one alternative secondary mathematics education completer in 2022-2023.

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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 (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

Back To Top

1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

● Yes
○ No

2. 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.

3. Did your program meet the goal? ○ Yes
● No

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

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

> not applicable

Review Current Year's Goal (2021-22)

Back To Top

7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank. ● Yes

○ No

8. Describe your goal. The goal is to have at least one alternative secondary science education completer in 2021-22.

> The goal is to have at least one alternative secondary
> science education completer in 2021-22.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in science in 2022-23? 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 2022-23.

> The goal is to have at least one alternative secondary
> science education completer in 2022-23.

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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 (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 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 (2021-22)

Back To Top

7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank. ○ Yes
◉ No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank. ○ Yes
◉ No

10. Describe your goal.

Save Option

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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 (2020-21)
- Review Current Year's Goal (2021-22)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

◉ Yes
○ No

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

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

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 (2021-22)

Back To Top

7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank. ◉ Yes
○ No

> The goal is to have at least two alternative licensure completers in ESOL in 2021-22.

8. Describe your goal. The goal is to have at least two alternative licensure completers in ESOL in 2021-22.

Set Next Year's Goal (2022-23)

Back To Top

9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank. ◉ Yes
○ No

> The goal is to have at least two alternative licensure completers in ESOL in 2022-23.

10. Describe your goal. The goal is to have at least two alternative licensure completers in ESOL in 2022-23.

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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 passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2020-21	1			
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2019-20	4			
TPA0115 -EDTPA: ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2019-20	1			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	1			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	2			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2020-21	4			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	1			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	2			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	3			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	3			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	3			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	3			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	5			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Educational Testing Service (ETS) All program completers, 2018-19				
ETS5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5204 -TEACHING READING Educational Testing Service (ETS) All program completers, 2019-20	4			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) Other enrolled students	2			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2020-21	4			

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Section III: Program Pass Rates

Summary Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

This Page Includes:

- Summary Pass Rates

Summary Pass Rates

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Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	6		
All program completers, 2019-20	10	10	100
All program completers, 2018-19	4		
All program completers, combined 3 academic years	20	20	100

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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
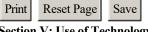⦿ No

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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

Educator Preparation (CAEP).

> All alternative licensure programs are approved by the Alabama State Department of Education and nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Supporting Files

No files have been provided.

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

Link Text [   ]

File [Choose File] No file selected

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Report Card Certification

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

Certification of submission

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

Name of responsible representative for teacher preparation program: [Beth Nason Quick]

Title: [Dean, College of Educatic]

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: [Beth Nason Quick]

Title: [Dean, College of Educatic]

[Certify and Submit Report Card]