Name of Institution: University of North Alabama
Institution/Program Type: Traditional
Academic Year: 2009-10
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	Yes	NA
Fee/Payment	No	NA
Transcript	Yes	NA
Fingerprint check	Yes	NA
Background check	Yes	NA
Experience in a classroom or working with children	Yes	NA
Minimum number of courses/credites/semester hours completed	Yes	NA
Minimum high school GPA	Yes	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	Yes	NA
Minimum GPA in professional education coursework	Yes	NA
Minimum ACT score	Yes	NA
Minimum SAT score	Yes	NA

Minimum GRE score	Yes	NA
Minimum basic skills test score	Yes	NA
Subject area/academic content test or other subject matter verification	No	NA
Minimum Miller Analogies test score	No	NA
Recommendation(s)	No	NA
Essay or personal statement	Yes	NA
Interview	Yes	NA
Resume	Yes	NA
Bechelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test (e.g.,Myers-Briggs Assessment)	No	NA
Other (specify: N/A)	No	NA

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? No

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

N/A

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 2009-10:	495
Unduplicated number of males enrolled in 2009-10:	137

Unduplicated number of females enrolled in 2009-10:	358

2009-10	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	0
Race	
American Indian or Alaska Native:	6
Asian:	1
Black or African American:	23
Native Hawaiian or Other Pacific Islander:	0
White:	458
Two or more races:	3

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

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	12
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	1
Number of students in supervised clinical experience during this academic year	378

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

Internship Handbook

http://www.una.edu/education/documents/Spring%20'11%20Intern%20Handbook.pdf

Clinical Experiences Program Guide

http://www.una.edu/education/documents/clinicals_intern_handbook.pdf

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared
Art	2
Business/Marketing Ed	3
Elementary Education	77
Family & Consumer Science	3
Foreign Language	2
General Biology	4
General Chemistry	0
General Geography	0
General Physics	0
General Science	2
History	2
Instrumental Music	4
Language Arts	10
Mathematics	3

Physical Education	16
Social Science	14
Vocal/Choral Music	0
TOTAL	142

Subject area	Number prepared
Biology	4
Business/Marketing Ed	3
Chemistry	0
Choral Music	0
Elementary Education	77
English Language Arts	10
Family Consumer Science	3
French	0
General Science	2
General Social Science	14
Geography	0
German	0
History	2
Instrumental Music	4
Mathematics	3

Physical Education	16
Physics	0
Spanish	2
Visual Arts	2
TOTAL	142

Section I.e Program Completers

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

2009-10: 142

2008-09: 152

2007-08: 145

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: 2009-10 Goal: 2 Goal met? Yes

	Description of strategies used to achieve goal: Visits made to local schools; participation in job fair and various recruitment activities; worked collaboratively with SAEA Advisor and FTA; shared recruitment information with teachers, administrators, and students (including ATRIP); worked collaboratively with the Arts & Sciences Department to promote teaching as a career option in shortage areas. Description of steps to improve performance in meeting goal or lessons learned in meeting goal: Increase recruitment efforts and focus on teaching shortage areas.
Science	Academic year: 2009-10 Goal: 5 Goal met? Yes Description of strategies used to achieve goal: Visits made to local schools; participation in job fair and various recruitment activities; worked collaboratively with SAEA Advisor and FTA; shared recruitment information with teachers, administrators, and students (including ATRIP); worked collaboratively with the Arts & Sciences Department to promote teaching as a career option in shortage areas. Description of steps to improve performance in meeting goal or lessons learned in meeting goal: Increase recruitment efforts and focus on teaching shortage areas.
Special education	Academic year: 2009-10 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
Instruction of limited English proficient students	Academic year: 2009-10

Goal: 2

Goal met? Yes

Description of strategies used to achieve goal:

Visits made to local schools; participation in job fair and various recruitment activities; worked collaboratively with SAEA Advisor and FTA; shared recruitment information with teachers, administrators, and students (including ATRIP); worked collaboratively with the Arts & Sciences Department to promote teaching as a career option in shortage areas.

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

Increase recruitment efforts and focus on teaching shortage areas. |
| N/A | Academic year: 2009-10

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
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed	2					

all nonclinical courses						
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3					
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2					
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4					
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2				100	173
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				70	150
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				100	157
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				100	154
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2				100	158
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	3				100	618
ETS0100 -BUSINESS EDUCATION	3				100	611

Educational Testing Service (ETS) All program completers, 2008-09						
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	1					
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2007-08	1					
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	33	157	33	100	95	155
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	12	158	12	100	89	154
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	77	161	77	100	99	158
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	85	160	85	100	99	158
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	60	160	60	100	100	158
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	6				95	169
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3				85	167
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS)	10	166	10	100	100	172

All program completers, 2009-10						
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	18	172	18	100	100	173
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	18	170	18	100	100	176
ETS0360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) Other enrolled students	1					
ETS0360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2008-09	3					
ETS0360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2007-08	1					
ETS0120 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2008-09	2					
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) Other enrolled students	1					
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2009-10	3				100	166
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2					
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				100	162

ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4				100	162
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				100	163
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				86	133
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3				74	135
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				100	144
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	144
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	5				100	141
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	6					
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				100	163
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	6				100	164

ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	7				100	163
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	4				100	150
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				87	149
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	16	155	16	100	100	151
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	14	156	14	100	100	152
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3				100	154
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	5				95	161
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3				66	158
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	14	164	14	100	100	167
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	9				100	165

ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	13	162	13	100	100	165
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2				76	163
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				100	163
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					
ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2				80	155
ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				100	152
ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				100	153
ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	8				100	161

Section III. Summary Rates

Group	Number	Number	Pass	State

	taking tests	passing tests	rate (%)	Average pass rate (%)
All program completers, 2009-10	141	141	100	100
All program completers, 2008-09	152	152	100	99
All program completers, 2007-08	121	121	100	100

Section IV. Low-Performing

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

Is your teacher preparation program currently approved or accredited?
Yes

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

The Department of Elementary Education prepares general education classroom teachers to teach all students who may be enrolled in their elementary classroom, including students with disabilities. All initial 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. 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.

In the undergraduate elementary and secondary education programs all teacher candidates take courses which have components that focus on working with culturally and linguistically diverse students. These courses have the teacher candidates create activities and lesson plans where the needs of English language learners are met. At the elementary level, the primary course for this is Teaching the Language Arts. At the secondary level, the two primary courses for this are

Materials and Methods of High School Teaching and Principles of High School Education. Both elementary and secondary teacher candidates also take Educational Psychology, which has a component where the students discuss the needs of culturally and linguistically diverse students.

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 Class B Special Education program.

Section VII. Contextual Information

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

Supporting Files

<div align="right">

University of North Alabama
Traditional Program
2009-10

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