

Title II

Higher Education Act

SUBMIT REPORTS

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Athens State University

Traditional Program

2011-12

Print Report Card

Institution Information

Name of Institution: Athens State University

Institution/Program Type: Traditional

Academic Year: 2011-12

State: Alabama

Address: 300 North Beaty Street

Athens, AL, 35611

Contact Name: Mrs. Karen Brock

Phone: 256-216-6622

Email: Karen.Brock@athens.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oi/tqp/index.html>.

| Teacher Preparation Programs | Teacher Quality Partnership Grant Member? |
|---|---|
| Art | No |
| Biology - Licensure/Certification | No |
| Chemistry - Licensure/Certification | No |
| Early Childhood | No |
| Elementary | No |
| Elementary/Special Ed K6 | No |
| English - Licensure/Certification | No |
| History - Licensure/Certification | No |
| Math - Licensure/Certification | No |
| PE | No |
| Social Science - Licensure/Certification | No |
| Special Ed 6-12 | No |
| Special Ed K6 | No |
| Total number of teacher preparation programs: 13 | |

Section I.b Admissions

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

Senior year

Does your initial teacher certification program conditionally admit students?

No

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

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

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 Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (**§205(a)(1)(C)(i)**)

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

| Element | Required for Entry | Required for Exit |
|--|--------------------|-------------------|
| Transcript | Yes | Yes |
| Fingerprint check | Yes | No |
| Background check | Yes | No |
| Minimum number of courses/credits/semester hours completed | Yes | Yes |
| Minimum GPA | Yes | Yes |
| Minimum GPA in content area coursework | Yes | Yes |
| Minimum GPA in professional education coursework | Yes | Yes |
| Minimum ACT score | No | No |
| Minimum SAT score | No | No |
| Minimum basic skills test score | Yes | No |
| Subject area/academic content test or other subject matter verification | No | Yes |
| Recommendation(s) | Yes | No |
| Essay or personal statement | Yes | Yes |
| Interview | Yes | No |
| Other Acceptable Portfolio is required for entry and exit. The overall GPA for Admission and Exit is 2.5 | Yes | Yes |

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.31

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2011-12

3.39

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

Are there initial teacher certification programs at the postgraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

| Element | Required for Entry | Required for Exit |
|------------|--------------------|-------------------|
| Transcript | | |

| | | |
|---|--|--|
| Fingerprint check | | |
| Background check | | |
| Minimum number of courses/credits/semester hours completed | | |
| Minimum GPA | | |
| Minimum GPA in content area coursework | | |
| Minimum GPA in professional education coursework | | |
| Minimum ACT score | | |
| Minimum SAT score | | |
| Minimum basic skills test score | | |
| Subject area/academic content test or other subject matter verification | | |
| Recommendation(s) | | |
| Essay or personal statement | | |
| Interview | | |
| Other | | |

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2011-12

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2011-12

Section I.c 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 2011-12: | 714 |
| Unduplicated number of males enrolled in 2011-12: | 161 |
| Unduplicated number of females enrolled in 2011-12: | 553 |

| 2011-12 | Number enrolled |
|--|-----------------|
| <i>Ethnicity</i> | |
| Hispanic/Latino of any race: | 7 |
| <i>Race</i> | |
| American Indian or Alaska Native: | 17 |
| Asian: | 5 |
| Black or African American: | 32 |
| Native Hawaiian or Other Pacific Islander: | 0 |
| White: | 637 |
| Two or more races: | 8 |

Section I.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

| | |
|---|------|
| Average number of clock hours of supervised clinical experience required prior to student teaching | 154 |
| Average number of clock hours required for student teaching | 525 |
| Average number of clock hours required for mentoring/induction support | 0 |
| Number of full-time equivalent faculty supervising clinical experience during this academic year | 26 |
| Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff) | 0 |
| Number of students in supervised clinical experience during this academic year | 2730 |

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. 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 | 45 |
| Teacher Education - Early Childhood Education | 20 |
| Teacher Education - Elementary Education | 178 |
| Teacher Education - Junior High/Intermediate/Middle School Education | |
| Teacher Education - Secondary Education | 84 |
| Teacher Education - Multiple Levels | |
| Teacher Education - Agriculture | |
| Teacher Education - Art | |
| Teacher Education - Business | |
| Teacher Education - English/Language Arts | 21 |
| 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 | 19 |
| Teacher Education - Music | |
| Teacher Education - Physical Education and Coaching | 18 |
| Teacher Education - Reading | |
| Teacher Education - Science Teacher Education/General Science | 1 |
| Teacher Education - Social Science | 21 |

| | |
|--|----|
| Teacher Education - Social Studies | 21 |
| Teacher Education - Technical Education | |
| Teacher Education - Computer Science | |
| Teacher Education - Biology | 15 |
| Teacher Education - Chemistry | 1 |
| Teacher Education - Drama and Dance | |
| Teacher Education - French | |
| Teacher Education - German | |
| Teacher Education- History | 8 |
| Teacher Education - Physics | 1 |
| Teacher Education - Spanish | |
| Teacher Education - Speech | |
| Teacher Education - Geography | 21 |
| Teacher Education - Latin | |
| Teacher Education - Psychology | 21 |
| Teacher Education - Earth Science | 1 |
| Teacher Education - English as a Second Language | |
| Teacher Education - Bilingual, Multilingual, and Multicultural Education | |
| Education - Other Specify: | |

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. 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 | 45 |
| Teacher Education - Early Childhood Education | 20 |
| Teacher Education - Elementary Education | 178 |
| 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 | 18 |
| 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 | 21 |
| Anthropology | |
| Economics | |
| Geography and Cartography | |
| Political Science and Government | |
| Sociology | |
| Visual and Performing Arts | |
| History | 8 |
| Foreign Languages | |

| | |
|---|----|
| Family and Consumer Sciences/Human Sciences | |
| English Language/Literature | 21 |
| Philosophy and Religious Studies | |
| Agriculture | |
| Communication or Journalism | |
| Engineering | |
| Biology | 14 |
| Mathematics and Statistics | 19 |
| 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: General Science | 1 |

Section I.f Program Completers

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

2011-12: 348

2010-11: 354

2009-10: 305

Section II. Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

18

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

While the goal was 18 for prospective teachers in the Mathematics Department for future teachers in the 2011-12 year, the actual number was 25. The Mathematics Faculty engaged other faculty members with mathematics teaching programs from universities across the state in forums regarding the quality of the undergraduate mathematics education programs throughout the State of Alabama. The Athens State Mathematics faculty hosted three mathematics meetings at Athens State University in March 2012. AlaMATYC, the MAA State Meeting and the Annual Meeting of Alabama Teachers of College Mathematics. These meetings were hosted in an effort to strengthen ties with the mathematics instructors within the Alabama Community College System and to "introduce" Athens State University mathematics teaching faculty to fellow mathematics undergraduate teaching faculty from other colleges and universities. At some of these meetings it was discovered that Athens State University graduates had the most secondary mathematics majors of any other college or university throughout the state.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

5

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers does your program plan to add in mathematics in 2013-14?

5

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (**§205(a)(1)(A)(ii)**, **§206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

6

Did your program meet the goal for prospective teachers set in science in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

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

Arts and Sciences will work to maintain an average of five Science majors admitted to the Teacher Education Program for each of the next three years. The Science faculty at Athens State University will continue to reach out to the surrounding community college faculty developing good relationships and identifying potential students and informing them about the secondary education programs in the sciences.

Provide any additional comments, exceptions and explanations below:

Biology is the core major of our science program. Due to the recession, the enrollment of biology majors in the secondary education program has declined significantly. The number of majors enrolled in biology with licensure and certification has declined from 36 in the fall of 2009 to 20 in the fall of 2012. It is not just a problem with biology, many majors have suffered noticeable declines, but biology experienced some of the worst. However, as the recession appears to be easing, this should result in the employment outlook improving and enrollments increasing.

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

5

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers does your program plan to add in science in 2013-14?

5

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in special education in 2011-12?

Yes

How many prospective teachers did your program plan to add in special education in 2011-12?

10

Did your program meet the goal for prospective teachers set in special education in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

An Elementary/Collaborative K-6 Major is now offered.

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

Athens State University recruiters inform High School & Community College students about the three Special Education majors by distributing brochures and guiding them to the College of Education webpage that contains all needed information concerning these programs.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

10

Provide any additional comments, exceptions and explanations below:

Special education teachers in Alabama are now being released from contracts because of the economic downturn. This has occurred over the last year and a half. Therefore, new special education teachers are not being hired.

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers does your program plan to add in special education in 2013-14?

8

Provide any additional comments, exceptions and explanations below:

Special education teachers in Alabama are now being released from contracts because of the economic downturn. This has occurred over the last year and a half. Therefore, new special education teachers are not being hired.

Section II. Annual Goals - LEP

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

NA

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in instruction of limited English proficient students in 2012-13?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please certify that your institution is in compliance with the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#), [§206\(b\)](#)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared 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 all majors take ED 322 Basic Principles of English Language Education with the exception of Secondary majors. Secondary majors take SE 333. Its content deals with ELL strategies in addition to reading/writing strategies. 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 (%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses | 2 | | | |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 4 | | | |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12 | 14 | 155 | 14 | 100 |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11 | 7 | | | |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10 | 9 | | | |

| | | | | |
|---|-----|-----|-----|-----|
| ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses | 87 | 153 | 79 | 91 |
| ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 124 | 155 | 115 | 93 |
| ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12 | 224 | 157 | 224 | 100 |
| ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11 | 245 | 157 | 245 | 100 |
| ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10 | 218 | 156 | 218 | 100 |
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses | 13 | 172 | 13 | 100 |
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 15 | 173 | 14 | 93 |
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12 | 21 | 168 | 21 | 100 |
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11 | 17 | 168 | 17 | 100 |
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10 | 21 | 172 | 21 | 100 |
| ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12 | 1 | | | |
| ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11 | 2 | | | |
| ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10 | 1 | | | |
| ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses | 15 | 137 | 14 | 93 |
| ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 19 | 131 | 13 | 68 |

| | | | | |
|--|----|-----|----|-----|
| ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12 | 19 | 135 | 19 | 100 |
| ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11 | 30 | 139 | 30 | 100 |
| ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10 | 14 | 140 | 14 | 100 |
| ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses | 7 | | | |
| ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 10 | 149 | 9 | 90 |
| ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12 | 18 | 151 | 18 | 100 |
| ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11 | 17 | 149 | 17 | 100 |
| ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10 | 16 | 149 | 16 | 100 |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses | 3 | | | |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 11 | 156 | 8 | 73 |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12 | 21 | 170 | 21 | 100 |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11 | 15 | 163 | 15 | 100 |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10 | 17 | 167 | 17 | 100 |
| ETS0941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses | 2 | | | |
| ETS0941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students | 4 | | | |
| ETS0941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2011-12 | 8 | | | |

| | | | | |
|--|----|-----|----|-----|
| ETS0941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2010-11 | 11 | 162 | 11 | 100 |
| ETS0941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2009-10 | 3 | | | |

Section III. Summary Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|
| All program completers, 2011-12 | 326 | 326 | 100 |
| All program completers, 2010-11 | 344 | 344 | 100 |
| All program completers, 2009-10 | 299 | 299 | 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

Provide the following information about the use of technology in your teacher preparation program.

Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

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 the evidence that your program uses to show that it 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 the evidence your program uses to show that it 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.

Throughout the program, college of education students utilize available and emerging technologies that support quality teaching and learning. Education majors are required to take ED 305 Technology & Media in Education. In this course students:

- Design and develop a teacher/class website
- Design collaborative exercises using Google Drive
- Create course specific digital imagery
- Design,develop and implement online multimedia
- Create interactive course lessons using course authoring software
- Create and deliver presentations using presentation software
- Design and develop multimedia course lectures

In addition to ED 305 course requirements, technology is woven throughout the curriculum meeting all state teaching standards.

During internship, students create and implement a unit of instruction. The first step in this process is the administration of a pre-test. Resultant data are used to adequately plan the unit to meet the needs of a diversity of students. As the unit is taught adaptations are made based upon individual student performance. Upon completion of the unit a post-test is administered and analysis is performed to determine the effectiveness of instruction.

Section VI. Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

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 the evidence your program uses to show that it 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 the evidence your program uses to show that it 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
2011-12

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