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- Section II Annual Goals - Science
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Name of Institution: University of North Alabama  
 Institution/Program Type: Alternative, IHE-based  
 Academic Year: 2013-14  
 State: Alabama

Address:

City, State, Zip

Contact Name:

Phone:

Email:

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<https://www2.ed.gov/programs/tqpartnership/awards.html>)

- Yes  
 No

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If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs (one per line):

List other partners (one per line):

Project Type:

Residency

Pre-baccalaureate

Both Residency and Pre-baccalaureate

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

Other specify: when all admission requir

Does your initial teacher certification program conditionally admit students?

Yes

No

Provide a link to your website where additional information about admissions requirements can be found:  
<http://www.una.edu/education/>

Please provide any additional information about or exceptions to the admissions information provided above:  
 All students are admitted to the Alternative A program on a conditional basis. Requirements for unconditional admission must be met before students are allowed to take more than 5 courses towards their graduate program.

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Please provide the following information about your teacher preparation program's entry and exit requirements. (5205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

No

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

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



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

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.)

What was the median GPA of individuals accepted into the program in academic year 2013-14

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.)

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Other Specify:	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
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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.)

What was the median GPA of individuals accepted into the program in academic year 2013-14

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.)

What was the median GPA of individuals completing the program in academic year 2013-14

Please provide any additional information about the information provided above:

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Please provide the following information about your teacher preparation program's entry and exit requirements (5205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

- Yes
- No

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

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

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

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

2.5

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.33

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

3



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Other Specify:   Yes  No  Yes  No

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.)  
25

What was the median GPA of individuals accepted into the program in academic year 2013-14  
3.33

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

What was the median GPA of individuals completing the program in academic year 2013-14  
3.47

Please provide any additional information about the information provided above:

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## Section I.b Postgraduate Requirements


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

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

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2013-14	15
Unduplicated number of males enrolled in 2013-14	6
Unduplicated number of females enrolled in 2013-14	9

2013-14	Number enrolled
<b>Ethnicity</b>	
Hispanic/Latino of any race	0

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Minimum number of courses/credits/semester hours completed	<input type="radio"/> No	<input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other _____	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

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.)

What was the median GPA of individuals accepted into the program in academic year 2013-14

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.)

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Other \_\_\_\_\_

Specify: \_\_\_\_\_

Yes  No  Yes  No

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.)

What was the median GPA of individuals accepted into the program in academic year 2013-14

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.)

What was the median GPA of individuals completing the program in academic year 2013-14

Please provide any additional information about the information provided above:

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Provide the following information about supervised clinical experience in 2013-14. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

Average number of clock hours of supervised clinical experience required prior to student teaching	210
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	3
Number of students in supervised clinical experience during this academic year	20

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

In previous years, the number of students in supervised clinical experience during the academic year was obtained by each department. This year, the number was calculated by taking the total enrollment of all education classes in which clinical experiences were embedded.

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information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 146 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is mandatory (205)(b)(1). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1844-0744.

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Please provide the number of teachers prepared by subject area for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Additional guidance on reporting teachers prepared by subject area.

No teachers prepared in academic year 2013-14

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	

Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	2
Teacher Education - English/Language Arts	6
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	1
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	3
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	2
Teacher Education - Social Science	3
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	



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Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify	

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Please provide the number of teachers prepared by academic major for academic year 2013-14. 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. (5205(b)(1)(H))

Additional guidance on reporting teachers prepared by academic major.

No teachers prepared in academic year 2013-14

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	

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Teacher Education - Social Studies	
Teacher Education - Technical Education	
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Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	

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Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	



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Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other	
Specify:	

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

2013-14 20

2012-13 23

2011-12 25

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Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (5205(a)(1)(A)(ii), 5206(a))

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

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

Academic year 2013-14

Did your program prepare teachers in mathematics in 2013-14?

- Yes
- No (leave remaining questions for year blank)

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

3

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Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

- Yes
- No
- Not applicable

Description of strategies used to achieve goal, if applicable:  
 Increase recruitment efforts.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:  
 Attend area career fairs.

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

- Yes
- No (leave remaining questions for year blank)

How many prospective teachers did your program plan to add in mathematics in 2014-15?

3



University of North Alabama... [https://title2...?Shortage=Math](https://title2.ed.gov/Secured/DataCollection/Institution/GoalV2.aspx?Shortage=Math)

Provide any additional comments, exceptions and explanations below:

**Academic year 2015-16**

Will your program prepare teachers in mathematics in 2015-16?

Yes  
 No (leave remaining questions for year blank)

How many prospective teachers does your program plan to add in mathematics in 2015-16?  
 3

Provide any additional comments, exceptions and explanations below:

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

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

**Academic year 2013-14**

Did your program prepare teachers in science in 2013-14?

Yes  
 No (leave remaining questions for year blank)

How many prospective teachers did your program plan to add in science in 2013-14?  
 3

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Did your program meet the goal for prospective teachers set in science in 2013-14?

Yes

No

Not applicable

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

Yes

No (leave remaining questions for year blank)

How many prospective teachers did your program plan to add in science in 2014-15?

3

Provide any additional comments, exceptions and explanations below:

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Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in science in 2015-16?

Yes

No (leave remaining questions for year blank)

How many prospective teachers does your program plan to add in science in 2015-16?

3

Provide any additional comments, exceptions and explanations below:

Check Spelling

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

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

Academic year 2013-14

Did your program prepare teachers in special education in 2013-14?

- Yes
- No (leave remaining questions for year blank)

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

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 If yes, provide the following:  
 Award year: \_\_\_\_\_  
 Grantee name: \_\_\_\_\_  
 Project name: \_\_\_\_\_  
 Grant number: \_\_\_\_\_  
 List partner districts/LEAs (one per line): \_\_\_\_\_  
 List other partners (one per line): \_\_\_\_\_  
 Project Type:  
 Residency  
 Pre-baccalaureate  
 Both Residency and Pre-baccalaureate  
   
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Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§203(a)(1)(A)(ii), §206(a))

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

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

Academic year 2013-14

Did your program prepare teachers in special education in 2013-14?

- Yes
- No (leave remaining questions for year blank)

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

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Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (5205(a)1)(A)(ii), 5206(a))

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

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

Academic year 2013-14

Did your program prepare teachers in instruction of limited English proficient students in 2013-14?

- Yes
- No (leave remaining questions for year blank)

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

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

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.)

What was the median GPA of individuals accepted into the program in academic year 2013-14?

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.)

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Other: \_\_\_\_\_  Yes  No

Specify: \_\_\_\_\_  Yes  No

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.)

What was the median GPA of individuals accepted into the program in academic year 2013-14

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.)

What was the median GPA of individuals completing the program in academic year 2013-14

Please provide any additional information about the information provided above:

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Please certify that your institution is in compliance with the following assurances. (5205(a)(1)(A)(iii), 5206(b))  
Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes  
 No

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

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes  
 No



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

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

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- Yes
- No

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

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- Yes
- No

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Prospective general education teachers are prepared to provide instruction to students with disabilities.

- Yes
- No

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes
- No

Prospective general education teachers are prepared to provide instruction to students from low-income families.

- Yes
- No

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- Yes
- No

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

The teacher education programs are built around sequenced curricula that meet state and national teaching and learning standards. Curricula are constantly updated based on data from both teacher and administrator surveys and course assessments. Clinical placements assure that all prospective teachers have

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Assessment code - Assessment name Test Company Group	Number taking tests	Avg scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	8			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0100 -BUSINESS ED Educational Testing Service (ETS) Other enrolled students	1			

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Educational Testing Service (ETS) Other enrolled students				
ETS0100 -BUSINESS ED Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0100 -BUSINESS ED Educational Testing Service (ETS) All program completers, 2011-12	7			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	8			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	1			




Assessment	Rate	Year	Category	Other	ETS	ETS	ETS
Educational Testing Service (ETS) Other enrolled students							
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1						
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4						
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2						
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2						
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1						
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2						
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1						
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2						
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1						
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1						
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS)	1						

Assessment	Rate	Year	Category	Other	ETS	ETS	ETS
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1						
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3						
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2						
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2						
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	5						
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	4						
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	7						
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	1						
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1						
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	8						
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1						
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS)	2						

ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	8			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	5			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2011-12	2			

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Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	17	17	100
All program completers, 2012-13	20	20	100
All program completers, 2011-12	24	24	100



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

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

If yes, please specify the organization(s) that approved or accredited your program:  
 State  
 NCATE  
 TEAC  
 Other (specify: \_\_\_\_\_)

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

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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:

- integrate technology effectively into curricula and instruction  
 Yes  
 No
- use technology effectively to collect data to improve teaching and learning  
 Yes  
 No
- use technology effectively to manage data to improve teaching and learning  
 Yes  
 No
- use technology effectively to analyze data to improve teaching and learning  
 Yes  
 No

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



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• use technology effectively to analyze data to improve teaching and learning  
 Yes  
 No

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 prospective teachers receive instruction in the use of technology for instruction for assessment and record keeping through planned technology courses. In subsequent coursework and all clinical experiences candidate, through required assignments, projects, and instruction, use technology to teach

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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:

- integrate technology effectively into curricula and instruction  
 Yes  
 No
- use technology effectively to collect data to improve teaching and learning  
 Yes  
 No
- use technology effectively to manage data to improve teaching and learning  
 Yes  
 No
- use technology effectively to analyze data to improve teaching and learning  
 Yes  
 No

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

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• use technology effectively to analyze data to improve teaching and learning  
 Yes  
 No

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 prospective teachers receive instruction in the use of technology for instruction for assessment and record keeping through planned technology courses. In subsequent coursework and all clinical experiences candidate, through required assignments, projects, and instruction, use technology to teach

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- Section II Annual Goals - Special Education

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. [5205(a)(1)(G)]

Does your program prepare general education teachers to:

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

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All alternative master's candidates are required to take an introductory or survey course on disabilities. When creating lessons and evaluations for their content area, all candidates

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introductory or survey course on disabilities. When creating lessons and evaluations for their content area, all candidates are also expected to be able to adapt these materials to meet the needs of English language learners and special needs

Does your program prepare special education teachers to:

- teach students with disabilities effectively  
 Yes  
 No  
 Program does not prepare special education teachers
- participate as a member of individualized education program teams  
 Yes  
 No  
 Program does not prepare special education teachers
- teach students who are limited English proficient effectively  
 Yes  
 No  
 Program does not prepare special education teachers

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place. We do not offer a Special Education program via the alternative master's route.

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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.

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### Supporting Files

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.

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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.**

#### Enrollment Confirmation

Total Title II enrollment from section 1.c is 15.  
 Number of program completers from section 1.f is 20.  
 For a total enrollment of 35.

#### Certification of submission

I certify the total enrollment shown above is correct.

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:

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**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: \_\_\_\_\_

**Comparison with Last Year**

Item	Last Year	This Year	Change
Total Enrollment	32	15	-53.13%
Male Enrollment	12	6	-50.00%
Female Enrollment	20	9	-55.00%
Hispanic/Latino Enrollment	0	0	
American Indian or Alaska Native Enrollment	1	0	
Asian Enrollment	0	0	
Black or African American Enrollment	2	0	
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	28	15	-46.43%
Two or more races Enrollment	1	0	
Average number of clock hours required prior to student teaching	210	210	0.00%

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Male Enrollment	12	6	-50.00%
Female Enrollment	20	9	-55.00%
Hispanic/Latino Enrollment	0	0	
American Indian or Alaska Native Enrollment	1	0	
Asian Enrollment	0	0	
Black or African American Enrollment	2	0	
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	28	15	-46.43%
Two or more races Enrollment	1	0	
Average number of clock hours required prior to student teaching	210	210	0.00%
Average number of clock hours required for student teaching	560	560	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	4	2	-50.00%
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	3	3	0.00%
Number of students in supervised clinical experience during this academic year	32	20	-37.50%
Total completers for current academic year	23	20	-13.04%
Total completers for prior academic year	25	23	-8.00%
Total completers for second prior academic year	15	25	66.67%

Section VIII Report Certification

AY 2013-14



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  - Section I.b Undergraduate Requirements
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  - Section I.e Teachers Prepared by Academic Major
  - Section I.f Program Completers
  - Section II Annual Goals - Mathematics
  - Section II Annual Goals - Science
  - Section II Annual Goals - Social Education

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

Are there initial teacher certification programs at the undergraduate level?

- Yes
- No

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

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

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

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.)

What was the median GPA of individuals accepted into the program in academic year 2013-14

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.)

Other Specify:	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
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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.)

What was the median GPA of individuals accepted into the program in academic year 2013-14

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.)

What was the median GPA of individuals completing the program in academic year 2013-14.

Please provide any additional information about the information provided above:

[Printer-friendly view \(opens in new window\)](#)

### Section I.b Postgraduate Requirements

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Program Data Collection

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- Section II Annual Goals - Science
- Section II Annual Goals - Special Education

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Please provide the number of teachers prepared by subject area for academic year 2013-14. 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. (5205(b)(1)(H))

Additional guidance on reporting teachers prepared by subject area.

No teachers prepared in academic year 2013-14

Subject Area	Number Prepared
Education - General	0
Teacher Education - Special Education	6
Teacher Education - Early Childhood Education	18
Teacher Education - Elementary Education	57
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Multiple Levels	0
Teacher Education - Agriculture	0

File Edit View History Bookmarks Tools Help  
 https://title2.ed.gov/Secured/DataCollection/Institution/TeachersPreparedV2.aspx?listType=Subject

Most Visited ANGEL Learning UNA Email UNA Home UNA Portal ALSDE Teacher Certific... From Internet Explorer

Section II Annual Goals - Science

Section II Annual Goals - Special Education

Section II Annual Goals - Instruction of Limited English Proficient Students

Section II Assurances

Section III Assessment Pass Rates

Section III Summary Pass Rates

Section IV Low-Performing

Section V Use of Technology

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Account Information

Log Out

Teacher Education - Agriculture	0
Teacher Education - Art	2
Teacher Education - Business	1
Teacher Education - English/Language Arts	8
Teacher Education - Foreign Language	0
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	2
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	6
Teacher Education - Music	14
Teacher Education - Physical Education and Coaching	8
Teacher Education - Reading	0
Teacher Education - Science Teacher Education/General Science	5
Teacher Education - Social Science	11
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	1
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	1
Teacher Education - German	0
Teacher Education- History	4
Teacher Education - Physics	0
Teacher Education - Spanish	3
Teacher Education - Speech	0

Teacher Education - Drama and Dance	0
Teacher Education - French	1
Teacher Education - German	0
Teacher Education - History	4
Teacher Education - Physics	0
Teacher Education - Spanish	3
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Other Specify: _____	0

Save Reset

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Section I.e Teachers Prepared by Subject Area

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