

A » 2013 PEDS » Institutional Data

inst id: 205

Institutional Data

1. - A_1 » Institutional Information

This information will be used in all official references to your institution

Institution Name:	Athens State University	
Address 1:	300 North Beaty Street	
Address 2:		
City:	Athens	
State:	AL	
Zip:	35611	
Country:	USA	
Institution Phone:	(256)233-8100	

2. - A_2 » Chief Executive Officer of Institution

Include complete address and phone number.

CEO of Institution:	Dr. Robert Glenn	
Title:	President	
Address 1:	Athens State University	
Address 2:	300 North Beaty St.	
City:	Athens	
State:	AL	
Zip:	35611	
Country:	USA	
Phone:	(256)233-8200	
Fax:	(256)233-2565	

3. - A_3 » Name of Educator Preparation Provider

Complete all that apply

EPP Unit Name:	College of Education	
EPP Unit Name 2:		
EPP Unit Name 3:		

4. - A_4 » Designated Head of Educator Preparation Provider

Include complete address and phone number.

PE Designated Head Name:	Dr. Ronald Cromwell, VP for Academic	
Title:	Interim Dean for College of Education	
Address 1:	Athens State University	
Address 2:	300 North Beatty St.	
City:	Athens	
State:	AL	
Zip:	35611	
Country:	USA	
Phone:	(256)233-8113	
Fax:	(256)216-3318	
Email:	ronald.cromwell@athens.edu	

5. - [A_14](#) » Contact Person

Contact person for the Professional Education Data System (i.e., the individual with responsibility for preparing this report)

Name:	Karen Brock	
Title:	Coordinator	
Institution:	Athens State University	
Address 1:	300 North Beatty St.	
Address 2:		
City:	Athens	
State:	AL	
Zip:	35611	
Country:	USA	
Phone:	(256)216-6622	
Fax:	(256)216-6623	
Email:	Karen.Brock@athens.edu	

6. - [A_5](#) » Educator Preparation Provider Term

If the head of the [Educator Preparation Provider \(EPP\)](#) differs from the person on the last PEDS report, when did his or her term begin?

Term Began Month:	April	
Term Began Year:	2013	

7. - [A_6](#) » Degrees/Programs



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Degrees or programs offered by institution/consortium P-12 education personnel (indicate all levels of degrees/programs offered)

<input checked="" type="checkbox"/>	Bachelor's, initial teacher preparation	
<input type="checkbox"/>	Post-Bachelor's or Master's, Initial Teacher Preparation	
<input type="checkbox"/>	Post-Bachelor's or Master's, Advanced Teacher Preparation	
<input type="checkbox"/>	CAS or Specialist	
<input type="checkbox"/>	Doctoral	
<input type="checkbox"/>	Other »	

8. - [A_7](#) » Total Student Licenses Headcount (degrees/program completers)

The total headcount of students who received licenses, endorsements or degrees (education only) from your institution between September 1, 2013 and August 31, 2014



Automatically calculated based on the data you reported in B-3 and B-4 forms

[View Results](#) - press this button only if you want to see the results (this may take a minute...).

9. - [A_8](#) » Control

<input checked="" type="radio"/>	Public	
<input type="radio"/>	Private or Independent (Non for Profit)	
<input type="radio"/>	Private or Independent (for Profit)	

10. - [A_9](#) » Institution Type

<input checked="" type="radio"/>	A single-campus institution	
<input type="radio"/>	A branch campus of a parent institution (please give name of parent institution) 	
<input type="radio"/>	A main campus (parent institution with one or more branch campuses and/or other campuses)	
<input type="radio"/>	An administratively equal campus of an institutional system (please give the name of the system) 	
<input type="radio"/>	A consortium	

11. - [A_10](#) » Units

Unit of credit awarded for completion of coursework

<input checked="" type="radio"/>	Semester Hour	
<input type="radio"/>	Quarter Hour	
<input type="radio"/>	Other »	

12. - [A_11](#) » Accreditation/Affiliation

Institutional Accreditation and Affiliations



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<input type="radio"/>	NEW ENGLAND Association of Schools and Colleges / Commission on Institutions of Higher Education (NEASC-CIHE)	
<input type="radio"/>	NORTH CENTRAL Association of Colleges and Schools / Higher Learning Commission (NCA-HLC)	
<input type="radio"/>	NORTHWEST Commission on Colleges and Universities (NWCCU)	
<input checked="" type="radio"/>	SOUTHERN Association of Colleges and Schools / (SACS) Commission on Colleges	
<input type="radio"/>	WESTERN Association of Schools and Colleges / (WASC) Senior College and University Commission	

13. - **A_12** » Organizations

If the institution is a member of any of the following organizations, check the appropriate blank(s):

<input type="checkbox"/>	CADREI: Council of Academic Deans from Research Education Institutions	
<input type="checkbox"/>	AILACTE: Association of Independent Liberal Arts Colleges for Teacher Education	
<input type="checkbox"/>	NAFEO: National Association for Equal Opportunity in Higher Education	
<input checked="" type="checkbox"/>	NCATE: National Council for Accreditation of Teacher Education	
<input type="checkbox"/>	TECSCU: Teacher Education Council of State Colleges and Universities	
<input type="checkbox"/>	HACU: Hispanic Association of Colleges and Universities	
<input type="checkbox"/>	TEAC: Teacher Education Accreditation Council	

14. - **A_13** » Calendar System

What is the predominant calendar system at this institution?

<input checked="" type="radio"/>	Semester	
<input type="radio"/>	Quarter	
<input type="radio"/>	Trimester	
<input type="radio"/>	Four-one-four (4-1-4)	
<input type="radio"/>	Continuous	

15. - **A_15** » Carnegie Classification

Please select your Institution Carnegie Classification

<input type="radio"/>	RU/VH: Research University (very high research activity)	
<input type="radio"/>	RU/H: Research University (high research activity)	
<input type="radio"/>	DRU: Doctoral/Research University	
<input type="radio"/>	Master's L: Masters Colleges and Universities (larger programs)	
<input type="radio"/>	Master's M: Master's Colleges and Universities (medium programs)	
<input type="radio"/>	Master's S: Master's Colleges and Universities (smaller programs)	
<input type="radio"/>	Bac/A&S: Baccalaureate Colleges - Arts and Sciences	
<input checked="" type="radio"/>	Bac/Diverse: Baccalaureate Colleges - Diverse fields	
<input type="radio"/>	Bac/Assoc: Baccalaureate/Associate's Colleges	
<input type="radio"/>	Associate's Colleges	



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<input type="radio"/>	Tribal Colleges	
<input type="radio"/>	Other »	

16. - **A_16** » Main Campus Geographical Setting

Which of the following best describes the geographical setting in which your main campus is located?

<input type="radio"/>	Urban	
<input type="radio"/>	Rural	
<input checked="" type="radio"/>	Suburban or Town	

17. - **A_17** » Graduates Geographical Setting this section was removed as of PEDS 2014.

Which of the following best describes the geographical setting of the school districts where graduates from your teacher preparation program are most likely to be hired?

<input type="radio"/>	Urban	
<input type="radio"/>	Rural	
<input checked="" type="radio"/>	Suburban or Town	

18. - **A_18** » Minority Serving institution (MSI)

If your institution is a Minority Serving institution (MSI), which type?

Minority Serving Institutions: Institutions of higher education enrolling populations with significant percentages of minority students, or that serve certain populations of minority students under various programs created by Congress.

<input type="radio"/>	Hispanic Serving Institution i	
<input type="radio"/>	Historically Black College or University/Predominantly Black College i	
<input type="radio"/>	Tribal College (Tribal College or University, American Indian/Native American serving nontribal institution, or Alaska Native Serving Institution.) i	
<input type="radio"/>	Other Minority Serving Institutions i	
<input checked="" type="radio"/>	Not a Minority Serving Institution	

Comments (optional):

B-1A » 2013 PEDS » Institutional Undergraduate Enrollment

inst id: 205

Institutional total undergraduate enrollment by gender and race/ethnicity categories as of the institution's official fall reporting date or as of October 15, 2012.

1. - M » Male Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Hispanic/Latino of any race	10	8	5	9
American Indian or Alaska Native	5	4	4	11
Asian	2	2	1	0
Black or African American	32	50	99	68
Native Hawaiian or Other Pacific Islander	0	1	1	0
White	385	378	571	590
Two or more races	2	3	7	3
Nonresident alien	10	8	5	7
Unknown	17	16	24	27
Totals:	463	470	717	715

2. - W » Female Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Hispanic/Latino of any race	17	10	19	9
American Indian or Alaska Native	19	19	26	25
Asian	7	5	10	15
Black or African American	110	107	181	192
Native Hawaiian or Other Pacific Islander	0	1	0	0
White	852	857	866	871
Two or more races	16	19	17	13
Nonresident alien	7	8	8	0
Unknown	42	22	27	31
Totals:	1070	1048	1154	1156

Comments (optional):



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B-1B » 2013 PEDS » Institutional Graduate Enrollment

inst id: 205

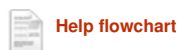
Institutional total graduate enrollment by gender and race/ethnicity categories as of the institutions official fall reporting date or as of October 15, 2012.

Not applicable

B-2A » 2013 PEDS » Undergraduate Enrollment in Educator Preparation – Degree Programs

inst id: 205

Undergraduate program enrollment (CIP 13.0000) by gender and race/ethnicity as of the institutions official fall reporting date or as of October 15, 2012. See Q&A and flowchart for definition


[Help flowchart](#)
1. - M » Male Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Hispanic/Latino of any race	0	1	1	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	0	0	1	2
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	20	20	14	20
Two or more races	0	0	0	0
Nonresident alien	0	0	0	0
Unknown	1	1	1	0
Totals:	21	22	17	22

2. - W » Female Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Hispanic/Latino of any race	1	3	2	1
American Indian or Alaska Native	6	3	3	2
Asian	2	1	1	1
Black or African American	6	2	9	7
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	157	139	93	87
Two or more races	1	0	0	0
Nonresident alien	1	0	0	0
Unknown	7	0	1	0
Totals:	181	148	109	98



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B-2B » 2013 PEDS » Undergraduate Enrollment in Educator Preparation - Non-Degree Education Programs inst id: 205

Undergraduate program enrollment of students who have been formally admitted in professional education programs by the department of education as of October 15, 2012. See Q&A and flowchart for definition


[Help flowchart](#)
1. - M » Male Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Hispanic/Latino of any race i	0	0	0	0
American Indian or Alaska Native i	0	0	1	1
Asian i	0	0	0	0
Black or African American i	1	0	1	0
Native Hawaiian or Other Pacific Islander i	0	0	0	0
White i	21	33	34	19
Two or more races i	1	0	1	0
Nonresident alien i	0	0	0	0
Unknown i	0	1	0	0
Totals:	23	34	37	20

2. - W » Female Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Hispanic/Latino of any race i	0	2	1	1
American Indian or Alaska Native i	2	0	2	1
Asian i	1	0	0	0
Black or African American i	1	1	1	1
Native Hawaiian or Other Pacific Islander i	0	0	0	0
White i	35	31	27	21
Two or more races i	1	0	2	0
Nonresident alien i	0	0	0	0
Unknown i	0	0	0	0
Totals:	40	34	33	24

B-2C » 2013 PEDS » Graduate Enrollment in Educator Preparation – Degree Programs

inst id: 205

Graduate program enrollment (CIP 13.0000) by gender and race/ethnicity as of the institutions official fall reporting date or as of October 15, 2012. See Q&A and flowchart for definition

[Help flowchart](#)

Not applicable

B-2D » 2013 PEDS » Graduate Enrollment - Non-Degrees Education Program

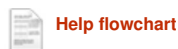
inst id: 205

Graduate program enrollment of students that have been formally admitted and enrolled in professional education programs by the department of education as of October 15, 2012.
See Q&A and flowchart for definition

[Help flowchart](#)**Not applicable**

B-3A » 2013 PEDS » Bachelor's-Level Initial Teacher Preparation, Number of Degrees Between September 1, 2011 and August 31, 2012

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2011 and August 31, 2012, by gender and race/ethnicity.



[Help flowchart](#)

Section 1

Male Degree Recipients

IPEDS CIP code	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
13.1001	Special Education, General.	0	0	0	0	0	11	0	0	0	11
13.1202	Elementary Teacher Education.	0	0	0	0	0	18	0	0	1	19
13.1210	Early Childhood Education and Teaching	0	0	0	0	0	0	0	0	0	0
13.1314	Physical Education Teaching and Coaching.	0	0	0	2	0	7	0	0	0	9
13.1320	Trade and Industrial Teacher Education (Vocational).	0	0	0	0	0	1	0	0	0	1
Totals:		0	0	0	2	0	37	0	0	1	40
Last year totals:		0	0	1	0	0	26	0	0	1	28

Female Degree Recipients

IPEDS CIP code	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
13.1001	Special Education, General.	0	2	0	0	0	31	1	0	0	34
13.1202	Elementary Teacher Education.	1	3	3	7	0	144	1	0	2	161
13.1210	Early Childhood Education and Teaching	0	0	0	1	0	18	0	1	0	20
13.1314	Physical Education Teaching and Coaching.	0	1	0	0	0	9	0	0	0	10
13.1320	Trade and Industrial Teacher Education (Vocational).	0	0	0	0	0	0	0	0	0	0
Totals:		1	6	3	8	0	202	2	1	2	225
Last year totals:		0	16	2	5	1	220	0	0	0	244

Section 2

For programs that award degrees in more than one area or that award additional endorsements, indicate in this table the number of degrees, certificates or endorsements awarded on the additional/secondary focus of the program for students already counted above.



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science education code in this table.

IPEDS CIP code	Program area	Total students	
		Male	Female
13.1001	Special Education, General.	0	0
13.1202	Elementary Teacher Education.	0	0
13.1210	Early Childhood Education and Teaching	0	0
13.1314	Physical Education Teaching and Coaching.	0	0
13.1320	Trade and Industrial Teacher Education (Vocational).	0	0

Comments (optional):

B-3B » 2013 PEDS » Post-Bachelor's or Master's-Level Initial Teacher Preparation, Number of Degrees Between September 1, 2011 and August 31, 2012

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2011 and August 31, 2012, by gender and race/ethnicity.



[Help flowchart](#)

Not applicable

B-3C » 2013 PEDS » Post-Bachelor's or Master's-Level Advanced Preparation, Number of Degrees Between September 1, 2011 and August 31, 2012 Inst id: 205

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2011 and August 31, 2012, by gender and race/ethnicity.



[Help flowchart](#)

Not applicable

B-3D » 2013 PEDS » CAS/Specialist Level Advanced Preparation, Number of Degrees Between September 1, 2011 and August 31, 2012

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2011 and August 31, 2012, by gender and race/ethnicity.



[Help flowchart](#)

Not applicable

B-3E » 2013 PEDS » Doctorate Level Advanced Preparation, Number of Degrees Between September 1, 2011 and August 31, 2012

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2011 and August 31, 2012, by Gender and Race/ethnicity.



[Help flowchart](#)

Not applicable

B-4A » 2013 PEDS » Bachelor's-Level Initial Educator Preparation Program Completers in Professional Education September 1, 2011 and August 31, 2012, Non-Degree Programs

Students who completed a professional education program at the initial teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.



[Help flowchart](#)

Male Completers

	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
	English Teacher Education.	0	0	0	0	0	3	0	0	0	3
	Mathematics Teacher Education.	0	0	0	0	0	7	0	0	0	7
	Science Teacher Education, General.	0	0	0	0	0	1	0	0	0	1
	Social Science Teacher Education	0	0	0	0	0	16	0	0	0	16
	Biology Teacher Education.	0	0	0	0	0	7	0	0	0	7
	History Teacher Education.	0	1	0	0	0	5	0	0	0	6
	Totals:	0	1	0	0	0	39	0	0	0	40
	Last year totals:	0	3	0	0	0	29	0	0	0	32

Female Completers

	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
	English Teacher Education.	0	4	0	0	0	13	0	0	0	17
	Mathematics Teacher Education.	0	0	0	1	0	11	0	0	0	12
	Science Teacher Education, General.	0	0	0	0	0	0	0	0	0	0
	Social Science Teacher Education	0	0	0	0	0	5	0	0	0	5
	Biology Teacher Education.	0	0	0	0	0	7	0	0	0	7
	History Teacher Education.	0	0	0	0	0	2	0	0	0	2
	Totals:	0	4	0	1	0	38	0	0	0	43
	Last year totals:	1	0	0	1	0	48	0	0	0	50

Comments (optional):



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B-4B » 2013 PEDS » Post-Bachelor's or Master's-Level Initial Educator Preparation Program Completers in Professional Education Between September 1, 2011 and August 31, 2012, Non-Degree Programs inst id: 205

Students who completed a professional education programs at the initial teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.



[Help flowchart](#)

Not applicable

B-4C » 2013 PEDS » Post-Bachelor's or Master's-Level Advanced Educator Preparation Program Completers in Professional Education Between September 1, 2011 and August 31, 2012, Non-Degree Programs

Students who completed a professional education program at the advanced teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.



[Help flowchart](#)

Not applicable

B-4D » 2013 PEDS » CAS/Specialist Level Advanced Educator Preparation Program Completers in Professional Education Between September 1, 2011 and August 31, 2012, Non-Degree Programs

Students who completed a professional education program at the advanced teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.



[Help flowchart](#)

Not applicable

B-4E » 2013 PEDS » Doctorate Level Advanced Educator Preparation Program Completers in Professional Education Between September 1, 2011 and August 31, 2012, Non-Degree Programs inst id: 205

Students who completed a professional education program at the advanced teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.



[Help flowchart](#)

Not applicable

B-5A » 2013 PEDS » Professional Education Faculty

inst id: 205

Number of professional education faculty members in each category, fall, 2012.

1. - M » Male Faculty

Race / Ethnicity	Full-Time		Part-Time		Adjunct	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Hispanic/Latino of any race i	0	0	0	0	0	0
American Indian or Alaska Native i	0	0	0	0	0	0
Asian i	0	0	0	0	0	0
Black or African American i	1	1	0	0	3	3
Native Hawaiian or Other Pacific Islander i	0	0	0	0	0	0
White i	3	3	0	0	12	12
Two or more races i	0	0	0	0	0	0
Nonresident alien i	0	0	0	0	0	0
Unknown i	0	0	0	0	0	0
Totals:	4	4	0	0	15	15

2. - W » Female Faculty

Race / Ethnicity	Full-Time		Part-Time		Adjunct	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Hispanic/Latino of any race i	0	0	0	0	0	0
American Indian or Alaska Native i	0	0	0	0	1	1
Asian i	1	0	0	0	0	0
Black or African American i	5	5	0	0	4	3
Native Hawaiian or Other Pacific Islander i	0	0	0	0	0	0
White i	16	18	0	0	30	40
Two or more races i	0	0	0	0	0	0
Nonresident alien i	0	0	0	0	0	0
Unknown i	0	0	0	0	0	0
Totals:	22	23	0	0	35	44

Comments (optional):



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B-5B » 2013 PEDS » Faculty Counts and Teaching Loads

inst id: 205

Faculty counts and teaching loads for faculty members appointed full-time in professional education fall, 2012.

1. - **B5B_1** » Full-time faculty in professional education

Athens State University	Full-time faculty in professional education who are:							
	Teaching only undergraduate courses		Teaching only graduate courses		Teaching both undergraduate and graduate courses		Not Teaching this fall semester	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Number of full-time faculty	26	27	0	0	0	0	0	0
Total number of credit hours taught	4056	3431	0	0	0	0	0	0
Total number of courses taught (count each section)	91	74	0	0	0	0	0	0

Comments (optional):

B-5C » 2013 PEDS » Tenure and Non-Tenure Full-time Professional Education Faculty

inst id: 205

Tenure of full-time professional education faculty in schools, colleges, or departments of education fall, 2012.

1. - B5C_1 » Does this professional education unit have a tenure track system?

<input checked="" type="radio"/>	Yes	
<input type="radio"/>	No	

2. - B5C_2 » Faculty

Athens State University	Number of faculty with tenure		On tenure track		Not on tenure track	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
	Professors	4	5	0	0	0
Associate professors	8	8	0	0	0	0
Assistant professors	8	9	6	6	0	0
Instructors	0	0	0	0	0	0
Lecturers	0	0	0	0	0	0
No academic rank	0	0	0	0	0	0
Totals:	20	22	6	6	0	0

Comments (optional):

B-6 » 2013 PEDS » Revenues and Expenditures

inst id: 205

Selected fiscal revenues and expenditures, 2011-2012

1. - **B6_1** » Total amount

Total operating budget for the entire university, 2013-2014?	34506934	
Total amount allocated to the professional education unit?	4796513	

2. - **B6_2** » Revenue From

Athens State University	Institutional Total		School, College, or Department of Education portion	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Private gifts, private grants and private contract	0	\$181,516.00	0	\$0.00
Endowment Income	0	\$0.00	0	\$0.00
Federal funding	6496658	\$0.00	0	\$0.00
Totals:	\$6,496,658.00	\$181,516.00	\$0.00	\$0.00

3. - **B6_3** » Expenditures

Athens State University	Institutional Total		School, College, or Department of Education portion	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Instruction	13950075	\$16,598,986.00	4796513	\$4,739,021.00
Research	0	\$0.00	0	\$0.00
Public Service	0	\$0.00	0	\$0.00
Academic support	2639832	\$2,331,476.00	0	\$0.00
Student Services	2323732	\$2,864,119.00	0	\$0.00
Totals:	\$18,913,639.00	\$21,794,581.00	\$4,796,513.00	\$4,739,021.00

Comments (optional):



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B-7 » 2013 PEDS » Technology Education and Distance Learning

inst id: 205

Number of distance learning courses, total enrollment in distance learning, and number of distance learning programs offered.

1. - B7_1 » Which of the following best describes the use of technology by teacher candidates in your program(s)?

<input checked="" type="radio"/>	In order to complete the teacher education program, teacher candidates must demonstrate that they can deliver instruction using various technologies.	
<input type="radio"/>	Teacher candidates use various technologies as course requirements.	
<input type="radio"/>	There are no specific technology requirements for students in the education program.	
<input type="radio"/>	Other »	

2. - B7_3 » How closely does your school, college, or department of education (SCDE) partner with K-12 school districts in preparing teachers in technology use for instruction?

<input checked="" type="radio"/>	Our institution has a formal arrangement with one or more K-12 schools to provide technology-related professional development opportunities to teachers.	
<input type="radio"/>	Our institution provides occasional technology-related training to teachers in one or more K-12 schools, but it is not part of an ongoing professional development program.	
<input type="radio"/>	Our institution does not provide technology-related training to teachers in the K-12 schools.	



3. - B7_4 » Did your SCDE offer any college-level, credit-granting courses by means of online education* in the 2013-2014 academic year?

*Online education refers to courses delivered to off-campus locations via live or prerecorded video, or computer technologies. Online education excludes:

- Courses conducted exclusively on campus
- Courses conducted by written correspondence
- Courses for which the instructor travels to an off-campus site to deliver instruction in person.

<input checked="" type="radio"/>	Yes - if so, please complete table below	
<input type="radio"/>	No	

4. - B7_5 » Please report the following SCDE data for your undergraduate and graduate online education courses in the 12-month 2013-2014 academic year.

Athens State University	Undergraduate		Graduate	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
	Number of online/distance learning courses  this field was removed as of PEDS 2014	171	151	0
Total enrollments in online/distance learning courses  this field was removed as of PEDS 2014	5188	5940	0	0
Number of distance learning programs offered this field was removed as of PEDS 2014	0	0	0	0
Percent of your teacher preparation programs that are offered completely as online/distance programs this field was removed as of PEDS 2014	0	0	0	0



Choose all that apply

<input checked="" type="checkbox"/>	Computer labs with internet access	
<input type="checkbox"/>	Laptops and/ or tablets (ie., iPad, Kindle, Galaxy, etc)	
<input type="checkbox"/>	Interactive SMART Boards	
<input checked="" type="checkbox"/>	Access to video cameras, video recording equipment	
<input checked="" type="checkbox"/>	Access to online research databases	
<input checked="" type="checkbox"/>	Electronic learning management system (ie., Blackboard, Canvas, etc)	
<input checked="" type="checkbox"/>	Assessment management system (LiveText, Taskstream, etc)	
<input checked="" type="checkbox"/>	Virtual reality/computer games/simulation programs	
<input type="checkbox"/>	Other »	

6. - **B7_7** » Which of the following describe the use of technology by faculty in your program(s) this section was removed as of PEDS 2014

Choose all that apply

<input checked="" type="checkbox"/>	Instructional technology used to deliver course content	
<input checked="" type="checkbox"/>	Technology used to facilitate online learning and/ or support virtual learning environments	
<input checked="" type="checkbox"/>	Interactive web 2.0 tools used	
<input checked="" type="checkbox"/>	Technology used to deliver and collect assessment data on candidate performance	
<input checked="" type="checkbox"/>	Technology used to support accessibility to candidates	
<input checked="" type="checkbox"/>	Faculty model how candidates may use instructional technology in PK-12 classrooms	
<input type="checkbox"/>	Other »	

7. - **B7_8** » What types of technology and technology tools does your program(s) make available to faculty?

Choose all that apply

<input checked="" type="checkbox"/>	Computer labs with internet access	
<input checked="" type="checkbox"/>	Laptops and/ or tablets (ie., iPad, Kindle, Galaxy, etc)	
<input type="checkbox"/>	Interactive SMART Boards	
<input checked="" type="checkbox"/>	Access to video cameras, video recording equipment	
<input checked="" type="checkbox"/>	Access to online research databases	
<input checked="" type="checkbox"/>	Electronic learning management system (ie., Blackboard, Canvas, etc)	
<input checked="" type="checkbox"/>	Assessment management system (LiveText, Taskstream, etc)	
<input type="checkbox"/>	Virtual reality/computer games/simulation programs	
<input type="checkbox"/>	Other »	

Comments (optional)



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B-8 » 2013 PEDS » Program Selectivity

inst id: 205

Admission and graduation requirements for educator preparation programs at the initial certification level, 2011-2012. Please note the admission questions refer to the fall of 2012, while graduation questions refer to the whole academic year of 2011-2012

1. - B8_1 » What are the admission requirements for full acceptance * to your institution's educator preparation programs at the initial certification level?

(Check all that apply)

* Full or unconditional admission means that a student is admitted into the EPP with no additional conditions or stipulations other than what is required of all undergraduate or graduate students to maintain good academic standing. If conditional admission is granted, an additional stipulation (condition) is placed on the student by the EPP. Once this condition is met, the student becomes fully admitted.

Athens State University	Bachelors level		Post Bachelors level		Master level	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
High School GPA	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Undergraduate GPA	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Minimum of total credit hours completed as undergraduate	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Minimum of credit hours in education-related courses completed as undergraduate	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Praxis I Reading	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Praxis I Writing	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Praxis I Math	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
ACT composite score	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
SAT total score	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
GRE Verbal	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
GRE Quantitative	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
GRE Analytical Writing	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
MAT scaled score	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Praxis II	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Previous Education related courses	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Education related bachelor's degree	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Any bachelor's degree	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Previous teaching experience/or experience working	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
State specific tests	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Goals statement	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Statement/assessment of professional dispositions	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Letters of recommendation	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Background checks	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0



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following admission requirements (if selected above)

Athens State University	Bachelors level		Post Bachelors level		Master level	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Average High School GPA of new candidates enrolled in Fall 2014	0	0	0	0	0	0
Minimum Undergraduate GPA Required	2.5	2.5	0	0	0	0
Average Undergraduate GPA of new candidates enrolled in Fall 2014	3.27	3.31	0	0	0	0
Minimum required total credit hours completed as undergraduate	41	41	0	0	0	0
Minimum required credit hours in education courses completed as undergraduate	0	0	0	0	0	0

3. - **B8_3** » What are the graduation/completion requirements for your institution's initial teacher certification programs?

(Check all that apply)

Athens State University	Bachelors level		Post Bachelors level		Master level	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Minimum Program GPA	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Minimum credit hours completed	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
A minimum number of clock hours spent on early field experiences	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
A minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience)	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Praxis I	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Praxis II	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
State specific tests	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Paper-based Portfolio	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Electronic Portfolio	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
edTPA	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Other Performance Assessment	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0

4. - **B8_4** » Please enter the required criteria for the following graduation requirements (if selected above)

If all programs have the same clock hour requirements enter the same number for the lowest and highest required hours.

Athens State University	Bachelors level		Post Bachelors level		Master level	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Minimum Program GPA required	2.5	2.5	0	0	0	0



Minimum credit hours completed	124	124	0	0	0	0
Minimum number of clock hours spent on early field experiences for program with lowest number of required hours	154	154	0	0	0	0
Minimum number of clock hours spent on early field experiences for program with highest number of required hours	154	154	0	0	0	0
Minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for program with lowest number of required hours	525	525	0	0	0	0
Minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for program with highest number of required of hours	525	525	0	0	0	0
Number of programs that have implemented edTPA?	0	0	0	0	0	0

Comments (optional):

B-9 » 2013 PEDS » Clinical Experience Section

inst id: 205

Supervised clinical experience as a component of your initial certification level teacher preparation programs, 2011-2012

1. - **B9_1** » Indicate the number of candidates in supervised clinical experience/student teaching during the 2013-2014 academic year

Exclude those who were fulfilling early field experience requirements

Athens State University	Bachelors level		Post Bachelors level		Master level	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Number of students	354	360	0	0	0	0

2. - **B9_2** » Select the name of the largest initial educator licensure program at your institution for the Baccalaureate, Post-Baccalaureate, and/or Masters Level

Athens State University	Bachelors level		Post Bachelors level		Master level	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Program name	Elementary Education (2)	2	- Select -	0	- Select -	0

3. - **B9_3** » What is the average duration of the early field experiences in the initial certification programs enumerated in question 9.2 above?

Athens State University	Bachelors level		Post Bachelors level		Master level	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Average number of total clock hours spent in early field experiences (before Student Teaching)	154	154	0	0	0	0

4. - **B9_4** » What is the average length and intensity of the supervised clinical experience/student teaching in the initial certification programs enumerated in question 9.2 above?

Exclude early field experiences

Athens State University	Bachelors level		Post Bachelors level		Master level	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
Number of semesters / quarters	1	1	0	0	0	0
Weeks per semester / quarter	15	15	0	0	0	0
Hours per week	35	35	0	0	0	0

experience / student teaching placements.

Select all that apply for **Urban** areas (**Note: school performing standard is defined by your state education agency**)

Athens State University	Bachelors level		Post Bachelors level		Master level	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
	Professional development schools / Partner Schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>
Lab schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Low performing schools*	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
High performing schools*	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Title I schools	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Full-time residencies	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Other	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
<i>Does not apply</i>	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0

6. - **B9_6** » Select all **SUBURBAN and/or TOWN** settings where your teacher candidates typically complete their supervised clinical experience / student teaching placements

Select all that apply for **Suburban and Town** areas (**Note: school performing standard is defined by your state education agency**)

Athens State University	Bachelors level		Post Bachelors level		Master level	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
	Professional development schools / Partner Schools	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>
Lab schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Low performing schools*	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
High performing schools*	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Title I schools	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Full-time residencies	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Other	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
<i>Does not apply</i>	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0

7. - **B9_7** » Select all **RURAL** settings where your teacher candidates typically complete their supervised clinical experience / student teaching placements.

Select all that apply for **Rural** areas (**Note: school performing standard is defined by your state education agency**)

Athens State University	Bachelors level		Post Bachelors level		Master level	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
	Professional development schools / Partner Schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>
Lab schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Low performing schools*	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
High performing schools*	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Title I schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Full-time residencies	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Other	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
<i>Does not apply</i>	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0



Lab Schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Low Performing Schools	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
High performing schools*	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Title I schools	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Full-time residencies	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Other	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
<i>Does not apply</i>	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0

Comments (optional):

B-10 » 2013 PEDS » Program Impact Data

inst id: 205

Graduate placement and K-12 impact data

1. - **B10_1** » Did your institution track its 2012-2013 new teacher graduates into their initial job placements during 2013-2014 academic year?

<input type="radio"/>	Yes	
<input checked="" type="radio"/>	Attempted to track them, but had limited success obtaining information	
<input type="radio"/>	No, but planning to track them in the future	
<input type="radio"/>	No	
<input type="radio"/>	Other »	

2. - **B10_2** » If you answered **yes** or limited success above, for what percent of the 2012-2013 graduates were placement data obtained?

28	% of the new graduates' placement information was obtained	
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3. - **B10_3** » Placement data was obtained in 2013-2014 for students who graduated in the year(s) this section was removed as of PEDS 2014

Graduation Year	Percent (%) of graduates employed in public schools the year after graduation		Percent (%) retained after one year	
	2013 Survey Year	Prior Survey Year	2013 Survey Year	Prior Survey Year
2011-2012 academic year	9			
2010-2011 academic year				
2009-2010 academic year				
2008-2009 academic year				
2007-2008 academic year				
2006-2007 academic year				

4. - **B10_4** » if graduate placement data were collected, the source was

Check all that apply

<input checked="" type="checkbox"/>	Through self-reporting from the graduates	
<input type="checkbox"/>	From the schools/school districts	
<input type="checkbox"/>	From the state	
<input type="checkbox"/>	Other »	

5. - **B10_6** » To help the institution assess the effectiveness of your graduates in their placements? this section was removed as of PEDS 2014



If **Yes** in [B-10.5], were the data used for this purpose?

<input type="radio"/>	Yes	
<input type="radio"/>	No	

6. - **B10_5** » Did your institution receive P-12 student achievement data from the state?

<input type="radio"/>	Yes	
<input checked="" type="radio"/>	No	

7. - **B10_7** » To inform program improvement? this section was removed as of PEDS 2014

If **Yes** in [B-10.5], were the data used for this purpose?

<input type="radio"/>	Yes	
<input type="radio"/>	No	

8. - **B10_8** » For other purposes? this section was removed as of PEDS 2014

Describe in comment box

<input type="radio"/>	Yes	
<input type="radio"/>	No	
<input type="radio"/>	We have not used the data yet	

9. - **B10_9** » Types of data obtained on graduates tracked in 2013-2014


<input type="checkbox"/>	Graduation rates	
<input type="checkbox"/>	Placement rates	
<input type="checkbox"/>	Teacher persistence rates	
<input checked="" type="checkbox"/>	Teachers' satisfaction with preparation program	
<input checked="" type="checkbox"/>	Principals' satisfaction with teacher quality	
<input type="checkbox"/>	Student Value-Added measures	
<input type="checkbox"/>	Student growth measures	
<input type="checkbox"/>	Observational measures of teacher performance	
<input type="checkbox"/>	Other »	

10. - **B10_10** » Graduation and Licensure rates in 2013-2014

Graduation time frame is based on the expected time frame for completion after a student has been formally accepted and enrolled in the Educator Preparation program.



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	What is the nominal duration (number of semesters) in Bachelor Level programs for initial certification once candidates are admitted into the Education Preparation Provider (EPP)?	
70	Number of teacher education initial certification undergraduate students who graduated within the expected time-frame  this field was removed as of PEDS 2014	
348	Number of teacher education undergraduate degree recipients/program completers who were eligible for initial licensure	

Comments (optional):

The average expected duration (number of semesters) in Bachelor Level programs for initial certification once admitted to the professional education unit is unpredictable. Our Institution is an upper 2 year institution with many non-traditional students and a large number of them take general education classes once they arrive here. Therefore, it takes them longer than the usual 4 semesters to graduate.