



A » 2013 PEDS » Institutional Data

inst id: 40

Institutional Data

A_1 » Institutional Information

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

Institution Name:		
Address 1:		
Address 2:		
City:		
State:		
Zip:		
Country:		
Institution Phone:		

A_2 » Chief Executive Officer of Institution

Include complete address and phone number.

CEO of Institution:		
Title:		
Address 1:		
Address 2:		
City:		
State:		
Zip:		
Country:		
Phone:		
Fax:		

A_3 » Name of Professional Education Unit

Complete all that apply

PE Unit Name:		
PE Unit Name 2:		
PE Unit Name 3:		

A_4 » Designated Head of Professional Education Unit

Include complete address and phone number.

PE Designated Head Name:		
Title:		
Address 1:		
Address 2:		
City:		
State:		
Zip:		
Country:		
Phone:		
Fax:		
Email:		

A_5 » Professional Education Unit Term

If the head of the Professional Education Unit differs from the person on the last PEDS report, when did his or her term begin?

Term Began Month:	- Select -	
Term Began Year:	- Select -	

A_6 » Degrees/Programs

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

	Bachelor's, initial teacher preparation	
	Post-Bachelor's or Master's, Initial Teacher Preparation	
	Post-Bachelor's or Master's, Advanced Teacher Preparation	
	CAS or Specialist	
	Doctoral	

Other »	
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A_7 » Total Student Licenses Headcount (degrees/program completers)

Indicate the total headcount of students who received licenses, endorsements or degrees (education only) from your institution between September 1, 2011 and August 31, 2012 (Note: Do not double count).

Totals	
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A_8 » Control

Public	
Private or Independent <---- (answer option used prior PEDS 2013) 	
Private or Independent (Non for Profit)	
Private or Independent (for Profit)	

A_9 » Institution Type

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

A_10 » Units

Unit of credit awarded for completion of coursework

Semester Hour	
Quarter Hour	
Other »	

A_11 » Accreditation/Affiliation

Institutional Accreditation and Affiliations

AABC-American Association of Bible Colleges	
MIDDLE STATES Association of Colleges and Schools	

	NEW ENGLAND Association of Schools and Colleges	
	NORTH CENTRAL Association of Colleges and Schools	
	NORTHWEST Commission on Colleges and Universities	
	SOUTHERN Association of Colleges and Schools	
	WESTERN Association of Schools and Colleges	

A_12 » Organizations

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

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

A_13 » Calendar System

What is the predominant calendar system at this institution?

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

A_14 » Contact Person

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

Name:		
Title:		
Institution:		
Address 1:		
Address 2:		

City:		
State:		
Zip:		
Country:		
Phone:		
Fax:		
Email:		

A_15 » Carnegie Classification

Please select your Institution Carnegie Classification

<input type="checkbox"/>	RU/VH: Research University (very high research activity)	
<input type="checkbox"/>	RU/H: Research University (high research activity)	
<input type="checkbox"/>	DRU: Doctoral/Research University	
<input type="checkbox"/>	Master's L: Masters Colleges and Universities (larger programs)	
<input type="checkbox"/>	Master's M: Master's Colleges and Universities (medium programs)	
<input type="checkbox"/>	Master's S: Master's Colleges and Universities (smaller programs)	
<input type="checkbox"/>	Bac/A&S: Baccalaureate Colleges - Arts and Sciences	
<input type="checkbox"/>	Bac/Diverse: Baccalaureate Colleges - Diverse fields	
<input type="checkbox"/>	Bac/Assoc: Baccalaureate/Associate's Colleges	
<input type="checkbox"/>	Associate's Colleges	
<input type="checkbox"/>	Tribal Colleges	
<input type="checkbox"/>	Other »	

A_16 » Main Campus Geographical Setting

Based on location and main area of PK-12 influence, would you describe your institution/teacher preparation programs as being primarily

<input type="checkbox"/>	Urban	
<input type="checkbox"/>	Rural	
<input type="checkbox"/>	Suburban or Town	

A_17 » Graduates Geographical Setting

Based on location and main area of PK-12 influence, would you describe your institution/teacher preparation programs as being primarily

Urban	
Rural	
Suburban or Town	

A_18 » Minority Serving institution (MSI)

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

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

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

Comments (optional):

B-1A » 2013 PEDS » Institutional Undergraduate Enrollment

inst id: 40

Institutional total undergraduate enrollment by gender and race/ethnicity categories as of the institution's official fall reporting date or as of October 15, 2012.

M » Male Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race 		55		19
American Indian or Alaska Native 		35		20
Asian 		64		36
Black or African American 		252		70
Native Hawaiian or Other Pacific Islander 		0		1
White 		1756		664
Two or more races 		36		6

Nonresident alien 		116		7
Unknown 		53		23
Totals:	2399	2367	798	846

W » Female Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race 		71		16
American Indian or Alaska Native 		28		9
Asian 		87		24
Black or African American 		396		124
Native Hawaiian or Other Pacific Islander 		0		1
White 		1355		416
Two or more races 		34		5
Nonresident alien 		62		7
Unknown 		61		26
Totals:	2051	2094	634	628

Comments (optional):

B-1B » 2013 PEDS » Institutional Graduate Enrollment

inst id: 40

Institutional total graduate enrollment by gender and race/ethnicity categories as of the institutions official fall reporting date or as of October 15, 2012.

M » Male Enrollment

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race 		2		10
American Indian or Alaska Native 		2		8
Asian 		9		23

Black or African American		7		42
Native Hawaiian or Other Pacific Islander		0		0
White		173		569
Two or more races		1		1
Nonresident alien		105		19
Unknown		8		16
Totals:	312	307	698	688

W » Female Enrollment

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race		4		7
American Indian or Alaska Native		7		7
Asian		9		16
Black or African American		24		51
Native Hawaiian or Other Pacific Islander		0		0
White		123		372
Two or more races		2		1
Nonresident alien		55		9
Unknown		5		7
Totals:	247	229	497	470

Comments (optional):

B-2A » 2013 PEDS » Undergraduate Enrollment in Educator Preparation – Degree Programs

inst id: 40

Undergraduate program enrollment (CIP 13.0000) by gender and race/ethnicity as of the institutions official fall reporting date or as of October 15, 2012. See Q&A and flowchart for definition

 [Help flowchart](#)

M » Male Enrollment

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

W » Female Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race		1		0
American Indian or Alaska Native		0		0
Asian		3		0
Black or African American		5		0
Native Hawaiian or Other Pacific Islander		0		0
White		39		0
Two or more races		0		0
Nonresident alien		0		0
Unknown		0		0
Totals:	41	48	0	0

Comments (optional):

Undergraduate program enrollment of students who have been formally admitted in professional education programs by the department of education as of October 15, 2012.
See Q&A and flowchart for definition



[Help flowchart](#)

M » Male Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race		0		0
American Indian or Alaska Native		0		0
Asian		0		0
Black or African American		0		0
Native Hawaiian or Other Pacific Islander		0		0
White		16		0
Two or more races		0		0
Nonresident alien		2		0
Unknown		0		0
Totals:	9	18	0	0

W » Female Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race		1		0
American Indian or Alaska Native		0		0
Asian		0		0
Black or African American		3		0
Native Hawaiian or Other Pacific Islander		0		0
White		20		0
Two or more races		0		0
Nonresident alien		0		0
Unknown		0		0

Totals:	12	24	0	0
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Comments (optional):

B-2C » 2013 PEDS » Graduate Enrollment in Educator Preparation – Degree Programs

inst id: 40

Graduate program enrollment (CIP 13.0000) by gender and race/ethnicity as of the institutions official fall reporting date or as of October 15, 2012. See Q&A and flowchart for definition



[Help flowchart](#)

Not applicable

B-2D » 2013 PEDS » Graduate Enrollment - Non-Degrees Education Program

inst id: 40

Graduate program enrollment of students that have been formally admitted and enrolled in professional education programs by the department of education as of October 15, 2012. See Q&A and flowchart for definition



[Help flowchart](#)

M » Male Enrollment

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race		0		0
American Indian or Alaska Native		0		0
Asian		0		0
Black or African American		0		0
Native Hawaiian or Other Pacific Islander		0		0
White		6		0
Two or more races		0		0
Nonresident alien		0		0
Unknown		0		0
Totals:	4	6	1	0

W » Female Enrollment

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race		0		0
American Indian or Alaska Native		0		0
Asian		0		0
Black or African American		0		0
Native Hawaiian or Other Pacific Islander		0		0
White		12		0
Two or more races		0		0
Nonresident alien		0		0
Unknown		0		0
Totals:	11	12	0	0

Comments (optional):

B-3A » 2013 PEDS » Bachelor's-Level Initial Teacher Preparation, Number of Degrees Between September 1, 2011 and August 31, 2012 Page 1 of 40

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2011 and August 31, 2012, by gender and race/ethnicity.



[Help flowchart](#)

Section 1

Male Degree Recipients

IPEDS CIP code	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
13.1202	Elementary Teacher Education.										1
Totals:		0	0	0	0	0	1	0	0	0	1
Last year totals:		0	0	0	0	0	0	0	0	0	0

Female Degree Recipients

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IPEDS CIP code	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
13.1202	Elementary Teacher Education.										16
Totals:		0	0	0	2	0	14	0	0	0	16
Last year totals:		1	0	0	1	0	21	0	0	0	23

Section 2

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

Example:

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

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

Comments (optional):

Elementary education majors have the option of adding an endorsement in Collaborative Teacher - Special Education. This option includes coursework and an additional internship. Completion of all requirements leads to dual certification - elementary and an endorsement in special education.

B-3B » 2013 PEDS » Post-Bachelor's or Master's-Level Initial Teacher Preparation, Number of Degrees Between September 1, 2011 and August 31, 2012

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2011 and August 31, 2012, by gender and race/ethnicity.



[Help flowchart](#)

Not applicable

B-3C » 2013 PEDS » Post-Bachelor's or Master's-Level Advanced Preparation, Number of Degrees Between September 1, 2011 and August 31, 2012

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2011 and August 31, 2012, by gender and race/ethnicity.



[Help flowchart](#)

Not applicable

B-3D » 2013 PEDS » CAS/Specialist Level Advanced Preparation, Number of Degrees Between September 1, 2011 and August 31, 2012

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2011 and August 31, 2012, by gender and race/ethnicity.

[Help flowchart](#)**Not applicable****B-3E » 2013 PEDS » Doctorate Level Advanced Preparation, Number of Degrees Between September 1, 2011 and August 31, 2012** inst id: 40

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2011 and August 31, 2012, by Gender and Race/ethnicity.

[Help flowchart](#)**Not applicable****B-4A » 2013 PEDS » Bachelor's-Level Initial Educator Preparation Program Completers in Professional Education September 1, 2011 and August 31, 2012, Non-Degree Programs** inst id: 40

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

[Help flowchart](#)**Male Completers**

Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
English Teacher Education.										0
Foreign Language Teacher Education, (including all Foreign Language Teacher Education, such as French, German, Spanish, and Latin Teacher Education, codes 1325, 1326, 1330, and 1335)										1
Mathematics Teacher Education.										2
Music Teacher Education.										0
Social Science Teacher Education										0
Biology Teacher Education.										0
Chemistry Teacher Education.										0
History Teacher Education.										4
Physics Teacher Education.										0

Totals:	0	0	0	1	0	6	0	0	0	7
Last year totals:	1	0	0	0	0	4	0	0	0	5

Female Completers

Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
English Teacher Education.										5
Foreign Language Teacher Education, (including all Foreign Language Teacher Education, such as French, German, Spanish, and Latin Teacher Education, codes 1325, 1326, 1330, and 1335)										2
Mathematics Teacher Education.										1
Music Teacher Education.										0
Social Science Teacher Education										0
Biology Teacher Education.										1
Chemistry Teacher Education.										0
History Teacher Education.										0
Physics Teacher Education.										0
Totals:	1	0	0	0	0	8	0	0	0	9
Last year totals:	0	0	0	0	0	5	0	0	0	5

Comments (optional):

Undergraduate secondary education candidates complete a major in their teaching field plus the required education courses. Having a major in the discipline and passing Praxis II - content tests make them "Highly Qualified."

B-4B » 2013 PEDS » Post-Bachelor's or Master's-Level Initial Educator Preparation Program Completers in Professional Education Between September 1, 2011 and August 31, 2012, Non-Degree Programs

img. id: 40

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

 [Help flowchart](#)

Male Completers

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

Female Completers

	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
	English Teacher Education.										1
	Mathematics Teacher Education.										0
	Biology Teacher Education.										0
	Chemistry Teacher Education.										0
	History Teacher Education.										0
	Physics Teacher Education.										0
	Totals:	0	0	0	0	0	1	0	0	0	1
	Last year totals:	0	0	1	0	0	3	0	0	0	4

Comments (optional):

Alternative Master's degree teacher education candidates receive a major in their teaching field and complete required professional education courses. The completion of the major in the teaching field along with passing Praxis II - Subject Area Tests make them "Highly Qualified."

Professional Education Between September 1, 2011 and August 31, 2012, Non-Degree Programs

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



[Help flowchart](#)

Male Completers

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

Female Completers

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

Last year totals:	0	0	0	0	0	0	0	0	0	0
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Comments (optional):

B-4D » 2013 PEDS » CAS/Specialist Level Advanced Educator Preparation Program Completers in Professional Education Between September 1, 2011 and August 31, 2012, Non-Degree Programs inst id: 40

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



[Help flowchart](#)

Not applicable

B-4E » 2013 PEDS » Doctorate Level Advanced Educator Preparation Program Completers in Professional Education Between September 1, 2011 and August 31, 2012, Non-Degree Programs inst id: 40

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



[Help flowchart](#)

Not applicable

B-5A » 2013 PEDS » Professional Education Faculty inst id: 40

Number of professional education faculty members in each category, fall, 2012.

M » Male Faculty

Race / Ethnicity	Full-Time		Part-Time		Adjunct	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race		0		0		0
American Indian or Alaska Native		0		0		0
Asian		0		0		0
Black or African American		0		0		0
Native Hawaiian or Other Pacific Islander		0		0		0
White		3		1		0
Two or more races		0		0		0
Nonresident alien		0		0		0

Unknown		0		0		0
Totals:	4	3	1	1	0	0

W » Female Faculty

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

Comments (optional):

B-5B » 2013 PEDS » Faculty Counts and Teaching Loads

inst id: 40

Faculty counts and teaching loads for faculty members appointed full-time in professional education fall, 2012.

B5B_1 » Full-time faculty in professional education

University of Alabama Huntsville	Full-time faculty in professional education who are:					
	Teaching only undergraduate courses		Teaching only graduate courses		Teaching both undergraduate and graduate courses	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
Number of full-time faculty		6		0		3
Total number of credit hours taught		268		0		18
Total number of courses taught(count each section)		15		0		6

Comments (optional):

Total number of credit hours taught is not the same as credit hours generated. Number included is total number of credit hours taught. Total number of courses taught includes sections of student teaching supervision.

B-5C » 2013 PEDS » Tenure and Non-Tenure Full-time Professional Education Faculty

inst id: 40

Tenure of full-time professional education faculty in schools, colleges, or departments of education fall, 2012.

B5C_1 » Does this professional education unit have a tenure track system?

Yes	
No	

B5C_2 » Faculty

University of Alabama Huntsville	Number of faculty with tenure		On tenure track		Not on tenure track	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
	Professors		0		0	
Associate professors		3		0		0
Assistant professors		0		4		1
Instructors		0		0		0
Lecturers		0		0		1
No academic rank		0		0		0
Totals:	4	3	3	4	2	2

Comments (optional):

B-6 » 2013 PEDS » Revenues and Expenditures

inst id: 40

Selected fiscal revenues and expenditures, 2011-2012

B6_1 » Total amount

Total operating budget for the entire university,	
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2011-2012?		
Total amount allocated to the professional education unit?		

B6_2 » Revenue From

University of Alabama Huntsville	Institutional Total		School, College, or Department of Education portion	
	Current year	Prior year	Current year	Prior year
	Private gifts, private grants and private contract ⓘ		\$4,440,286.00	
Endowment Income ⓘ		\$1,041,795.00		\$0.00
Federal funding ⓘ		\$0.00		\$0.00
Totals:	\$9,238,263.00	\$5,482,081.00	\$10,120.00	\$10,010.00

B6_3 » Expenditures

University of Alabama Huntsville	Institutional Total		School, College, or Department of Education portion	
	Current year	Prior year	Current year	Prior year
	Instruction ⓘ		\$52,788,595.00	
Research ⓘ		\$72,161,096.00		\$0.00
Public Service ⓘ		\$1,271,245.00		\$0.00
Academic support ⓘ		\$10,979,107.00		\$0.00
Student Services ⓘ		\$12,288,975.00		\$0.00
Totals:	\$151,538,581.00	\$149,489,018.00	\$805,606.00	\$796,344.00

Comments (optional):

B-7 » 2013 PEDS » Technology Education and Distance Learning

inst id: 40

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

B7_1 » Which of the following best describes the use of technology by teacher candidates in your program(s)?

<input type="checkbox"/>	In order to complete the teacher education program, teacher candidates must demonstrate that they can deliver instruction using various technologies.	
<input type="checkbox"/>	Teacher candidates use various technologies as course requirements.	

There are no specific technology requirements for students in the education program.	
Other »	

B7_2 » Which of the following best describes the technology used by education faculty members at your institution?

Skip to B7_3 — This question was used prior PEDS 2013

All education faculty members at our institution are required to incorporate various technologies into their courses.	
Most faculty members at our institution incorporate various technologies into their courses.	
Some faculty members at our institution incorporate various technologies into their courses.	
Other »	

B7_3 » How closely does your school, college, or department of education (SCDE) partner with K-12 school districts in preparing teachers in technology use for instruction?

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

B7_4 » Did your SCDE offer any college-level, credit-granting courses by means of online/distance education* in the 2011-2012 academic year?

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

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

Yes - if so, please complete table below	
No	

B7_5 » Please report the following SCDE data for your undergraduate and graduate online/distance education courses in the 12-month 2011-2012 academic year.

University of Alabama Huntsville	Undergraduate		Graduate	
	Current year	Prior year	Current year	Prior year
	Number of online/distance learning courses 		0	
Total enrollments in online/distance learning courses 		0		0
Number of distance learning programs offered		0		0

Percent of your teacher preparation programs that are offered completely as online/distance programs		0		0
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B7_6 » What types of technology and technology tools does your program(s) make available to teacher candidates?

Choose all that apply

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

B7_7 » Which of the following describe the use of technology by faculty in your program(s)

Choose all that apply

<input type="checkbox"/>	Instructional technology used to deliver course content	
<input type="checkbox"/>	Technology used to facilitate online learning and/ or support virtual learning environments	
<input type="checkbox"/>	Interactive web 2.0 tools used	
<input type="checkbox"/>	Technology used to deliver and collect assessment data on candidate performance	
<input type="checkbox"/>	Technology used to support accessibility to candidates	
<input type="checkbox"/>	Faculty model how candidates may use instructional technology in PK-12 classrooms	
<input type="checkbox"/>	Other »	

B7_8 » What types of technology and technology tools does your program(s) make available to faculty?

Choose all that apply

<input type="checkbox"/>	Computer labs with internet access	
<input type="checkbox"/>	Laptops and/ or tablets (ie., iPad, Kindle, Galaxy, etc)	
<input type="checkbox"/>	Interactive SMART Boards	
<input type="checkbox"/>	Access to video cameras, video recording equipment	
<input type="checkbox"/>	Access to online research databases	
<input type="checkbox"/>	Electronic learning management system (ie., Blackboard, Canvas, etc)	

Assessment management system (LiveText, Taskstream, etc)	
Virtual reality/computer games/simulation programs	
Other »	

Comments (optional):

UAH uses ANGEL to manage learning and courses -similar to Blackboard for its electronic learning management system. Department has been using a home-grown assessment management system. We are currently investigating various systems we might purchase.

B-8 » 2013 PEDS » Program Selectivity

inst id: 40

Admission and graduation requirements for educator preparation programs at the initial certification level, 2011-2012. Please note the admission questions refer to the fall of 2012, while graduation questions refer to the whole academic year of 2011-2012

B8_1 » What are the admission requirements for full acceptance * to your institution's teacher preparation programs at the initial certification level?

(Check all that apply)

University of Alabama Huntsville	Bachelors level		Post Bachelors level		Master level	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
	High School GPA		0		0	
Undergraduate GPA		1		1		1
Minimum of total credit hours completed as undergraduate		0		0		1
Minimum of credit hours in education-related courses completed as undergraduate		0		0		0
Praxis I Reading		0		0		0
Praxis I Writing		0		0		0
Praxis I Math		0		0		0
ACT composite score		0		0		0
SAT total score		0		0		0
GRE Verbal		0		0		1
GRE Quantitative		0		0		1
GRE Analytical Writing		0		0		1
MAT scaled score		0		0		1
Praxis II		0		0		0
Previous Education related courses		0		0		0
Education related bachelor's degree		0		0		0
Any bachelor's degree		0		1		1

Previous teaching experience/or experience working		0		0		0
State specific tests		1		1		1
Goals statement		0		0		0
Statement/assessment of professional dispositions		1		1		1
Letters of recommendation		1		1		1
Background checks		1		1		1

B8_2 » Please enter the minimum required criteria for the following admission requirements (if selected above)

University of Alabama Huntsville	Bachelors level		Post Bachelors level		Master level	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
	Average High School GPA of students admitted in Fall 2012		0		0	
Minimum Undergraduate GPA Required		2.5		2.5		2.5
Average Undergraduate GPA of students admitted in Fall 2012		0		0		0
Minimum total credit hours completed as undergraduate		0		0		32
Minimum credit hours in education courses completed as undergraduate		0		0		0

B8_3 » What are the graduation/completion requirements for your institution's initial teacher certification programs?

(Check all that apply)

University of Alabama Huntsville	Bachelors level		Post Bachelors level		Master level	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
	Minimum Program GPA		1		1	
Minimum credit hours completed		1		1		1
A minimum number of clock hours spent on early field experiences		1		1		1
A minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience)		1		1		1
Praxis I		0		0		0
Praxis II		1		1		1
State specific tests		1		1		1
Paper-based Portfolio		0		0		0
Electronic Portfolio		1		1		1
Performance Assessment (different than edTPA)		0		0		0
edTPA		0		0		0

B8_4 » Please enter the required criteria for the following graduation requirements (if selected above)

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

University of Alabama Huntsville	Bachelors level		Post Bachelors level		Master level	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
	Minimum Program GPA required		2.5		2.5	
Average GPA of 2011-2012 degree completers		3.391		3.788		0
Minimum credit hours completed		0		0		0
Minimum number of clock hours spent on early field experiences for program with lowest number of required hours		200		200		200
Minimum number of clock hours spent on early field experiences for program with highest number of required hours		200		200		200
Minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for program with lowest number of required hours		600		600		600
Minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for program with highest number of required of hours		600		300		300
Number of programs that have implemented edTPA?		0		0		0

Comments (optional):

B-9 » 2013 PEDS » Clinical Experience Section

inst id: 40

Supervised clinical experience as a component of your initial certification level teacher preparation programs, 2011-2012

B9_1 » Indicate the number of students in supervised clinical experience/student teaching during the 2011-2012 academic year

Exclude those who were fulfilling early field experience requirements

University of Alabama Huntsville	Bachelors level		Post Bachelors level		Master level	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
	Number of students		33		0	

B9_2 » Select the name of the largest initial teacher licensure program at your institution for the Baccalaureate, Post-Baccalaureate, and/or Masters Level

University of Alabama Huntsville	Bachelors level		Post Bachelors level		Master level	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
Program name	Elementary Education (2)	2	English Language Arts (10)	10	English Language Arts (10)	10

B9_3 » What is the average duration of the early field experiences in the initial certification programs enumerated in question 9.2 above?

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

B9_4 » What is the average length and intensity of the supervised clinical experience/student teaching in the initial certification programs enumerated in question 9.2 above?

Exclude early field experiences

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

B9_5 » Select all **URBAN** settings where your teacher candidates typically complete their supervised clinical experience / student teaching placements.

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

University of Alabama Huntsville	Bachelors level		Post Bachelors level		Master level	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
Professional development schools		0		0		0
Lab schools		0		0		0
Low performing schools*		1		1		1
High performing schools*		0		0		0
Title I schools		1		1		1
Full-time residencies		0		0		0
Other		0		0		0

Does not apply		0		0		0
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B9_6 » Select all SUBURBAN and/or TOWN settings where your teacher candidates typically complete their supervised clinical experience / student teaching placements

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

University of Alabama Huntsville	Bachelors level		Post Bachelors level		Master level	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
	Professional development schools		0		0	
Lab schools		0		0		0
Low performing schools*		0		0		0
High performing schools*		1		1		1
Title I schools		1		1		1
Full-time residencies		0		0		0
Other		0		0		0
Does not apply		0		0		0

B9_7 » Select all RURAL settings where your teacher candidates typically complete their supervised clinical experience / student teaching placements.

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

University of Alabama Huntsville	Bachelors level		Post Bachelors level		Master level	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
	Professional development schools		0		0	
Lab Schools		0		0		0
Low Performing Schools		1		1		1
High performing schools*		1		1		1
Title I schools		1		1		1
Full-time residencies		0		0		0
Other		0		0		0
Does not apply		0		0		0

Comments (optional):

An established schedule of field experiences is designed to provide experiences in urban/Title 1/low performing schools in block 1, rural schools in block 2 and suburban schools in their methods blocks. Students rotate through this established schedule. Internships typically occur in rural or suburban schools.

B-10 » 2013 PEDS » Program Impact Data

inst id: 40

Graduate placement and K-12 impact data

B10_1 » Did your institution track its new teacher graduates into their initial job placements during 2011-2012 academic year?

<input type="checkbox"/>	Yes	
<input type="checkbox"/>	Attempted to track them, but had limited success obtaining information	
<input type="checkbox"/>	No, but planning to track them in the future	
<input type="checkbox"/>	No	
<input type="checkbox"/>	Other »	

B10_2 » If you answered **yes or limited success above, for what percent of your graduates were placement data obtained?**

<input type="text"/>	% of the new graduates' placement information was obtained	<input type="text"/>
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B10_3 » Placement data was obtained in 2011-2012 for students who graduated in the year(s)

Graduation Year	<u>Percent (%) of graduates employed in public schools the year after graduation</u>		<u>Percent (%) retained after one year</u>	
	Current year	Prior year	Current year	Prior year
	2011-2012 academic year	<input type="text"/>	<input type="text"/>	<input type="text"/>
2010-2011 academic year	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2009-2010 academic year	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2008-2009 academic year	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2007-2008 academic year	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2006-2007 academic year	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

B10_4 » if graduate placement data were collected, the source was

check all that apply

<input type="checkbox"/>	Through self-reporting from the graduates	
<input type="checkbox"/>	From the schools/school districts	
<input type="checkbox"/>	From the state	

Other »	
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B10_5 » Did your institution receive P-12 student achievement data from the state?

Yes	
No	

B10_6 » To help the institution assess the effectiveness of your graduates in their placements?

If **Yes** in [B-10.5], were the data used for this purpose?

Yes	
No	

B10_7 » To inform program improvement?

If **Yes** in [B-10.5], were the data used for this purpose?

Yes	
No	

B10_8 » For other purposes?

describe in comment box

Yes	
No	
We have not used the data yet	

B10_9 » Types of data obtained on graduates tracked in 2011-2012

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

Observational measures of teacher performance	
Other »	

B10_10 » Graduation and Licensure rates in 2011-2012

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

Out of the total number of initial certification candidates who graduated or completed programs in 2012 at your institution

for Undergraduates: TOTAL = SUM of B3A and B4A
for Post Bach/Masters: TOTAL = SUM of B3B and B4B

What is the average expected duration (number of semesters) in Bachelor Level programs for initial certification once candidates are admitted into the professional education unit?	
number of teacher education initial certification undergraduate students who graduated within the expected time-frame 	
number of teacher education undergraduate degree recipients who were eligible for initial licensure	
number of teacher education Post bachelor's/Master's degree recipients who were eligible for initial licensure	

Comments (optional):

Currently Alabama does not provide teacher education programs with P-12 student achievement data; therefore we cannot answer B10-6, 7, or 8.