

# Print Report Card

## Program Information

Name of Institution: University of North Alabama  
Institution/Program Type: Traditional  
Academic Year: 2010-11  
State: Alabama

Address: 1 Harrison Plaza

Florence, AL, 35632

Contact Name: Dr. Donna Jacobs  
Phone: 2567654252  
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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/credits/semester hours completed	Yes	NA
Minimum high school GPA	No	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	No	NA
Minimum SAT score	No	NA
Minimum GRE score	No	NA
Minimum basic skills test score	Yes	NA
Subject area/academic content test or other subject matter verification	No	NA
Recommendation(s)	No	NA
Essay or personal statement	Yes	NA
Interview	Yes	NA
Resume	Yes	NA
Bachelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test	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:

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

## **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:	302
Unduplicated number of males enrolled in 2010-11:	67
Unduplicated number of females enrolled in 2010-11:	235

<b>2010-11</b>	<b>Number enrolled</b>
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	4
Asian:	1
Black or African American:	12
Native Hawaiian or Other Pacific Islander:	0
White:	283
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	13

academic year	
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	405

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

Internship Handbook

<http://www.una.edu/education/documents/Intern%20Handbook%20Sp%202012%20.pdf>.

## 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	35
Teacher Education - Elementary Education	109
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	25
Teacher Education - Multiple Levels	25
Teacher Education - Agriculture	
Teacher Education - Art	3
Teacher Education - Business	1

Teacher Education - English/Language Arts	10
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	1
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	2
Teacher Education - Music	8
Teacher Education - Physical Education and Coaching	14
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	2
Teacher Education - Social Science	7
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	1

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:	

## 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	109

Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	25
Teacher Education - Agriculture	
Teacher Education - Art	3
Teacher Education - Business	1
Teacher Education - English/Language Arts	10
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	1
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	2
Teacher Education - Music	8
Teacher Education - Physical Education and Coaching	14
Teacher Education - Reading	
Teacher Education - Science	2
Teacher Education - Social Science	7
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	1
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	
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: 128

2009-10: 142

2008-09: 152

## 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.

<b>Teacher shortage area</b>	<b>Goal for increasing prospective teachers trained</b>
Mathematics	Academic year: 2010-11  Goal: 2  Goal met? Yes

	<p>Description of strategies used to achieve goal:</p> <p>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 &amp; Sciences Department to promote teaching as a career option in shortage areas.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Increase recruitment efforts and focus on teaching shortage areas.</p>
Science	<p>Academic year: 2010-11</p> <p>Goal: 5</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>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 &amp; Sciences Department to promote teaching as a career option in shortage areas.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Increase recruitment efforts and focus on teaching shortage areas.</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>

	N/A
Instruction of limited English proficient students	<p>Academic year: 2010-11</p> <p>Goal: 2</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>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 &amp; Sciences Department to promote teaching as a career option in shortage areas.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Increase recruitment efforts and focus on teaching shortage areas.</p>
N/A	<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>

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

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>	<b>State Average pass rate (%)</b>	<b>State Average scaled score</b>
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1					

ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	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					
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1				100	156
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
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	1				100	597
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	3				100	618
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	3				100	611
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	26	159	26	100	95	156
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	44	161	43	98	90	155

ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	66	161	66	100	99	158
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	77	161	77	100	100	158
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	85	160	85	100	99	158
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	4				94	167
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	12	167	11	92	90	168
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	14	173	14	100	100	172
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	10	166	10	100	100	172
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	18	172	18	100	100	173
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					
ETS0120 -FAMILY AND CONSUMER	2					

SCIENCES Educational Testing Service (ETS) All program completers, 2008-09						
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2					
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) Other enrolled students	3					
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2010-11	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) Other enrolled students	1				80	154
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2				100	159
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
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	8				83	136
ETS0061 -MATHEMATICS: CONTENT	7				73	137



KNOWLEDGE Educational Testing Service (ETS) Other enrolled students						
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2				100	139
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
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	5				100	160
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4				68	154
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	8				100	164
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
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	3				100	152
ETS0091 -PHYSICAL ED: CONTENT	6				86	149

KNOWLEDGE Educational Testing Service (ETS) Other enrolled students						
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	14	153	14	100	100	152
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
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	5				100	167
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6				72	160
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	7				100	164
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
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2				64	152
ETS0191 -SPANISH CONTENT KNOWLEDGE	2				100	163

Educational Testing Service (ETS) All program completers, 2009-10						
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	2					
ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4				83	154
ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1				100	159
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

### Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	120	120	100	100
All program completers, 2009-10	141	141	100	100
All program completers, 2008-09	152	152	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.

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.

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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**

University of North Alabama  
Traditional Program  
2010-11

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Title II, Higher Education Act  
OMB Control No.: 1840-0744 (exp. 9/30/2012)