

Print Report Card

Program Information

Name of Institution: University of North Alabama
Institution/Program Type: Alternative, IHE-based
Academic Year: 2010-11
State: Alabama

Address: 1 Harrison Plaza

Florence, AL, 35632

Contact Name: Dr. Donna Jacobs
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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable: N/A

Section I.a Program Admission

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

| Element | Undergraduate | Postgraduate |
|-------------------|---------------|--------------|
| Application | NA | Yes |
| Fee/Payment | NA | No |
| Transcript | NA | Yes |
| Fingerprint check | NA | Yes |
| Background check | NA | Yes |

| | | |
|---|----|-----|
| Experience in a classroom or working with children | NA | No |
| Minimum number of courses/credits/semester hours completed | NA | Yes |
| Minimum high school GPA | NA | No |
| Minimum undergraduate GPA | NA | Yes |
| Minimum GPA in content area coursework | NA | Yes |
| Minimum GPA in professional education coursework | NA | Yes |
| Minimum ACT score | NA | No |
| Minimum SAT score | NA | No |
| Minimum GRE score | NA | No |
| Minimum basic skills test score | NA | Yes |
| Subject area/academic content test or other subject matter verification | NA | No |
| Recommendation(s) | NA | No |
| Essay or personal statement | NA | Yes |
| Interview | NA | Yes |
| Resume | NA | No |
| Beachelor's degree or higher | NA | Yes |
| Job offer from school/district | NA | No |
| Personality test | NA | No |
| Other (specify: N/A) | NA | No |

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

<http://www.una.edu/education/>

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

Other when all admission requirements have been met

Does your initial teacher certification program conditionally admit students? Yes

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

2012 Title II Report excludes the requirements for admission to UNA and focuses only on requirements for formal unconditional admission to the program.

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.

Section I.b Program Enrollment

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

| | |
|---|------------------------|
| Total number of students enrolled in 2010-11: | 37 |
| Unduplicated number of males enrolled in 2010-11: | 10 |
| Unduplicated number of females enrolled in 2010-11: | 27 |
| 2010-11 | Number enrolled |
| <i>Ethnicity</i> | |
| Hispanic/Latino of any race: | 0 |
| <i>Race</i> | |
| American Indian or Alaska Native: | 0 |
| Asian: | 1 |
| Black or African American: | 0 |
| Native Hawaiian or Other Pacific Islander: | 0 |
| White: | 31 |
| Two or more races: | 0 |

Section I.c Supervised Experience

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

| | |
|--|-----|
| Average number of clock hours required prior to student teaching | 210 |
|--|-----|

| | |
|--|-----|
| Average number of clock hours required for student teaching | 560 |
| Number of full-time equivalent faculty in supervised clinical experience during this academic year | 1 |
| Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff) | 0 |
| Number of students in supervised clinical experience during this academic year | 15 |

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

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

| Subject Area | Number Prepared |
|--|-----------------|
| Education - General | |
| Teacher Education - Special Education | |
| Teacher Education - Early Childhood Education | |
| Teacher Education - Elementary Education | |
| Teacher Education - Junior High/Intermediate/Middle School Education | |
| Teacher Education - Secondary Education | 13 |
| Teacher Education - Multiple Levels | 1 |
| Teacher Education - Agriculture | |
| Teacher Education - Art | |
| Teacher Education - Business | 3 |

| | |
|--|---|
| Teacher Education - English/Language Arts | 3 |
| 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 | 0 |
| Teacher Education - Physical Education and Coaching | 1 |
| Teacher Education - Reading | |
| Teacher Education - Science Teacher Education/General Science | 0 |
| Teacher Education - Social Science | 3 |
| Teacher Education - Social Studies | |
| Teacher Education - Technical Education | |
| Teacher Education - Computer Science | |
| Teacher Education - Biology | 1 |
| Teacher Education - Chemistry | |
| Teacher Education - Drama and Dance | |
| Teacher Education - French | |
| Teacher Education - German | |
| Teacher Education- History | 2 |

| | |
|--|---|
| 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 | 0 |
| Teacher Education - Bilingual, Multilingual, and Multicultural Education | |
| Education - Other Specify: | |

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

| Academic Major | Number Prepared |
|---|------------------------|
| Education - General | |
| Teacher Education - Special Education | |
| Teacher Education - Early Childhood Education | |
| Teacher Education - Elementary Education | |

| | |
|--|----|
| Teacher Education - Junior High/Intermediate/Middle School Education | |
| Teacher Education - Secondary Education | 13 |
| Teacher Education - Agriculture | |
| Teacher Education - Art | |
| Teacher Education - Business | 3 |
| Teacher Education - English/Language Arts | 3 |
| Teacher Education - Foreign Language | |
| Teacher Education - Health | |
| Teacher Education - Family and Consumer Sciences/Home Economics | |
| Teacher Education - Technology Teacher Education/Industrial Arts | |
| Teacher Education - Mathematics | 1 |
| Teacher Education - Music | |
| Teacher Education - Physical Education and Coaching | 1 |
| Teacher Education - Reading | |
| Teacher Education - Science | 0 |
| Teacher Education - Social Science | 3 |
| Teacher Education - Social Studies | |
| Teacher Education - Technical Education | |
| Teacher Education - Computer Science | |
| Teacher Education - Biology | 1 |

| | |
|--|---|
| Teacher Education - Chemistry | |
| Teacher Education - Drama and Dance | |
| Teacher Education - French | |
| Teacher Education - German | |
| Teacher Education - History | 2 |
| 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 | 0 |
| Teacher Education - Bilingual, Multilingual, and Multicultural Education | |
| Education - Curriculum and Instruction | |
| Education - Social and Philosophical Foundations of Education | |
| Liberal Arts/Humanities | |
| Psychology | |
| Social Sciences | |
| Anthropology | |

| | |
|---|--|
| Economics | |
| Geography and Cartography | |
| Political Science and Government | |
| Sociology | |
| Visual and Performing Arts | |
| History | |
| 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 | |
| Business/Business Administration/Accounting | |
| Computer and Information Sciences | |
| Other Specify: | |

Section I.e Program Completers

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

2010-11: 15

2009-10: 12

2008-09: 19

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

| Teacher shortage area | Goal for increasing prospective teachers trained |
|-----------------------|---|
| Mathematics | Academic year: 2010-11 Goal: 1 Goal met? Yes Description of strategies used to achieve goal: |

| | |
|--|---|
| | <p>Promoted scholarship opportunities and worked with area schools in securing certified teachers in high needs areas.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Increase formal recruiting efforts, develop informational flyers, and work on updating website and informational flyers.</p> |
| Science | <p>Academic year: 2010-11</p> <p>Goal: 3</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Promoted scholarship opportunities, worked with area schools in securing certified teachers in high needs areas.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Increase formal recruiting efforts, develop informational flyers, and work on updating website and informational flyers.</p> |
| Special education | <p>Academic year: 2010-11</p> <p>Goal: N/A</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>N/A</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>N/A</p> |
| Instruction of limited English proficient students | <p>Academic year: 2010-11</p> <p>Goal: N/A</p> <p>Goal met? Yes</p> |

| | |
|-----|--|
| | Description of strategies used to achieve goal: N/A Description of steps to improve performance in meeting goal or lessons learned in meeting goal: N/A |
| N/A | Academic year: 2010-11 Goal: N/A Goal met? Description of strategies used to achieve goal: N/A Description of steps to improve performance in meeting goal or lessons learned in meeting goal: N/A |

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

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 experiences in urban and rural schools with instruction to students of all diversity categories including socioeconomic backgrounds and disabilities.

Section III. Assessment Rates

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) | State Average pass rate (%) | State Average scaled score |
|---|------------------------------------|----------------------------------|-------------------------------------|------------------------------|--|---|
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses | 1 | | | | | |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 10 | 163 | 9 | 90 | 79 | 152 |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11 | 1 | | | | 100 | 158 |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10 | 3 | | | | 100 | 159 |

| | | | | | | |
|---|----|-----|----|-----|-----|-----|
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09 | 3 | | | | 97 | 154 |
| ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses | 2 | | | | | |
| ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) Other enrolled students | 10 | 630 | 10 | 100 | 94 | 640 |
| ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2009-10 | 3 | | | | 100 | 667 |
| ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2008-09 | 4 | | | | | |
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses | 4 | | | | 100 | 171 |
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 10 | 183 | 10 | 100 | 97 | 176 |
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10 | 5 | | | | 100 | 179 |
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09 | 1 | | | | 100 | 175 |
| ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 3 | | | | 88 | 159 |
| ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10 | 1 | | | | 100 | 166 |

| | | | | | | |
|--|---|--|--|--|-----|-----|
| ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 7 | | | | 84 | 139 |
| ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11 | 1 | | | | 100 | 141 |
| ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10 | 2 | | | | 100 | 141 |
| ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09 | 1 | | | | 100 | 142 |
| ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 3 | | | | | |
| ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10 | 1 | | | | | |
| ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09 | 1 | | | | | |
| ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses | 2 | | | | | |
| ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 2 | | | | 100 | 152 |
| ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11 | 1 | | | | 100 | 151 |
| ETS0091 -PHYSICAL ED: CONTENT | 2 | | | | 100 | 157 |

| | | | | | | |
|---|---|--|--|--|-----|-----|
| KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10 | | | | | | |
| ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09 | 1 | | | | 100 | 156 |
| ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses | 1 | | | | | |
| ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 5 | | | | 82 | 163 |
| ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10 | 4 | | | | 100 | 171 |
| ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses | 2 | | | | | |
| ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 4 | | | | 86 | 158 |
| ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11 | 2 | | | | 100 | 160 |
| ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10 | 1 | | | | 100 | 160 |
| ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09 | 4 | | | | 100 | 167 |

Section III. Summary Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) | State Average pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|-----------------------------|
| All program completers, 2010-11 | 5 | | | 100 |
| All program completers, 2009-10 | 22 | 22 | 100 | 100 |
| All program completers, 2008-09 | 15 | 15 | 100 | 99 |

Section IV. Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State
NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles

of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

All 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 and assess in K-12 settings. An electronic portfolio maintained by all teacher education candidates includes documents that reflect the use of technology for teaching and learning. Candidates use LiveText, a web-based tool, to assist them in developing, assessing, and measuring student learning to assure continuous improvement in teaching and student achievement.

Section VI. Teacher Training

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

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes
- teach students who are limited English proficient effectively
Yes

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

All alternative master's candidates complete three courses or nine hours that have as their only focus helping the candidates understand their roles and responsibilities as the primary classroom teacher for students with disabilities (prepared by the department of elementary education). These courses include: an introductory or survey course where the emphasis is on characteristics and eligibility for services; a classroom management course that focuses on theory and application of management strategies and applied behavior analysis; and a course where candidates study research-based accommodations and modifications to ensure they have the skills to teach students with disabilities who may be in the P-6 classroom. In addition to these nine hours the initial candidates complete a reading course that focuses on assessment and remediation of reading problems. Throughout the elementary education program, initial candidates are taught strategies to assist them in all core content areas, as well as assessment and assistive technology.

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

- teach students with disabilities effectively
NA
- participate as a member of individualized education program teams
NA
- teach students who are limited English proficient effectively
NA

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

We do not offer a Special Education program via the alternative master's route.

Section VII. Contextual Information

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

Section I.b Enrollment: The 2009-2010 Title II report included all Alt A students who were enrolled in education courses. The 2010-2011 Title II reports includes ONLY Alt A students who have been formally unconditionally admitted to the program.

Supporting Files

University of North Alabama
Alternative, IHE-based Program
2010-11

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Title II, Higher Education Act
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