

Title II

Higher Education Act

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Athens State University

Traditional Program

2010-11

Print Report Card

Program Information

Name of Institution: Athens State University

Institution/Program Type: Traditional

Academic Year: 2010-11

State: Alabama

Address: 300 North Beaty Stree

Athens, AL, 35611

Contact Name: Mrs. Karen Brock

Phone: 256-216-6622

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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:

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)	Yes	NA
Essay or personal statement	No	NA
Interview	Yes	NA
Resume	Yes	NA
Beachelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test	No	NA
Other (specify: Acceptable Portfolio)	Yes	NA

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

http://www.athens.edu/college_edu/index.php

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

Senior year

Does your initial teacher certification program conditionally admit students? No

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

A minimum High School GPA is not required because we are an upper division University. Our students go to Community Colleges to take their general education classes or generally their first two years and come to us as Juniors.

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:	675
Unduplicated number of males enrolled in 2010-11:	141
Unduplicated number of females enrolled in 2010-11:	534

2010-11	Number enrolled
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<i>Ethnicity</i>	
Hispanic/Latino of any race:	7
<i>Race</i>	
American Indian or Alaska Native:	26
Asian:	6
Black or African American:	24
Native Hawaiian or Other Pacific Islander:	0
White:	601
Two or more races:	4

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	154
Average number of clock hours required for student teaching	525
Number of full-time equivalent faculty in supervised clinical experience during this academic year	24
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	3122

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	23
Teacher Education - Early Childhood Education	22
Teacher Education - Elementary Education	210
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	82
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	17

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	30
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	17
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	2
Teacher Education - Social Science	15
Teacher Education - Social Studies	15
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	9
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	11
Teacher Education - Physics	2
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	15
Teacher Education - Latin	
Teacher Education - Psychology	15
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	23
Teacher Education - Early Childhood Education	22
Teacher Education - Elementary Education	210
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
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	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	17
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
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	
Psychology	
Social Sciences	15
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	11
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	17
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	7
Mathematics and Statistics	30
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	2
Specify: General Science majors can teach Biology, Chemistry and Physical Science	

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: 354

2009-10: 305

2008-09: 291

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: 2010-11</p> <p>Goal: Increase</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>The College of Education will work to increase our average to eighteen Mathematic majors admitted to the Teacher Education Program for the next three years. The Mathematics faculty at Athens State University reach out to the surrounding Community College faculty to develop a good relationship and to identify potential students and inform them about the College of Education programs.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Athens State University recruiters inform High School & Community College students about the TEACH Grant by distributing flyers and information guiding them to our webpage that has all of the information concerning the TEACH grant and the College of Education programs.</p>
Science	<p>Academic year: 2010-11</p> <p>Goal: Maintain</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>The College of Education will work to maintain an average of six Science majors admitted to the Teacher Education Program for each of the last three years. The Science faculty at Athens State University reach out to the surrounding Community College faculty to develop a good relationship and to identify potential students and inform them about the College of Education programs.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Athens State University recruiters inform High School & Community College students about the TEACH Grant by distributing flyers and information guiding them to the Athens State University webpage that has all of the information concerning the TEACH grant and the College of Education programs.</p>

<p>Special education</p>	<p>Academic year: 2010-11</p> <p>Goal: Increase Enrollment (10)</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>With significant growth in the Special Education Department, the College of Education hopes to continue this trend and to see our enrollment increase by ten for the 2010-11 academic year. The College of Education Special Education faculty work closely with the surrounding Community College faculty to develop a good relationship and to identify these potential students and inform them about the College of Education programs.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Athens State University recruiters inform High School & Community College students about the TEACH Grant by distributing flyers and information guiding them to the Athens State University webpage that has all of the information concerning the TEACH grant and the College of Education programs.</p>
<p>Instruction of limited English proficient students</p>	<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>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
<p>None</p>	<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>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</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:

All majors take SE 301 Introduction to Exceptional Learners, and ED 322 Basic Principles of English Language Education is offered as well. All students are placed in lower middle & upper socioeconomic, minority, blended and high minority population, dual gender, city, county and private school settings for field experience.

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
ETSo235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	8				100	152
ETSo235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	9				66	149
ETSo235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	7				100	156
ETSo235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	9				100	157
ETSo235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4				100	154
ETSo014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	98	153	92	94	95	156

ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	153	155	140	92	90	155
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	245	157	245	100	99	158
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	218	156	218	100	100	158
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	219	158	219	100	99	158
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	13	170	13	100	94	167
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	9				90	168
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	17	168	17	100	100	172
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	21	172	21	100	100	172
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	21	173	21	100	100	173
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					
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

ETSo435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	162
ETSo550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	1				88	631
ETSo061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	7				83	136
ETSo061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	22	128	12	55	73	137
ETSo061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	30	139	30	100	100	139
ETSo061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	14	140	14	100	100	144
ETSo061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	12	139	12	100	100	144
ETSo091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	6				100	152
ETSo091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	13	149	13	100	86	149
ETSo091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	17	149	17	100	100	152
ETSo091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	16	149	16	100	100	151
ETSo091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	16	152	16	100	100	152
ETSo081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	6				100	167
ETSo081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	16	164	14	88	72	160

ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	15	163	15	100	100	164
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	17	167	17	100	100	167
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	12	167	12	100	100	165
ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	5					
ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6				83	154
ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	11	162	11	100	100	159
ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				100	152
ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	6				100	153

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	344	344	100	100
All program completers, 2009-10	299	299	100	100
All program completers, 2008-09	291	291	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

Other (specify: Southern Association of Colleges and Schools (SACS))

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.

Technology is embedded throughout the Conceptual Framework of the Teacher Education Program. The Conceptual Framework consists of the theme "Educators for a Global Future," the purposes, expected outcomes, professional dispositions, commitments to diversity, assessments and technology. Within the Conceptual Framework is a Professional Disposition Statement that specifically advocates the use of technology.

All Education majors are required to take ED 305 Technology & Media in Education. The course includes integration of technology into the teaching of all content areas and utilization of technology to assess student progress and manage records. However, technology is woven throughout the curriculum meeting all state teaching standards and students utilize available and emerging technologies that support the learning of all children.

All students are required to plan a unit of instruction during their internship. Prior to this planning interns administer a pre-test. The data are used to plan a unit. As the unit is taught adaptations can be made based upon individual student performance. At the end of the unit a post test is administered. The pre & post test scores are collected, managed and analyzed in a data base.

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 Education majors are required to take Introduction to Exceptional Learners which is a general survey course that addresses etiology, identification, incidence, curriculum modification, parent interaction, placement options, and inclusion of all types of educationally exceptional learners in general education settings. Completion of "Addressing Disproportionality in Alabama Schools" is required.

A course designed to provide all educators the fundamental theories and knowledge about second language acquisition, with an emphasis on instructional methods for teaching English language learners, is also offered and required for Elementary, Collaborative (Special Ed), PE, & Early Childhood majors. Secondary majors take teaching Reading and Writing in the Content Areas which addresses knowledge of the process of second language acquisition and strategies to support the learning of students whose first language is not English.

Does your program prepare special 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 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.

A special education course is offered on IEPs and other Legal Issues that provides an overview of laws and regulations governing the implementation of special education services including federal and state regulations as well as relevant court cases. It includes development of IEPs for a variety of students.

A Basic Principles of English Language Learners course is offered as well and is designed to provide all educators the fundamental theories and knowledge about second language acquisition, with an emphasis on instructional methods for teaching English language learners.

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

Athens State University

Traditional Program

2010-11

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