

# Section VIII Report Card Certification

Information in this report has been certified as accurate and complete by:

Dr. Donna Jacobs  
Dean, College of Education

This submission was reviewed and certified as accurate and complete by:

Dr. William G. Cale  
President, University of North Alabama

University of North Alabama  
Alternative, IHE-based Program  
2008-09

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

Print Report Card

## Program Information

Name of Institution: University of North Alabama  
Institution/Program Type: Alternative, IHE-based  
Academic Year: 2008-09  
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	Yes
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	Yes
Minimum SAT score	NA	Yes
Minimum GRE score	NA	Yes
Minimum basic skills test score	NA	Yes
Subject area/academic content test or other subject matter verification	NA	No
Minimum Miller Analogies test score	NA	Yes
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 (e.g.,Myers-Briggs Assessment)	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:

### 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 2008-09:	66
Unduplicated number of males enrolled in 2008-09:	21
Unduplicated number of females enrolled in 2008-09:	45
<b>2008-09</b>	<b>Number enrolled</b>
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	0
Black or African American:	4
Native Hawaiian or Other Pacific Islander:	0
White:	49
Two or more races:	1

## Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

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	4
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	4
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:

Internship Handbook:

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

Clinical Experiences Program Guide:

[http://www.una.edu/education/clinical\\_experiences.html](http://www.una.edu/education/clinical_experiences.html)

## Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/licensed 2008-09	Number certified/licensed 2007-08	Number certified/licensed 2006-07
TOTAL (all areas/subjects)	19	21	14
Alt A Biology	4	1	2
Alt A Business/Marketing	6	5	4
Alt A Chemistry	0	0	1
Alt A English Language Arts	1	4	3
Alt A General Science	1	1	1
Alt A History	4	6	1
Alt A Math	1	0	2
Alt A Instrumental Music	1	1	0

Alt A Choral Music	0	1	0
Alt A Physical Education	1	0	0
Alt A Social Science	0	2	0

## Section I.e Program Completers

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

2008-09: 19

2007-08: 21

2006-07: 14

## 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	<p>Academic year: 2008-09</p> <p>Goal: 1</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <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.</p>

<p>Science</p>	<p>Academic year: 2008-09</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.</p>
<p>Special education</p>	<p>Academic year: 2008-09</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>
<p>Instruction of limited English proficient students</p>	<p>Academic year: 2008-09</p> <p>Goal: N/A</p> <p>Goal met? Yes</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>

Other (N/A)	<p>Academic year: 2008-09</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>
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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 as well as the state report card on teacher performance. Clinical placements assure that all prospective teachers have experiences in urban and rural schools with instruction to students of all socioeconomic backgrounds.

### **Section III. Assessment Rates**

#### **Section III. Summary Rates**

#### **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 a planned technology course. In subsequent coursework and all clinical experiences candidates, 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 Survey of Students with Disabilities, which is a 3 hour course focused on the definitions, causes, characteristics and programs for students with cognitive, behavioral, social, and physical disabilities. They also take both undergraduate prerequisite courses and graduate courses that require them to develop lessons that include accommodations for diverse populations.

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. The two primary courses for this are Materials and Methods of High School Teaching and Principles of High School Education. Candidates also take Psychology of Learning and Teaching of Reading, which have components that specifically 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 special education program in Alt A.

## 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

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