

[Title II Higher Education Act](#)

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Madeleine Frankford Program User

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2020-21 Academic Year Data ▾

2022 Title II Reports National Teacher Preparation Data
University of Alabama Huntsville

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AL

University of Alabama Huntsville Traditional Report AY 2020-21 Alabama
Report CompleteStatus: Certified

Institution Information

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

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

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

If no IPEDS ID, please provide an explanation

Address

Address line 2:

City

State

▾

Zip

Salutation

▾

First Name

Last Name

Phone

Email

Section I: Program Information

List of Programs

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

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

- [Teacher Preparation Program](#)

This Page Includes:

- [List of Programs](#)

List of Programs

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CIP Code		List of Programs		UG, PG, or Both	Update
		Teacher Preparation Programs			
13.121	Early Childhood Education			UG	<ul style="list-style-type: none"> • Edit • Delete
13.1202	Elementary Education			UG	<ul style="list-style-type: none"> • Edit • Delete
13.1	Special Education			UG	<ul style="list-style-type: none"> • Edit • Delete
13.1302	Teacher Education - Art			UG	<ul style="list-style-type: none"> • Edit • Delete
13.1322	Teacher Education - Biology			UG	<ul style="list-style-type: none"> • Edit • Delete
13.1323	Teacher Education - Chemistry			UG	<ul style="list-style-type: none"> • Edit • Delete
13.1305	Teacher Education - English/Language Arts			UG	<ul style="list-style-type: none"> • Edit • Delete
13.1306	Teacher Education - Foreign Language			UG	<ul style="list-style-type: none"> • Edit • Delete
13.1316	Teacher Education - General Science			UG	<ul style="list-style-type: none"> • Edit • Delete

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1328	Teacher Education - History	UG	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1311	Teacher Education - Mathematics	UG	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1312	Teacher Education - Music	UG	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1314	Teacher Education - Physical Education and Coaching	UG	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1329	Teacher Education - Physics	UG	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1317	Teacher Education - Social Sciences	UG	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
		UG, PG, or Both <input checked="" type="radio"/> UG <input type="radio"/> PG <input type="radio"/> Both <input type="radio"/>	<ul style="list-style-type: none"> • <input type="button" value="Insert"/> • <input type="button" value="Cancel"/>

Total number of teacher preparation programs:

Save Option

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

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(§205\(a\)\(1\)\(C\)\(i\)\)](#)

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

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

This Page Includes:

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

Undergraduate Requirements

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

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

Undergraduate Requirements

Element	Admission	Completion
Transcript	Required for Entry <input 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 checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum SAT 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
Minimum basic skills test score	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input 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 checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Other specify: <input type="text" value="Candidate disposition asse"/>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input 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 is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above: Candidates must present a minimum of a 2.75 cumulative GPA to be admitted to the educator preparation program. Additionally, they must present a 2.75 or higher GPA in the academic major/teaching field as well as in the professional education

coursework.

Postgraduate Requirements

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

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

Postgraduate Requirements

Element	Admission	Completion
Transcript	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	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 number of courses/credits/semester hours completed	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 GPA	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No

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

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

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

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

Supervised Clinical Experience

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Provide the following information about supervised clinical experience in 2020-21. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models? Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

Number of clock hours of supervised clinical experience required prior to student teaching

Number of clock hours required for student teaching

Number of clock hours required for student teaching

Are there programs in which candidates are the teacher of record? Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Number of years required for teaching as the teacher of record in a classroom

Number of years required for teaching as the teacher of record in a classroom

If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used:

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

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: Some candidates only had one placement given the challenges

presented by the COVID-19 pandemic. Some candidates completed internship in a virtual/remote environment.

Some candidates only had one placement given the challenges presented by the COVID-19 pandemic. Some candidates completed internship in a virtual/remote environment.

Save Option

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Info

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Print

Reset Page

Save

Calculate Full-Time Equivalent Faculty in the System

For any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared to a full-time faculty member)

Employment Rate (%)

Number of Faculty

Update

100% (Full-Time)

50% (Half-Time)

Employment Rate (%)

Number of Faculty

Delete

Employment Rate (%)

Number of Faculty

Delete

Add Row

Calculate FTE

Section I: Program Information

Enrollment and Program Completers

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

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

- [Enrolled Student](#)
- [Program Completer](#)

This Page Includes:

- [Enrollment and Program Completers](#)

Enrollment and Program Completers

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Enrollment and Completer Totals

2020-21 Total

Total Number of Individuals Enrolled Total Number of Individuals Enrolled in 2020-21

Subset of Program Completers Subset of Program Completers in 2020-21

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment <input type="text" value="15"/>	Male Completers <input type="text" value="4"/>
Female	Female Enrollment <input type="text" value="84"/>	Female Completers <input type="text" value="34"/>
Non-Binary/Other	Non-Binary/Other Enrollment <input type="text" value="0"/>	Non-Binary/Other Completers <input type="text" value="0"/>
No Gender Reported	Nonreported gender Enrollment <input type="text" value="0"/>	Nonreported gender Completers <input type="text" value="0"/>

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	American Indian or Alaska Native Enrollment <input type="text" value="0"/>	American Indian or Alaska Native Completers <input type="text" value="0"/>
Asian	Asian Enrollment <input type="text" value="0"/>	Asian Completers <input type="text" value="0"/>
Black or African American	Black or African American Enrollment <input type="text" value="8"/>	Black or African American Completers <input type="text" value="4"/>
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment <input type="text" value="2"/>	Hispanic/Latino of any race Completers <input type="text" value="1"/>
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment <input type="text" value="0"/>	Native Hawaiian or Other Pacific Islander Completers <input type="text" value="0"/>
White	White Enrollment <input type="text" value="88"/>	White Completers <input type="text" value="32"/>
Two or more races	Two or more races Enrollment <input type="text" value="1"/>	Two or more races Completers <input type="text" value="1"/>
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment <input type="text" value="0"/>	Nonreported race/ethnicity Completers <input type="text" value="0"/>

Save Option

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

This Page is in Progress This Page is Completed

Section I: Program Information

Teachers Prepared

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

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

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

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

- [Academic Major](#)

This Page Includes:

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

Teachers Prepared by Subject Area

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

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

[What are CIP Codes?](#)

No teachers prepared in academic year 2020-21

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

Teachers Prepared by Subject Area		
CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared <input type="text" value="6"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text" value="20"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text" value="0"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text" value="2"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text" value="0"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text" value="1"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text" value="0"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text" value="6"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text" value="1"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text" value="0"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text" value="0"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text" value="0"/>
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text" value="4"/>
13.1312	Teacher Education - Music	Number Prepared <input type="text" value="0"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text" value="2"/>
13.1315	Teacher Education - Reading	Number Prepared <input type="text" value="0"/>
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared <input type="text" value="0"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text" value="0"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text" value="0"/>

Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text" value="0"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text" value="0"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text" value="0"/>
13.1323	Teacher Education - Chemistry	Number Prepared <input type="text" value="0"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared <input type="text" value="0"/>
13.1328	Teacher Education - History	Number Prepared <input type="text" value="2"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text" value="0"/>
13.1331	Teacher Education - Speech	Number Prepared <input type="text" value="0"/>
13.1337	Teacher Education - Earth Science	Number Prepared <input type="text" value="0"/>
13.14	Teacher Education - English as a Second Language	Number Prepared <input type="text" value="0"/>
13.99	Education - Other Specify: Other specify: <input type="text"/>	Number Prepared <input type="text" value="0"/>

Teachers Prepared by Academic Major

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Please provide the number of teachers prepared by academic major for academic year 2020-21. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

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

[What are CIP Codes?](#)

Do participants earn a degree upon completion of the program? Yes
 No
 No teachers prepared in academic year 2020-21

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

Teachers Prepared by Academic Major		
CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared <input type="text" value="6"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text" value="20"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text" value="0"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text" value="2"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text" value="0"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text" value="1"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text" value="0"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text" value="6"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text" value="1"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text" value="0"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text" value="0"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text" value="0"/>
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text" value="4"/>

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared
13.1312	Teacher Education - Music	Number Prepared <input type="text" value="0"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text" value="2"/>
13.1315	Teacher Education - Reading	Number Prepared <input type="text" value="0"/>
13.1316	Teacher Education - General Science	Number Prepared <input type="text" value="0"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text" value="0"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text" value="0"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text" value="0"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text" value="0"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text" value="0"/>
13.1323	Teacher Education - Chemistry	Number Prepared <input type="text" value="0"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared <input type="text" value="0"/>
13.1328	Teacher Education - History	Number Prepared <input type="text" value="2"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text" value="0"/>
13.1331	Teacher Education - Speech	Number Prepared <input type="text" value="0"/>
13.1337	Teacher Education - Earth Science	Number Prepared <input type="text" value="0"/>
13.14	Teacher Education - English as a Second Language	Number Prepared <input type="text" value="0"/>
13.99	Education - Other Specify: Other specify: <input type="text"/>	Number Prepared <input type="text" value="0"/>
01	Agriculture	Number Prepared <input type="text" value="0"/>
03	Natural Resources and Conservation	Number Prepared <input type="text" value="0"/>
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared <input type="text" value="0"/>
09	Communication or Journalism	Number Prepared <input type="text" value="0"/>
11	Computer and Information Sciences	Number Prepared <input type="text" value="0"/>
12	Personal and Culinary Services	Number Prepared <input type="text" value="0"/>
14	Engineering	Number Prepared <input type="text" value="0"/>
16	Foreign Languages, Literatures, and Linguistics	Number Prepared <input type="text" value="1"/>
19	Family and Consumer Sciences/Human Sciences	Number Prepared <input type="text" value="0"/>
21	Technology Education/Industrial Arts	Number Prepared <input type="text" value="0"/>
22	Legal Professions and Studies	Number Prepared <input type="text" value="0"/>
23	English Language/Literature	Number Prepared <input type="text" value="6"/>
24	Liberal Arts/Humanities	Number Prepared <input type="text" value="0"/>
25	Library Science	Number Prepared <input type="text" value="0"/>
26	Biological and Biomedical Sciences	Number Prepared <input type="text" value="0"/>
27	Mathematics and Statistics	Number Prepared <input type="text" value="4"/>
30	Multi/Interdisciplinary Studies	Number Prepared <input type="text" value="0"/>
38	Philosophy and Religious Studies	Number Prepared <input type="text" value="0"/>
40	Physical Sciences	Number Prepared <input type="text" value="0"/>
41	Science Technologies/Technicians	Number Prepared <input type="text" value="0"/>
42	Psychology	Number Prepared <input type="text" value="0"/>
44	Public Administration and Social Service Professions	Number Prepared <input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
45	Social Sciences	Number Prepared <input type="text" value="0"/>
46	Construction	Number Prepared <input type="text" value="0"/>
47	Mechanic and Repair Technologies	Number Prepared <input type="text" value="0"/>
50	Visual and Performing Arts	Number Prepared <input type="text" value="0"/>
51	Health Professions and Related Clinical Sciences	Number Prepared <input type="text" value="0"/>
52	Business/Management/Marketing	Number Prepared <input type="text" value="0"/>
54	History	Number Prepared <input type="text" value="2"/>
99	Other Specify: <input type="text"/>	Number Prepared <input type="text" value="0"/>

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Section I: Program Information

Program Assurances

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

This Page Includes:

- [Program Assurances](#)

Program Assurances

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

1. The most successful strategy in ensuring compliance with the above assurance is our plan for field experiences. Our students rotate through

blocks, beginning with Block 1 continuing through the internship semester.

a variety of field experience placements during

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Section II: Annual Goals

Annual Goals: Mathematics

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

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

- [Quantifiable Goals](#)

This Page Includes:

- [Report Progress on Last Year's Goal \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

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

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

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

Yes

No

2. Describe your goal. Our goal is to have at least 4 completers in the traditional secondary mathematics education program.

Our goal is to have at least 4 completers in the traditional secondary mathematics education program.

3. Did your program meet the goal? Yes

No

4. Description of strategies used to achieve goal, if applicable: Candidates are encouraged to apply for the AMSTEP program which provides financial assistance for

Candidates are encouraged to apply for the AMSTEP program which provides financial assistance for those pursuing STEM certifications.

those pursuing STEM certifications.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: The program is exploring additional extramural funding

The program is exploring additional extramural funding through federal sources, such as the Noyce Grant Program, to support candidates in the STEM field.

through federal sources, such as the Noyce Grant Program, to support candidates in the STEM field.

not applicable

Review Current Year's Goal (2021-22)

[Back To Top](#)

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

No

8. Describe your goal. Our goal is to have at least 4 completers in the traditional secondary mathematics education program.

Our goal is to have at least 4 completers in the traditional secondary mathematics education program.

Set Next Year's Goal (2022-23)

[Back To Top](#)

9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank. Yes

No

10. Describe your goal. Our goal is to have at least 4 completers in the traditional secondary mathematics education program.

Our goal is to have at least 4 completers in the traditional secondary mathematics education program.

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Section II: Annual Goals

Annual Goals: Science

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

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

- [Quantifiable Goals](#)

This Page Includes:

- [Report Progress on Last Year's Goal \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

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

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

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

Yes

No

The goal is to have at least 1 traditional science

education completer in 2020-2021.

2. Describe your goal. The goal is to have at least 1 traditional science education completer in 2020-2021.

3. Did your program meet the goal? Yes

No

not applicable

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

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: Secondary science continues to be a challenge; we hope to offer incentives and financial supports such as the AMSTEP program or a Noyce Scholars grant program, if funded.

Secondary science continues to be a challenge; we hope to offer incentives and financial supports such as the AMSTEP program or a Noyce Scholars grant program, if funded.

not applicable

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

Review Current Year's Goal (2021-22)

[Back To Top](#)

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

No

The goal is to have at least 1 traditional science education completer in 2021-2022.

8. Describe your goal. The goal is to have at least 1 traditional science education completer in 2021-2022.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank. Yes

No

The goal is to have at least 1 traditional science education completer in 2022-2023.

10. Describe your goal. The goal is to have at least 1 traditional science education completer in 2022-2023.

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Section II: Annual Goals

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics,

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

- [Quantifiable Goals](#)

This Page Includes:

- [Report Progress on Last Year's Goal \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

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

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

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

Yes

No

The goal is to have at least 3 traditional special education completers in 2020-2021.

2. Describe your goal. The goal is to have at least 3 traditional special education completers in 2020-2021.

3. Did your program meet the goal? Yes

No

4. Description of strategies used to achieve goal, if applicable: We offer a combined licensure program that allows candidates to pursue dual licensure in both special

We offer a combined licensure program that allows candidates to pursue dual licensure in both special education and a content licensure area.

education and a content licensure area.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: We actively market and recruit students in the first

We actively market and recruit students in the first semester to pursue the dual licensure options.

semester to pursue the dual licensure options.

not applicable

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

Review Current Year's Goal (2021-22)

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

No

The goal is to have at least 4 traditional special education completers in 2021-2022.

8. Describe your goal. The goal is to have at least 4 traditional special education completers in 2021-2022.

Set Next Year's Goal (2022-23)

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

No

The goal is to have at least 4 traditional special education completers in 2022-2023.

10. Describe your goal. The goal is to have at least 4 traditional special education completers in 2022-2023.

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Section II: Annual Goals

Annual Goals: Instruction of Limited English Proficient Students

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

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

- [Quantifiable Goals](#)

This Page Includes:

- [Report Progress on Last Year’s Goal \(2020-21\)](#)
- [Review Current Year’s Goal \(2021-22\)](#)
- [Set Next Year’s Goal \(2022-23\)](#)

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

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

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

Yes
 No

2. Describe your goal.

3. Did your program meet the goal? Yes
 No

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

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

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

Review Current Year's Goal (2021-22)

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

8. Describe your goal.

Set Next Year's Goal (2022-23)

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

10. Describe your goal.

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Section III: Program Pass Rates

Assessment Pass Rates

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

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

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

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

This Page Includes:

- [Assessment Pass Rates](#)

Assessment Pass Rates

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Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. Number scaled score	Number Pass passing tests	Pass rate (%)
--	---------------------------	--------------------------------	---------------------------------	---------------------

ETS5134 -ART CONTENT KNOWLEDGE

1

Educational Testing Service (ETS)

Other enrolled students

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2020-21	2			
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2020-21	2			
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson Other enrolled students	2			
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2020-21	18	53	18	100
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2019-20	12	56	12	100
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2018-19	8			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2019-20	5			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1			
TPA0011 -EDTPA: PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	2			
TPA0011 -EDTPA: PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	1			
TPA0011 -EDTPA: PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	1			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	5			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	5			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	2			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES	2			

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number Pass tests	Pass rate (%)
Evaluation Systems group of Pearson All program completers, 2020-21				
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES	1			
Evaluation Systems group of Pearson All program completers, 2018-19				
TPA0005 -EDTPA: SECONDARY MATHEMATICS	4			
Evaluation Systems group of Pearson All program completers, 2020-21				
TPA0005 -EDTPA: SECONDARY MATHEMATICS	5			
Evaluation Systems group of Pearson All program completers, 2019-20				
TPA0006 -EDTPA: SECONDARY SCIENCE	2			
Evaluation Systems group of Pearson All program completers, 2019-20				
TPA0006 -EDTPA: SECONDARY SCIENCE	1			
Evaluation Systems group of Pearson All program completers, 2018-19				
TPA0015 -EDTPA: VISUAL ARTS	1			
Evaluation Systems group of Pearson All program completers, 2020-21				
TPA0015 -EDTPA: VISUAL ARTS	3			
Evaluation Systems group of Pearson All program completers, 2018-19				
TPA0020 -EDTPA: WORLD LANGUAGES	1			
Evaluation Systems group of Pearson All program completers, 2020-21				
TPA0020 -EDTPA: WORLD LANGUAGES	1			
Evaluation Systems group of Pearson All program completers, 2018-19				
ETS5903 -ELEM ED 3 SUBJ BUNDLE: MATH SUBTEST	7			
Educational Testing Service (ETS) Other enrolled students				
ETS5903 -ELEM ED 3 SUBJ BUNDLE: MATH SUBTEST	4			
Educational Testing Service (ETS) All program completers, 2020-21				
ETS5905 -ELEM ED 3 SUBJ BUNDLE: SCIENCE SUBTEST	7			
Educational Testing Service (ETS) Other enrolled students				
ETS5905 -ELEM ED 3 SUBJ BUNDLE: SCIENCE SUBTEST	4			
Educational Testing Service (ETS) All program completers, 2020-21				
ETS5904 -ELEM ED 3 SUBJ BUNDLE: SOCIAL STUDIES SUBTEST	7			
Educational Testing Service (ETS) Other enrolled students				
ETS5904 -ELEM ED 3 SUBJ BUNDLE: SOCIAL STUDIES SUBTEST	3			
Educational Testing Service (ETS) All program completers, 2020-21				
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS	5			
Educational Testing Service (ETS) Other enrolled students				
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS	14	176	14	100
Educational Testing Service (ETS) All program completers, 2020-21				
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS	12	182	12	100
Educational Testing Service (ETS) All program completers, 2019-20				
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS	8			
Educational Testing Service (ETS)				

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
All program completers, 2018-19				
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	3			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21	12	174	12	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2019-20	12	175	12	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2018-19	8			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	5			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2020-21	14	169	14	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2019-20	12	170	12	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2018-19	8			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	5			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	15	168	15	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	12	168	12	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19	8			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2020-21	7			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2019-20	4			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	4			

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number Pass tests	Pass rate (%)
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	5			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	6			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5204 -TEACHING READING Educational Testing Service (ETS) Other enrolled students	1			
ETS5204 -TEACHING READING Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS5204 -TEACHING READING Educational Testing Service (ETS) All program completers, 2019-20	12	173	12	100
ETS5204 -TEACHING READING Educational Testing Service (ETS) All program completers, 2018-19	8			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) Other enrolled students	10	167	9	90
ETS5205 -TEACHING READING: ELEMENTARY	16	169	16	100

Assessment code - Assessment name

Test Company
Group

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

Educational Testing Service (ETS) All program completers, 2020-21 ETS5941 -WORLD AND U.S. HISTORY CK	2		
Educational Testing Service (ETS) Other enrolled students ETS5941 -WORLD AND U.S. HISTORY CK	2		
Educational Testing Service (ETS) All program completers, 2020-21 ETS5941 -WORLD AND U.S. HISTORY CK	1		

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Section III: Program Pass Rates**Summary Pass Rates**

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

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

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

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

This Page Includes:

- [Summary Pass Rates](#)

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Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	37	37	100
All program completers, 2019-20	31	31	100
All program completers, 2018-19	22	22	100

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Section IV: Low-Performing

Low-Performing

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

This Page Includes:

- [Low-Performing](#)

Low-Performing

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1. Is your teacher preparation program currently approved or accredited? Yes

No

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

CAEP

AAQEP

Other specify:

Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state? Yes

No

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Section V: Use of Technology

Use of Technology

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

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

This Page Includes:

- [Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

1. integrate technology effectively into curricula and instruction Yes
 No
2. use technology effectively to collect data to improve teaching and learning Yes
 No
3. use technology effectively to manage data to improve teaching and learning Yes
 No
4. use technology effectively to analyze data to improve teaching and learning Yes
 No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place. All students are introduced to 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. During the teacher candidate's internship semester, the candidate completes the edTPA assessment portfolio. Technology is interwoven throughout the state's program approval standards (CIEP) and is also addressed as CAEP national accreditation standards are addressed in the curriculum. All traditional students must complete a required course focused on integration of technology as a teaching tool in the classroom. Having said all of this, we recognize that this is an area for continuous improvement. An impact on student learning assignment in the second internship placement focuses on interns ability to collect, manage and analyze date to determine impact on P-12 student learning. New equipment, Smart Boards, Elmos, etc., has been acquired. Content on principles of Universal Design for Learning (UDL) is imbedded in EDC 301, a course completed by all candidates in the first semester of the educator preparation program. Our data management system, Watermark has continued to expand in functionality for our college. This system is used for management of Field Placement, observation hours, application to the program, application for internship and student disposition assessments.

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

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Section VI: Teacher Training

Teacher Training

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

This Page Includes:

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Teacher Training

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1. Provide a description of the activities that prepare general education teachers to:
 1. Teach students with disabilities effectively All general education candidates in the traditional program are required to complete EDC 301 and EDC 311. EDC 301 is an introductory or foundational course focused on working with students with disabilities and EDC 311 is a course focused on lesson planning with a focus on differentiated instruction to meet the needs of each individual student.
2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. All general education candidates engage in collaborative group work and case study approaches which require them to explore how an IEP is developed as a team member. The requirements of IEPs are addressed in EDC 301.
3. Effectively teach students who are limited English proficient. All traditional candidates are required to complete ED 307 which focuses on multicultural and

All general education candidates in the traditional program are required to complete EDC 301 and EDC 311. EDC 301 is an introductory or foundational course focused on working with

All general education candidates engage in collaborative group work and case study approaches which require them to explore how an IEP is developed as a team member. The

All traditional candidates are required to complete ED 307 which focuses on multicultural and diverse learners, including ELLs.

diverse learners, including ELLs.

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

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

1. Teach students with disabilities effectively All special education traditional candidates complete a state-approved program of study in special education

All special education traditional candidates complete a state-approved program of study in special education with a focus on either grades K-6 or grades 6-12.

with a focus on either grades K-6 or grades 6-12.

2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. All special education traditional candidates complete two foundational courses (EDC 301 and EDC 311) and four additional courses. One of the courses focuses specifically on collaborative consultation and collaborative teams and the components of an IEP and the IEP development and monitoring

All special education traditional candidates complete two foundational courses (EDC 301 and EDC 311) and four additional courses. One of the courses focuses specifically on

process.

3. Effectively teach students who are limited English proficient. All special education candidates in the traditional program must complete ED 307 which focuses on multicultural and diverse learners, including ELLs. Additionally, the methods courses also integrate information and strategies to meet the needs

All special education candidates in the traditional program must complete ED 307 which focuses on multicultural and diverse learners, including ELLs. Additionally, the methods courses also

of ELLs.

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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.

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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.

The UAH traditional programs are approved by the Alabama State Department of Education and nationally accredited by the Council for the Accreditation of Educator

The UAH traditional programs are approved by the Alabama State Department of Education and nationally accredited by the Council for the

Supporting Files

No files have been provided.

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

Link Text

File No file selected

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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: