



Complete Report Card

AY 2013-14

Institution Information

Name of Institution: Athens State University
Institution/Program Type: Traditional
Academic Year: 2013-14
State: Alabama

Address: 300 North Beaty Street

Athens, AL, 35611

Contact Name: Dr. Rosemary Hodges
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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/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art	No
Biology	No
Chemistry	No
Collaborative Education (6-12)	No
Collaborative Education (K6)	No
Early Childhood	No
Elementary	No
Elementary/Collaborative Education K6	No
English	No
History	No

Math	No
Physical Education	No
Social Science	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 comments 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 2013-14

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 2013-14

3.4

Please provide any additional comments about the 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 transfer to us as Juniors.

Section I.b Postgraduate Requirements

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	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

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 2013-14

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2013-14

Please provide any additional comments about the information provided above:

Section I.c 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.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2013-14:	630
Unduplicated number of males enrolled in 2013-14:	121
Unduplicated number of females enrolled in 2013-14:	509

2013-14	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	9
<i>Race</i>	
American Indian or Alaska Native:	14
Asian:	6
Black or African American:	20
Native Hawaiian or Other Pacific Islander:	0
White:	557
Two or more races:	8

Section I.d Supervised Clinical Experience

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Provide the following information about supervised clinical experience in 2013-14.

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)	17
Number of students in supervised clinical experience during this academic year	1643

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 2013-14. 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	32
Teacher Education - Early Childhood Education	19
Teacher Education - Elementary Education	135
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	18
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	12
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	20
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	12
Teacher Education - Social Studies	12
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	6
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	4
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	12
Teacher Education - Latin	
Teacher Education - Psychology	12
Teacher Education - Earth Science	

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 2013-14. 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	32
Teacher Education - Early Childhood Education	19
Teacher Education - Elementary Education	135
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	20
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	8
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	4
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	18
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	

Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	6
Mathematics and Statistics	12
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

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

2013-14: 233

2012-13: 284

2011-12: 348

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. (**S205(a)(1)(A)(ii)**, **S206(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 2013-14

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

Yes

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

20

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

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:

In support of the secondary mathematics major, a delegation of Athens State University mathematics faculty attend at the annual Alabama Mathematics Association c

Two-Year Colleges (AlaMATYC). Our mathematics faculty members confer with community college instructors from around the state at this meeting, sharing with our colleagues the overall progress of their students who transfer to our institution. We ask our colleagues about what we might do within our program to make Athens State University more attractive to their mathematics students, especially to those interested in secondary mathematics education as a major. Conversely, the community college mathematics instructors ask the Athens State University faculty about how their transfers perform after arriving at Athens State University to confirm that the students are being taught the mathematics at the freshmen and sophomore levels in order to continue their success in their junior and senior level mathematics courses. The Mathematics Department continues to perpetuate an electronic presence online via the Athens State University website. Each semester, the Admissions Department sponsors the Transfer Orientation Day in which prospective students visit the university to discuss the program offerings and get advice regarding transfer into the program

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

10

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers does your program plan to add in mathematics in 2015-16?

10

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 2013-14

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

Yes

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

5

Did your program meet the goal for prospective teachers set in science in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

The biology department pursued and was granted a charter for the TriBeta biology honor society. The acquisition of this charter should be an attractive recruiting tool for prospective biology education majors, whether they have declared biology education as a major before transferring to Athens State University or changing to the major following their transfer to Athens State University. The biology faculty also attend the Transfer Orientation Days.

The chemistry department advertises its education program as well, but not to the extent that the Biology or Mathematics Departments do. The lead faculty member of the department sends specialized notices to area community colleges describing the programmatic offerings which includes secondary licensure in chemistry. In addition, the lead chemistry faculty member advises prospective students at the Transfer Orientation Days.

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:

Biology is the core major of our science program. Due to the recession, the enrollment of biology majors in the secondary education program continues to decline.

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

12

Provide any additional comments, exceptions and explanations below:

Arts and Science will work to maintain an average of five Science majors admitted to the Teacher Education Program for 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.

Academic year 2015-16

Will your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers does your program plan to add in science in 2015-16?

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/po/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 2013-14

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

Yes

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

8

Did your program meet the goal for prospective teachers set in special education in 2013-14?

Yes

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:

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 2014-15

Is your program preparing teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

8

Provide any additional comments, exceptions and explanations below:

Since the academic year is not completed, it cannot be determined if the final number will increase. It is anticipated that the goal will be met.

Academic year 2015-16

Will your program prepare teachers in special education in 2015-16?

Yes

How many prospective teachers does your program plan to add in special education in 2015-16?

8

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

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 2013-14

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

No

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

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

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 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

250

Provide any additional comments, exceptions and explanations below:

The number of students enrolled for ED 322 Basic Principles of ELL Education exceeded the goal of 250 students. A total of 277 students were enrolled in the course during fall 2014 and Spring 2015

Academic year 2015-16

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2015-16?

23

Provide any additional comments, exceptions and explanations below:

Beginning in Fall 2014, an ELL minor was offered to all education majors. Although a minor is not a requirement, many students have chosen to pursue an ELL minor because it can help meet elective hours requirements and helps them become more prepared to teach ELL students in the P-12 setting.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: We will continue making improvements on the enrollment of ELL courses by making sure inservice teachers are aware of these courses. Teachers that are looking to take courses toward re-certification or for professional development could take these courses to fulfill those requirements.

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.

An ELL minor was approved in December 2013. We began offering the first course Spring 2014.

Section III Assessment Pass 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 noncl	3			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	6			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	14	155	14	100
ETS5022-EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5022-EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	10	174	9	90
ETS5022-EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS5014-ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	80	151	78	98
ETS5014-ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	53	157	48	91
ETS5014-ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	148	159	148	100
ETS5014-ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	170	157	170	100
ETS5014-ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	224	157	224	100
ETS5033-ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	13	164	13	100
ETS5033-ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS)	47	151	24	51

Other enrolled students				
ETS5033-ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5032-ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	13	176	13	100
ETS5032-ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	46	169	35	76
ETS5032-ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5035-ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	13	164	13	100
ETS5035-ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	47	152	36	77
ETS5035-ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5034-ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	13	156	13	100
ETS5034-ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	46	150	37	80
ETS5034-ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6			
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	18	175	18	100
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	25	173	25	100
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	21	168	21	100
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	6			
ETS0435-GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0435-GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS)	5			
Other enrolled students				

ETS0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	11	139	11	100
ETS0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	31	138	31	100
ETS0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	19	135	19	100
ETS5161-MATHEMATICS: CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5161-MATHEMATICS: CK Educational Testing Service (ETS) Other enrolled students	12	141	5	42
ETS5161-MATHEMATICS: CK Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	8			
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	19	151	19	100
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	15	149	15	100
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	18	151	18	100
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	32	165	32	100
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	23	165	20	87
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	8			
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	72	167	71	99
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	75	165	68	91
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	36	167	36	100
ETS5354-SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All enrolled students who have completed all noncl	27	167	27	100
ETS5354-SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) Other enrolled students	23	167	20	87
ETS5354-SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2013-14	28	166	28	100
ETS5354-SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE	5			

Educational Testing Service (ETS) All enrolled students who have completed all noncl				
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	11	160	9	82
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	8			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	15	163	15	100
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	21	170	21	100
ETS5204-TEACHING READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	77	161	63	82
ETS5204-TEACHING READING Educational Testing Service (ETS) Other enrolled students	68	160	42	62
ETS5204-TEACHING READING Educational Testing Service (ETS) All program completers, 2013-14	141	165	141	100
ETS5204-TEACHING READING Educational Testing Service (ETS) All program completers, 2012-13	27	163	27	100
ETS5941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	2			
ETS5941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS5941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2011-12	8			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	230	230	100
All program completers, 2012-13	270	270	100
All program completers, 2011-12	326	326	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

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 Use of Technology

SECTION V USE OF 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 continues to be 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:

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- **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

Complete Report Card

AY 2013-14