

# Title II Higher Education Act

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Madeleine Frankford Program User

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University of Alabama Huntsville

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AL

University of Alabama Huntsville Alternative, IHE-based Report AY 2012-13 Alabama

Report CompleteStatus: Certified

## Institution Information

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

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

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

If no IPEDS ID, please provide an explanation

Address

Address line 2:

City

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▾

Zip

Salutation

▾

First Name

Last Name

Phone

Email

## Section I: Program Information

## List of Programs

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

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

**This Page Includes:**

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**Program Information**

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

Teacher Preparation Programs	Program Information	Teacher Quality Partnership Grant Member?	Update
Biology 6-12	No		<ul style="list-style-type: none"> <li>• <input type="button" value="Edit"/></li> <li>• <input type="button" value="Delete"/></li> </ul>
Chemistry 6-12	No		<ul style="list-style-type: none"> <li>• <input type="button" value="Edit"/></li> <li>• <input type="button" value="Delete"/></li> </ul>
English Language Arts 6-12	No		<ul style="list-style-type: none"> <li>• <input type="button" value="Edit"/></li> <li>• <input type="button" value="Delete"/></li> </ul>
History 6-12	No		<ul style="list-style-type: none"> <li>• <input type="button" value="Edit"/></li> <li>• <input type="button" value="Delete"/></li> </ul>
Mathematics 6-12	No		<ul style="list-style-type: none"> <li>• <input type="button" value="Edit"/></li> <li>• <input type="button" value="Delete"/></li> </ul>
Physics 6-12	No		<ul style="list-style-type: none"> <li>• <input type="button" value="Edit"/></li> <li>• <input type="button" value="Delete"/></li> </ul>
Teacher Preparation Program <input type="text"/>		Teacher Quality Partnership Grant Member? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	<ul style="list-style-type: none"> <li>• <input type="button" value="Insert"/></li> <li>• <input type="button" value="Cancel"/></li> </ul>

**Total number of teacher preparation programs:**

**Save Option**

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

This Page is in Progress  This Page is Completed

## Section I: Program Information

# Program Requirements

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

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

### This Page Includes:

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

## Admissions

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

Other

If Other, please specify:

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

No

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

4. Please provide any additional information about or exceptions to the admissions information provided above: GRE required for all alternative fifth year candidates in History, Math, Biology, Chemistry, and Physics; MAT required for English language arts candidates. After completion of first ED course (ED 301 - Introduction to Education) students are considered for admission. They are either admitted or not admitted. If there are areas of concerns students may be admitted with a Professional Development Plan (PDP). The plan will identify areas of concern and a timeframe for addressing the concerns. Students are no longer admitted conditionally.

## Undergraduate Requirements

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

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

No

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

### Undergraduate Requirements

Element	Required for Entry	Required for Exit
Transcript	Required for Entry <input 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"/>
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"/>

Undergraduate Requirements

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

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

3. What was the median GPA of individuals accepted into the program in academic year 2012-13?

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

5. What was the median GPA of individuals completing the program in academic year 2012-13?

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

**Postgraduate Requirements**

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

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

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

Postgraduate Requirements

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

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

3. What was the median GPA of individuals accepted into the program in academic year 2012-13?

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

5. What was the median GPA of individuals completing the program in academic year 2012-13?

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

### Supervised Clinical Experience

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Provide the following information about supervised clinical experience in 2012-13. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

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

#### Supervised Clinical Experience

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

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

**Average number of clock hours required for student teaching**

Average number of clock hours required for student teaching

**Average number of clock hours required for mentoring/induction support**

Average number of clock hours required for mentoring/induction support

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

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

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

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

**Number of students in supervised clinical experience during this academic year**

Number of students in supervised clinical experience during this academic year

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

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Info

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### Section I: Program Information

## Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

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

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

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

**This Page Includes:**

- [Enrollment](#)

**Enrollment**

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

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

Program Enrollment By Gender

**Total number of students enrolled in 2012-13**

Total number of students enrolled in 2012-13

**Unduplicated number of males enrolled in 2012-13**

Unduplicated number of males enrolled in 2012-13

**Unduplicated number of females enrolled in 2012-13**

Unduplicated number of females enrolled in 2012-13

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

Program Enrollment By Ethnicity/Race

2012-13

Number Enrolled

**Ethnicity**

**Hispanic/Latino of any race** Hispanic/Latino of any race

**Race**

**American Indian or Alaska Native** American Indian or Alaska Native

**Asian** Asian

**Black or African American** Black or African American

**Native Hawaiian or Other Pacific Islander** Native Hawaiian or Other Pacific Islander

**White** White

**Two or more races** Two or more races

**Save Option**

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

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## Teachers Prepared

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

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

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

### This Page Includes:

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

### Teachers Prepared by Subject Area

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Please provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

[What are CIP Codes?](#)

No teachers prepared in academic year 2012-13

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
13.01	Education - General	Number Prepared <input type="text"/>
13.10	Teacher Education - Special Education	Number Prepared <input type="text"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text"/>
13.1205	Teacher Education - Secondary Education	Number Prepared <input type="text"/>
13.1206	Teacher Education - Multiple Levels	Number Prepared <input type="text"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text" value="3"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text"/>
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text" value="1"/>

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

**Teachers Prepared by Academic Major**

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Please provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

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

[What are CIP Codes?](#)

No teachers prepared in academic year 2012-13

Teachers Prepared by Academic Major		
CIP Code	Academic Major	Number Prepared
13.01	Education - General	Number Prepared <input type="text"/>



Teachers Prepared by Academic Major

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

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

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

**Save Option**

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**Section I: Program Information****Program Completers**

On this page, enter the total number of individuals who completed the program in AY 2012-13 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

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

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

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

**This Page Includes:**

- [Program Completers](#)

**Program Completers**[Back To Top](#)

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

	Program Completers
2012-13	2012-13 <input type="text" value="4"/>
2011-12	2011-12 <input type="text" value="3"/>
2010-11	2010-11 <input type="text" value="6"/>

**Save Option**

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**Section II: Annual Goals****Annual Goals**

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

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

**This Page Includes:**

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

**Annual Goals - Mathematics**

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

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

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

**Academic year 2012-13**

1. Did your program prepare teachers in mathematics in 2012-13?  Yes

No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2012-13?

3. Did your program meet the goal for prospective teachers set in mathematics in 2012-13?  Yes

No

Not applicable

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

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

6. Provide any additional comments, exceptions and explanations below: Math education candidate finished coursework and internship in 2012-2013

Math education candidate finished coursework and internship in 2012-2013

**Academic year 2013-14**

7. Is your program preparing teachers in mathematics in 2013-14?  Yes

No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2013-14?

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

**Academic year 2014-15**

10. Will your program prepare teachers in mathematics in 2014-15?  Yes  
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2014-15?

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

## Annual Goals - Science

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

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

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

### Academic year 2012-13

1. Did your program prepare teachers in science in 2012-13?  Yes  
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2012-13?

3. Did your program meet the goal for prospective teachers set in science in 2012-13?  Yes  
 No  
 Not applicable

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

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

6. Provide any additional comments, exceptions and explanations below: We added a single biology education student to our program enrollees. Will continue to work

We added a single biology education student to our program enrollees.  
Will continue to work with College of Science faculty and advisors.

with College of Science faculty and advisors.

### Academic year 2013-14

7. Is your program preparing teachers in science in 2013-14?  Yes  
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2013-14?

9. Provide any additional comments, exceptions and explanations below: Will graduate 2 of 3 students enrolled in program- all biology majors seeking teacher

Will graduate 2 of 3 students enrolled in program- all biology majors seeking teacher certification.

certification.

### Academic year 2014-15

10. Will your program prepare teachers in science in 2014-15?  Yes

No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2014-15?

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

## Annual Goals - Special Education

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

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

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

### Academic year 2012-13

1. Did your program prepare teachers in special education in 2012-13?  Yes

No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2012-13?

3. Did your program meet the goal for prospective teachers set in special education in 2012-13?  Yes

No

Not applicable

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

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

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

### Academic year 2013-14

7. Is your program preparing teachers in special education in 2013-14?  Yes

No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2013-14?

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

### Academic year 2014-15

10. Will your program prepare teachers in special education in 2014-15?  Yes

No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2014-15?

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

## Annual Goals - Instruction of Limited English Proficient Students

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

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

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

### Academic year 2012-13

1. Did your program prepare teachers in instruction of limited English proficient students in 2012-13?  Yes

No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?  Yes

No

Not applicable

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

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

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

### Academic year 2013-14

7. Is your program preparing teachers in instruction of limited English proficient students in 2013-14?  Yes

No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

9. Provide any additional comments, exceptions and explanations below: The TESOL (Teaching English for Speakers of Other Languages will be reviewed summer

The TESOL (Teaching English for Speakers of Other Languages will be reviewed summer 2013 with a goal of reactivating the program in January 2014.

2013 with a goal of reactivating the program in January 2014.

### Academic year 2014-15

10. Will your program prepare teachers in instruction of limited English proficient students in 2014-15?  Yes

No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2014-15?



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

### Assurances

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

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

1. 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

ELL population; Internship - available in any area.

### Save Option

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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 RTT'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. Number scaled score	Number Passing 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, 2010-11	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	1			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	4			
ETS0941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2011-12	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

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, 2012-13	4		
All program completers, 2011-12	3		
All program completers, 2010-11	6		
All program completers, combined 3 academic years	13	13	100

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## Section IV: Low-Performing

### Low-Performing

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

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

This Page Includes:

- [Low-Performing](#)

### Low-Performing

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

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

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

NCATE

TEAC

CAEP

Other specify:

Other specify:

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

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(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 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. Evidence is presented and evaluated at the student teacher's exit portfolio conference. Having said all of this, we recognize this is an area for continuous improvement. We plan to strengthen our introduction to the role of technology in collecting, managing, and analyzing data to improve teaching and learning; the plan includes the development of specific modules and assignments for alternative teacher candidates beginning. New Smart Board and Elmo have been acquired. Workshops have been scheduled for student teachers to enhance their skills in using the technology available in the area schools. A new data management system that will incorporate more technology for students and faculty is expected to be implemented in

2013-2014. 

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

#### Save Option

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## Section VI: Teacher Training

# Teacher Training

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

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

## This Page Includes:

- [Teacher Training](#)

## Teacher Training

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

1. Does your program prepare **general education** teachers to:
  1. teach students with disabilities effectively  Yes  
 No
  2. participate as a member of individualized education program teams  Yes  
 No
  3. teach students who are limited English proficient effectively  Yes  
 No
2. Provide a description of the evidence your program uses to show that it prepares **general education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place. Most school systems do not allow teacher candidates to participate in or observe IEP meetings. Some student teachers are permitted to observe (rarely participate) in IEP meetings, but this is not consistent across the disciplines. Students do participate in mock IEP meetings as part of their course, but for the most part, this is the extent of their experiences. We are continuing our dialogue with school principals and special education coordinators to facilitate more participate for our alternative teacher candidates. We recognize the need for improving our candidates preparation in working with limited English proficient students. We have added a course - Applied Multiculturalism to the alternative program. We are already seeing the positive impact this course

Most school systems do not allow teacher candidates to participate in or observe IEP meetings. Some student teachers are permitted to observe (rarely participate) in IEP meetings, but

has in building their understanding and preparation.

3. Does your program prepare **special education** teachers to:
  1. teach students with disabilities effectively  Yes  
 No  
 Program does not prepare special education teachers
  2. participate as a member of individualized education program teams  Yes  
 No  
 Program does not prepare special education teachers
  3. teach students who are limited English proficient effectively  Yes  
 No  
 Program does not prepare special education teachers
4. Provide a description of the evidence your program uses to show that it prepares **special education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements

Do not have an alternative program in Special Education.

listed above are not currently in place. Do not have an alternative program in Special Education.

## Save Option

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### Contextual Information

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

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

**This Page Includes:**

- [Contextual Information](#)

### Contextual Information

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

### Supporting Files

No files have been provided.

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

Link Text

File  No file selected

**Save Option**

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### Report Card Certification

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

#### Certification of submission

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

Name of responsible representative for teacher preparation program:

Title:

## Certification of review of submission

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

Name of reviewer:

Title:

## Certification Checklist

Please resolve the following items:

Section	Item
<a href="#">Section I: Program Information, Program Requirements</a>	Page must be saved as "Completed".
<a href="#">Section I: Program Information, Enrollment</a>	Page must be saved as "Completed".
<a href="#">Section I: Program Information, Teachers Prepared</a>	Page must be saved as "Completed".
<a href="#">Section I: Program Information, Program Completers</a>	Page must be saved as "Completed".
<a href="#">Section II: Annual Goals, Annual Goals</a>	Page must be saved as "Completed".
<a href="#">Section III: Program Pass Rates, Assessment Pass Rates</a>	Page must be saved as "Completed".
<a href="#">Section III: Program Pass Rates, Summary Pass Rates</a>	Page must be saved as "Completed".
<a href="#">Section IV: Low-Performing, Low-Performing</a>	Page must be saved as "Completed".
<a href="#">Section V: Use of Technology, Use of Technology</a>	Page must be saved as "Completed".
<a href="#">Section VI: Teacher Training, Teacher Training</a>	Page must be saved as "Completed".
<a href="#">Section VII: Contextual Information, Contextual Information</a>	Page must be saved as "Completed".
	Non-binary/other enrollment missing
	No gender reported enrollment missing
	No race/ethnicity reported enrollment missing
	Male completers missing
	Female completers missing
	Non-binary/other completers missing
	No gender reported completers missing
	Indian completers missing
	Asian completers missing
	Black completers missing
	Hispanic completers missing
	Islander completers missing
	White completers missing
	Multi-racial completers missing
	No race/ethnicity reported completers missing