

# Title II Higher Education Act

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U of Alabama in Huntsville  
Traditional Program  
2010-11

### Print Report Card

### Program Information

**Name of Institution:** U of Alabama in Huntsville  
**Institution/Program Type:** Traditional  
**Academic Year:** 2010-11  
**State:** Alabama

**Address:** The University of Alabama in Huntsville  
301 Sparkman Drive  
Huntsville, AL, 35899

**Contact Name:** Dr. Mary L. Piersma  
**Phone:** 256-824-2325  
**Email:** piersmam@uah.edu

**Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No**  
**TQE partnership name or grant number, if applicable:**

### Section I.a Program Admission

**For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.**

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	No

Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Experience in a classroom or working with children	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	Yes
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Resume	No	No
Beachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test	No	No
Other (specify: dispositions assessments by education, subject area faculty and classroom teachers )	Yes	Yes

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

[www.uah.edu/colleges/liberal/education](http://www.uah.edu/colleges/liberal/education)

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

Junior year

**Does your initial teacher certification program conditionally admit students? No**

**Please provide any additional about or exceptions to the admissions information provided above:**

\*Students are considered for admission to the teacher education program after completion of Block 1 courses and meeting requirements above. After collecting dispositions and interview data, faculty meet to review and make recommendations for admission.

\*Candidates are either admitted or not admitted; those who are admitted may be admitted with the Professional Development Plan (PDP) which contains a list of concerns along with plan for addressing the concerns and a timeframe for the student to complete the PDP. Students are no longer admitted conditionally.

### Section I.b Program Enrollment

**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.**

Total number of students enrolled in 2010-11:	95
Unduplicated number of males enrolled in 2010-11:	23
Unduplicated number of females enrolled in 2010-11:	72

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	2
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	3
Black or African American:	10
Native Hawaiian or Other Pacific Islander:	1
White:	79
Two or more races:	0

### Section I.c Supervised Experience

**Provide the following information about supervised clinical experience in 2010-11.**

Average number of clock hours required prior to student teaching	205
Average number of clock hours required for student teaching	525
Number of full-time equivalent faculty in supervised clinical experience during this academic year	7
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	31

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

### Section I.d Teachers Prepared by Subject Area

**Please provide the number of teachers prepared by subject area for academic year 2010-11. 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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	11
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	22
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	9
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	1
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	1
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	2
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	3
Teacher Education - Physics	1
Teacher Education - Spanish	1
Teacher Education - Speech	
Teacher Education - Geography	

Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

### Section I.d Teachers Prepared by Academic Major

**Please provide the number of teachers prepared by academic major for academic year 2010-11. 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))**

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	22
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	

Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	4
Foreign Languages	1
Family and Consumer Sciences/Human Sciences	
English Language/Literature	1
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	1

Mathematics and Statistics	1
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	1
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

### Section I.e Program Completers

**Provide the total number of initial teacher certification preparation program completers in each of the following academic years:**

2010-11: 31

2009-10: 37

2008-09: 40

### Section II. Annual Goals

**Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.**

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> 3</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Graduated 1 math major; enrolled 10 new math majors.</p> <p>Participated in a series of meeting with administration (Provost and Deans of Liberal Arts and Science) to identify needs and strategies for recruiting students.</p>

	<p>Currently reviewing strategies to recruit additional math teacher candidates.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <ol style="list-style-type: none"> <li>1. Make greater efforts to inform students of scholarships available.</li> <li>2. Work with university recruiters to emphasize critical need for mathematics teachers, particularly at the community and junior colleges.</li> <li>3. Plan information session about statewide Alabama Math, Science and Technology Initiative and Science in Motion project as recruiting tool.</li> <li>4. Hired new Math Educator to teach methods courses</li> </ol> <p>4.New Math Educator has started a Future Math Teachers student organization - tool for sharing and recruiting new majors.</p>
<p>Science</p>	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> 3</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Graduated 2 science majors (biology and chemistry); enrolled 4 new science majors.</p> <p>Participated in a series of meeting with administration (Provost and Deans of Liberal Arts and Science to identify needs and strategies for recruiting students.</p> <p>Currently reviewing strategies for recruiting additional science teacher candidates.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <ol style="list-style-type: none"> <li>1. Make greater efforts to inform students of scholarships available.</li> <li>2. Work with university recruiters to emphasize critical need for science teachers, particularly at the community and junior colleges.</li> <li>3. Plan information session about statewide Alabama Math, Science and Technology Initiative and Science in Motion project as recruiting tool.</li> </ol>
<p>Special education</p>	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> 10</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Graduated 11 new special education majors.</p> <ol style="list-style-type: none"> <li>1. Scholarships (tuition stipends) offered.</li> <li>2. Upper class students make presentations during Block 1 courses, informing students about critical need for special education teachers.</li> </ol>



	<p>3. Student organization (Council for Exceptional Children)open programs and meetings to all education students.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>1. Revisions to the elementary education program should channel more students into special education as a second area of study.</p> <p>2. Special education certification may be earned along with the elementary education program; this opportunity for dual certification is one of the strategies we will emphasize</p> <p>2. Continue to implement strategies in place.</p>
<p>Instruction of limited English proficient students</p>	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> NA</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Alabama does not currently have undergraduagte certification for Limited English proficient students.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>We will expand our efforts in core and methods courses to build knowledge and skills for all traditional students.</p>
<p>N/A</p>	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> N/A</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>

**Provide any additional comments, exceptions and explanations below:**

Secondary certification programs in math and science require a major in the discipline. Because the major is housed in the discipline at UAHuntsville, extra efforts are required to recruit and retain students choosing to teach math and science.

**Section II. Assurances**

**Please indicate whether your institution is in compliance with the following assurances.**

**Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution’s graduates are likely to teach, based on past hiring and recruitment trends.**

Yes

**Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

Yes

**Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.**

Yes

**General education teachers receive training in providing instruction to children with disabilities.**

Yes

**General education teachers receive training in providing instruction to limited English proficient students.**

No

**General education teachers receive training in providing instruction to children from low-income families.**

Yes

**Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.**

Yes

**Describe your institution's most successful strategies in meeting the assurances listed above:**

1. The most successful strategy in ensuring compliance with the above assurance is our plan for field experiences. Our students rotate through variety of field experience placements during each block of their program: Block 1 - urban (Title I)schools; Block 2 - rural schools-also focuses on special education student support; Block 3 Elementary (Title I - high ELL population school) Block 4 Elementary - suburban schools; Block 3 secondary - middle income schools- larger city schools; Block 4 secondary - suburban small town schools. A summer program for special education candidates include participation in an intensive partnership with a local school system's special education summer program for limited populations of special education students.

2. To meet the need for our secondary candidates to have more experiences working with ELL students, we have initiated a new "cognate" for elementary education majors - Language and Culture. Students completed 18 hours of coursework in linguistics, multiculturalism, ELL methods and critical issues for ELL students.

3. A third strategy that ensures compliance with the above assurance is the participation of public school administrators, curriculum specialists, and teachers as guest presenters, panelists, and lecturers in all blocks, beginning with Block 1 continuing through the internship semester.

### Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0235 - BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS)	2				66	149

Other enrolled students						
ETS0235 - BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1				100	156
ETS0235 - BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				100	154
ETS0245 - CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0014 - ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	16	168	16	100	90	155
ETS0014 - ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	22	169	22	100	99	158
ETS0014 - ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	27	170	27	100	100	158
ETS0014 - ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	27	166	27	100	99	158
ETS0041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6				90	168
ETS0041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1				100	172
ETS0041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				100	172
ETS0041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	173
ETS0360 - ENGLISH TO SPEAKERS OF	1					

OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2008-09						
ETS0173 -FRENCH CONTENT KNOWLEDGE  Educational Testing Service (ETS) Other enrolled students	1					
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	162
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4				73	137
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1				100	139
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				100	144
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				68	154
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				100	164
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	1					
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	1					
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				72	160
ETS0081 -SOCIAL STUDIES: CONTENT	2				100	167

KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10						
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				100	165
ETS0191 - SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2				64	152
ETS0191 - SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1				100	171
ETS0191 - SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				100	163
ETS0941 - WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4				83	154
ETS0941 - WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	4				100	159
ETS0941 - WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				100	152
ETS0941 - WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4				100	153

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	31	31	100	100
All program completers, 2009-10	35	35	100	100
All program completers, 2008-09	39	39	100	100

## Section IV. Low-Performing

**Provide the following information about the approval or accreditation of your teacher preparation program.**

**Is your teacher preparation program currently approved or accredited?**

Yes

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

NCATE

**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)?**

No

## Section V. Technology

**Does your program prepare teachers to:**

- **integrate technology effectively into curricula and instruction**

Yes

- **use technology effectively to collect data to improve teaching and learning**

Yes

- **use technology effectively to manage data to improve teaching and learning**

Yes

- **use technology effectively to analyze data to improve teaching and learning**

Yes

**Provide a description of how your program 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 how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**

All students are introduced to the use of technology as a tool to collect, manage, and analyze data during their assessment courses. They are asked to apply their learning in case studies, lesson planning and assessment during their methods courses. The culmination of these strategies occurs during the internship where students are expected to demonstrate a high level of competence in using technology to analyze, synthesize, and then use data to plan instruction; in fact, the rubric used to evaluate student teachers contains a specific indicator addressing this competency. Evidence is presented and evaluated at the student teacher's exit portfolio conference.

Having said all of this, we recognize that 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 both elementary and secondary candidates.

New equipment, Smart Boards, Elmos, etc have been acquired. Workshops with the universities technology have also been scheduled for student teachers - designed to hone their skills on technology equipment in schools.

## Section VI. Teacher Training

**Does your program prepare general education teachers to:**

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
No

**Provide a description of how your program 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 students to participate 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 coursework, but for most, this is the extent of their experience. We are continuing our dialogue with school principals and special education coordinators to facilitate more participation for elementary and secondary candidates.

We recognize the need for improving our candidates preparation in working with limited English proficient students. We have already put two strategies in place beginning Fall 2010. The addition of an Applied Multiculturalism course for all students and the option for elementary education candidates to choose a second area of study focusing on Language and Culture was implemented in Fall 2010. Coursework focuses on multiculturalism, linguistics, critical issues for ELL students and teachers, and ELL methods.

**Does your program prepare special education teachers to:**

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
No

**Provide a description of how your program 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 listed above are not currently in place.**

Special education candidates develop IEP's during each semester of their coursework. Specifically, during two courses, EDC 302 -Limited Populations and EDC 351 - Applied Behavioral Support, candidates develop IEP's and implement strategies to meet IEP goals. Special education candidates are given opportunities to participate in IEP meetings during their internships.

We recognize the need for improving our special education candidates preparation in working with limited English proficient students. We implemented two successful strategies in place beginning Fall 2010. The addition of an Applied Multiculturalism course for all students and the option for elementary education candidates to take additional coursework focusing on Language and Culture is proving to be a valuable addition to our programs. Thirteen elementary education majors are currently enrolled in the Language and Culture cognate.

### Section VII. Contextual Information

**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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.**

#### Supporting Files

U of Alabama in Huntsville  
Traditional Program  
2010-11

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Title II, Higher Education Act  
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