



Educator Preparation Home

Georgia Professional Standards Commission Annual Questionnaire of Educator Preparation

Section 1: Institution and Education Unit - General Information

- A. Name of Institution: **ARMSTRONG ATLANTIC STATE UNIVERSITY**
- C. Location of Institution: **Suburban**
- D. Congressional District in which Institution is located: **First**
- E. Type of Institution: **Public**
- F. Carnegie Classification of your Institution: **Master's**
- G. Total Number of Full-time Faculty Employed at your Institution: **251**
- H. Total Number of Part-time Faculty Employed at your Institution: **150**
- I. Total Number of Adjunct Faculty Employed at your Institution: **88**
- J. Total Number of Undergraduate Students enrolled at your Institution: **5213**
- K. Total Number of Graduate Students enrolled at your Institution: **912**

Section 1: Institution and Education Unit - General Information

- A. Name of Education Unit: **college of education**
- B. Title of the Unit Head: **dean**
- C. Total Number of Full-Time Profession Education Faculty: **42**
- D. Total Number of Part-Time Profession Education Faculty: **13**
- E. Total Number of Adjunct Profession Education Faculty: **45**
- F. Total Number of Students in all Regular Teacher Preparation Programs: **637**
- G. Total Number of Students in all Alternative Teacher Preparation Programs: **256**
- H. Total Number of Students in all Education Graduate Programs: **426**
- I. Total number of Students enrolled in Preparation Programs for Service Fields: **26**
- J. Total number of Students enrolled in Preparation Programs for Leadership: **0**
- K. Total number of Students enrolled in Advanced Preparation Programs: **552**



Educator Preparation Home

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Section 2: Education Programs - General Information, Faculty Composition, Student Composition, Student Teaching Information

A. Types of Education Programs

1. Levels of Teacher Preparation:

Initial Preparation - Baccalaureate
Initial Preparation - Certification Program
Initial Preparation - Endorsement
Advanced Preparation - Masters

2. Levels of Alternative Preparation:

3. Levels of Service Preparation:

Initial Preparation - Baccalaureate
Initial Preparation - Certification Program
Advanced Preparation - Masters

4. Levels of Leadership Preparation:

Initial Preparation - Baccalaureate
Initial Preparation - Certification Program
Initial Preparation - Endorsement
Advanced Preparation - Masters

B. Current Accreditation/Approval Status

1. Type of Accreditation/Approval for the Education Unit: **NCATE Unit Approved, PSC Unit Approved**

2. Status of Unit Accreditation/Approval: **Accredited-Approved**

C. Faculty Composition for the Education Unit

1. Gender of full-time, part-time, and adjunct faculty in the Education Unit:

- a. Number of male faculty members: **32**
- b. Number of female faculty members: **59**
2. Race of full-time, part-time, and adjunct faculty in the Education Unit:
 - a. Number of white faculty members: **43**
 - b. Number of black faculty members: **10**
 - c. Number of hispanic faculty members: **0**
 - d. Number of asian faculty members: **1**
 - e. Number of american indian faculty members: **1**
 - f. Other: **0** Specify: **ethnicity is not kept for adjunct faculty. numbers do not include the adjunct faculty members.**
3. Degree Status of faculty in the Education Unit:
 - a. Total Number of faculty with terminal degrees in their areas of assignment: **39**
 - b. Total Number of faculty without terminal degrees in their areas of assignment: **52**

D. Student Composition

Regular Initial Teacher Preparation Program

1. Regular Program Student Classification:
 - a. Total number of seniors in education who are admitted to education: **193**
 - b. Total number of juniors in education who are admitted to education: **106**
 - c. Total number of sophmores in education classes who have declared a major or interest in education: **181**
 - d. Total number of freshman who have declared a major or interest in education: **183**
 - e. Total number of Master's of Arts (MAT) students admitted to education: **0**
2. Race:
 - a. Total number of students who are white: **523**
 - b. Total number of students who are black: **108**

- c. Total number of students who are hispanic: **16**
- d. Total number of students who are asian: **7**
- e. Total number of students who are american indian: **2**
- f. Other: **7** Specify: **multiracial**

3. Gender:

- a. Total number of students who are male: **146**
- b. Total number of students who are female: **97**

Alternative Initial Teacher Preparation Program

1. Race:

- a. Total number of students who are white: **3**
- b. Total number of students who are black: **5**
- c. Total number of students who are hispanic: **0**
- d. Total number of students who are asian: **5**
- e. Total number of students who are american indian: **0**
- f. Other: **5** Specify: **multiracial**

2. Gender:

- a. Total number of students who are male: **61**
- b. Total number of students who are female: **195**

E. Student Teacher Information for 2002 - 2003

1. List the top Georgia five school systems, in terms of number of student teachers placed and most frequent use, in which your teacher candidates teach.

Bryan County, Camden County, Chatham County, Glynn County, Liberty County

2. Do you have a partnership collaborative school with any of these school five systems?

yes

3. Supervision of Student Teaching:

- a. Total number of students (regular and alternative teacher preparation programs) in supervised student teaching during 2002 -

2003: **126**

b. Total number of students in service programs who received supervision in internship programs: **0**

c. Total number of students in leadership programs who received supervision in internship programs: **0**

d. Total number of all faculty who supervised student teachers in the fall and spring for the 2002 - 2003 program: **26**

e. Total number of supervising faculty (appointed full-time in professional education - who works full-time in an education unit and spends at least part time of the time supervising student teachers): **15**

f. Total number of supervising part-time faculty (appointed part-time in professional education and full-time in the institution): **1**

g. Total number of part-time faculty not otherwise employed by the institution-may be part time university faculty, P-12 teachers (do not include teachers who receive Capstone money): **3**

h. Total number of supervising teachers who receive Capstone funds each year for student teaching: **122**

4. The student faculty ratio for supervising student teachers:

Ratio (Total number of students in student teaching/total number of supervising faculty): **5**

5. Total number of weeks required for student teaching: **15**

6. What is the maximum amount of semester hours of the student teaching period that students teachers spend teaching in the P-12 classroom: **12**

Contextual Information

You may provide additional information that describes your teacher preparation program(s) by attaching it to this questionnaire.

Certification

I certify that, to the best of my knowledge, the knowledge in this report is accurate, complete and conforms to the definitions and instructions used in the Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation. Electronic signatures are acceptable.



Educator Preparation Home

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Section 3: Regular Program Information

A. Students in the Regular Initial Teacher Preparation Program for 2002 - 2003

1. State of Origin

- a. Total Number of Students from GA: **633**
- b. Total Number of Students not from GA: **30**
- c. Total Number of Students Attending on HOPE Scholarship Money: **194**

2. Attendance Status:

- a. Percent of full-time students: **63**
- b. Percent of part-time students: **37**

3. Admission Policy:

Min SAT / 1000
Min ACT / 43
Passing Praxis I
Other / n/a

4. Average Age of Students: **26**

5. Academic Profile of the 2002 - 2003 Class of Regular Program Completers:

- a. Average SAT Scores: **996**
- b. Average ACT Scores: **20**
- c. Average GPA for entry into teacher education: **2.50**

6. Academic Profile of the 2003 - 2004 Class of Regular Program Completers:

- a. Average SAT Scores: **981**
- b. Average ACT Scores: **20**
- c. Average GPA for entry into teacher education: **2.50**

Student Advisement:

Assigned Faculty Member

7. Most frequently selected certification field for teacher preparation:

- a. For Females: **Early Childhood Education (ECE)**
- b. For Males: **Health and Physical Education**

8. Basis for Curriculum Decisions on Content for the Certification Field:

- Alignment with national learned society content standards**
- Alignment with PSC content specific state standards**
- Alignment with the Quality Core Curriculum (QCC) guidelines**
- Alignment with the appropriate Praxis II test objectives**

9. Exit Requirement Policy:

- Portfolio Review/Evaluation**
- Passing Praxis II**
- Technology Training / intech/other psc-apprvd proof of comp. competency**
- Exit Exam**



Educator Preparation Home

Georgia Professional Standards Commission Annual Questionnaire of Educator Preparation

Section 5: Advanced Preparation Program Information - Graduate Students in the Advanced Preparation Programs

1. Average Age of Students: **35**
2. Minimum GRE required for Entry: **900**
3. GPA required for Entry: **2.50**
4. Most frequently selected area of study
 - a. For Males: **Middle Grades**
 - b. For Females: **Early Childhood Education (ECE)**
5. Graduate Student Advisement

Assigned Faculty Member

6. Curriculum Decisions on Content for the Certification Field

Other

Alignment with national learned society content standards

Alignment with PSC content specific state standards

Alignment with the Quality Core Curriculum (QCC) guidelines

Alignment with the appropriate Praxis II test objectives

7. Exit Policy

Portfolio Review/Evaluation

Passing Praxis II

Exit Interview

**Technology Training / intech/other psc apprvd comp.
competency**

Other / field based research

Exit Exam



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Section 7: Follow-up of Graduates

1. Do you have a formal Beginning Teacher Assistance Program?

yes

2. If Yes, briefly describe it.

initial contact made prior to graduation. contacts with principals, superintendents in sega p-16.

3. About how many of your graduates does your unit counsel on or help resolve classroom issues per school year? **100**

4. How does your unit maintain contact with its graduates?

phone, field visits, seminars, other if Other:**guided observations (observations of experienced teacher(s) in same field, along side tip director. discussion and reflection follow each phase of observations.**



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Section 8: Current Unit Weaknesses

Title of Education Unit: **aasu college of education**

Date of Last Review: **4/5/2002**

Type of Last Review: **continuing ncate/psc**

Weakness 1

Standard Cited

Faculty qualifications, performance and development

Weakness Cited

teaching loads for some faculty are excessive.

Corrective Actions Taken

the dean proposed a new workload policy for the coe, which was accepted by the administration. twelve semester hours of teaching will be considered the baseline workload. the faculty is expected to be active in service and scholarship. this activity is accommodated by the three-credit difference between the coe policy and the university requirement. faculty may receive reduced instructional loads through reassigned time as a result of grant activities, major projects of significant importance to the college or university, or other initiatives as determined by the faculty member in consultation with the department head and dean. these initiatives may include activities such as distance learning instruction and partner school coordination or work. reassigned time as described here might result in a faculty member carrying any variety of combinations with regard to semester hours. faculty assigned graduate instructional duties will receive workload reduction to compensate for their time and efforts to meet graduate faculty status. specifically, as guided by the ncate standards, nine graduate credits will be considered a full load. a three-credit graduate course will count as

four credits of workload. student teaching supervision has the following semester hour student-teacher ratio: five student teachers carry a workload equivalent of three semester hours. policy has been implemented across departments.