University of North Alabama

Academic Department Program Review

Department of Secondary Education

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B. Lee Hurren, Professor and Chair

August 9, 2010

2.   Five-Year Departmental Enrollment and Faculty Data

A review of the Five-Year Enrollment Data (2004/2005 to 2008/2009) provided by the Office of Institutional, Research, Planning and Assessment shows a fluctuation in the number of unduplicated majors at both the undergraduate and graduate levels. As indicated in the table below, significant growth at the undergraduate level was experienced from 2004/2005 to 2005/2006, with a very slight increase at the full-time graduate level and a very slight decrease at the part-time graduate level. The following year experienced a decrease of unduplicated majors at the undergraduate level with a slight overall increase at the graduate level. From 2004/2005 to 2005/2006 the full-time unduplicated majors at the undergraduate level increased (60%) from 365 to 583 students; however, part-time students in the same category increased (110%) from 125 to 263 students. During that same year full-time unduplicated majors at the graduate level increased from 70 to 71 and part-time decreased from 215 to 208. From 2005/2006 to 2006/2007 the full-time unduplicated majors at the undergraduate level decreased (20%) from 583 to 463 students; however, part-time students in the same category decreased (41%) from 263 to 155 students. During that same year full-time unduplicated majors at the graduate level decreased from 71 to 69 and part-time increased from 208 to 223. From 2006/2007 to 2007/2008 the full-time unduplicated majors at the undergraduate level decreased (32%) from 463 to 315 students; however, part-time students in the same category increased (83%) from 155 to 284 students. During that same year full-time unduplicated majors at the graduate level increased from 69 to 80 and part-time decreased from 223 to 203. From 2007/2008 to 2008/2009 the full-time unduplicated majors at the undergraduate level increased (22%) from 315

to 384 students; however, part-time students in the same category decreased from 284 to 51 students. During that same year full-time unduplicated majors at the graduate level decreased from 80 to 23 and part-time decreased from 203 to 146.

Bachelor	2004-05	2005-06	2006-07	2007-08	2008-09	Average
Status						
Full-Time	365	583	463	315	384	422.00
Part-Time	125	263	155	284	51	175.60
Total	490	846	618	599	435	597.60
FTE Students	406.67	670.67	514.67	409.67	401.00	480.53
Master	2004-05	2005-06	2006-07	2007-08	2008-09	Average
Status						
Full-Time	70	71	69	80	23	62.60
Part-Time	215	208	223	203	146	199.00
Total	285	279	292	283	169	261.60
FTE Students	141.67	140.33	143.33	147.67	71.67	128.93

The aforementioned significant fluctuations in enrollment can be cited as an outcome of significant instability in the local economy.

The number of faculty members in the Department of Secondary Education has fluctuated over the past five years from 10 to 13 full-time members (including the

Department Chair, who has a two-course reduction each semester). During the same time period the part-time faculty has fluctuated between 5 and 8 members (see table below). The increase in full-time faculty members was a result of increased enrollment and larger class sizes. The decrease in full-time faculty members was a result of two faculty members returning to teach in the public school systems. As a result of a hiring freeze at the University of North Alabama, the Department of Secondary Education has been unable to replace the two needed faculty positions.

Faculty	2004-05	2005-06	2006-07	2007-08	2008-09	Average
Full-Time	10	12	13	12	11	11.60
Part-Time	8	6	6	5	6	6.20
Total	18	18	19	17	17	17.80
FTE Faculty	12.67	14.00	15.00	13.67	13.00	13.67

From 2004 to 2009 the Department of Secondary Education has generated an average of 568 credit hours per faculty member over a typical academic year (see table below).

	2004-05	2005-06	2006-07	2007-08	2008-09	Average
CH/Faculty	606.39	549.14	549.27	592.68	542.85	568.07

The Department's average cost per credit hour during the past five years was approximately $130.00, compared to the University's average per credit hour tuition cost of approximately $144.00 over the same time period.

Departmental expenditures increased from 2004 to 2008 as a result of several new full-time hires and three promotions of full-time faculty members. From 2008 to 2009 a decrease in Departmental expenditures is noted due to a reduction in faculty. Please see the table below.

	2004-05	2005-06	2006-07	2007-08	2008-09	Average
Budget	$797,507	$808,198	$1,096,398	$1,194,470	$1,150,230	$1,009,360.60

3.   Assess the Department as it relates to students.

Enrollment

The Office of Institutional Research, Planning and Assessment data describing enrollment are presented in the table below. Produced across the five-year period, the Department of Secondary Education averaged 7,753 student credit hours for undergraduate and graduate combined (undergraduate = 4,700; graduate = 3,053).

Level	2004-05	2005-06	2006-07	2007-08	2008-09	Average
Undergrad	4,378	4,532	4,964	4,899	4,727	4,700.00
Graduate	3,303	3,156	3,275	3,201	2,330	3,053.00
Total	7,681	7,688	8,239	8,100	7,057	7,753.00

As previously noted, the Department of Secondary Education experienced an overall moderate enrollment growth in its programs. Any enrollment decrease in the final year of data collection at the graduate level is in large part due to a complete restructuring of the Educational Administration Program to a new Instructional Leadership Program, as mandated by the Alabama State Department of Education.

Degree Productivity

In the undergraduate and graduate programs the graduation rate has held relatively steady during the past five-year period of data collection, with significant growth from 2004/2005 - 2005/2006 at the bachelor's degree level. During the final year of data collection a decrease in number of degrees conferred is noted, most likely due to economic difficulties experienced by our local community. See tables below.

Bachelor	2004-05	2005-06	2006-07	2007-08	2008-09	Average
Degrees Awarded	50	74	73	80	36	62.60

Master	2004-05	2005-06	2006-07	2007-08	2008-09	Average
Degrees Awarded	79	75	62	70	58	68.80

Student Services

A major service for all of our undergraduate and graduate students is our well-planned and well-documented advising system. The Department of Secondary Education has developed updated checksheets for each of the 19 undergraduate teaching fields, which include the following:

- Visual Arts Education P-12

- English for Speakers of Other Languages P-12

- Music Education, Instrumental P-12

- Music Education, Choral P-12

- Physical Education P-12

- Biology Education 6-12

- Business/Marketing Education 6-12

- Chemistry Education 6-12

- English/Language Arts Education 6-12

- Family and Consumer Sciences Education 6-12

- French Education 6-12

- General Science Education 6-12

- Geography Education 6-12

- German Education 6-12

- History Education 6-12

- Math Education 6-12

- Physics Education 6-12

- General Social Science 6-12

- Spanish Education 6-12

Undergraduate students are also given a four-year planning guide and encouraged to use the guide and the University catalog and departmental web page to plan their respective long-term schedules. It is also mandatory for all Education majors

to schedule appointments with, and see advisers within the Department, as well as individual advisers in their respective content areas. Faculty from the Department of Secondary Education are also readily available for advising opportunities at all SOAR sessions, as well as assisting with scheduling during SOAR sessions. The Department of Secondary Education has put in place an intervention program for students struggling to gain full admission to the College of Education, in order that they be given every possible opportunity to matriculate with satisfaction.

The Department of Secondary Education is constantly reviewing and updating graduate Programs of Study as needed. These Programs of Study include the Master of Arts in Education in the following areas:

- Secondary Education Biology

- Secondary Education Business/Marketing

- Secondary Education Chemistry

- Secondary Education English/Language Arts

- Secondary Education General Science

- Secondary Education Geography

- Secondary Education History

- Secondary Education Mathematics

- Secondary Education Physics

- Secondary Education Social Science

- Music Education, Instrumental P-12

- Music Education, Choral P-12

- Physical Education P-12

- Instructional Leadership P-12

Alternative 'A' Certification Plan

- Music Education, Instrumental P-12

- Music Education, Choral P-12

- Physical Education P-12

- Biology Education 6-12

- Business/Marketing Education 6-12

- Chemistry Education 6-12

- English/Language Arts Education 6-12

- General Science Education 6-12

- History Education 6-12

- Mathematics Education 6-12

- Social Science Education 6-12

The Alternative 'A' Certification Program is overseen by Dr. Linda Lewis, who is given a one-course reduction each semester (Fall, Spring) in order to more completely assist students with scheduling of courses and progressing towards certification and graduation. Recent documentation shows a total of 174 Alternative 'A' candidates and 152 traditional Masters Degree candidates.

These Programs of Study also include the Education Specialist Degree in Educational Administration, which is overseen and advised by four full-time professors who are specialists in this particular area and former public school administrators.

The Department of Secondary Education also invites and welcomes guest speakers to speak about career opportunities, graduate programs, and real life

experiences and expectations in the teaching field. Recent guest speakers have included public school teachers, principals, coaches, three Alabama State Teachers of the Year, faculty members from the University of Alabama, teachers and administrators from China, public school counselors, and school district superintendents. During these guest presentations students are also allotted time for questions and answers.

Student Accomplishments

It is difficult to know all of the accomplishments of our recent graduates. However, three have received $ 1,000.00 awards from Alabama Power Service Organization for demonstrated outstanding teacher performance. Several former students have been named Teachers of the Year in their respective school districts and schools. One former student has been published in the Phi Delta Kappan for developing creative testing strategies. He has also been invited to speak and present at national level conferences.

Outcome information, including student performance on licensure/certification exams, job placement of graduates, student, alumni and employer surveys

Teacher Education Program

Data collected over the past five years from the Alabama State Department of Education show that 100% of graduates with a teaching certificate from the Department of Secondary Education at the University of North Alabama have passed the Praxis II Assessments in the following areas:

- English language arts, English for speakers of other languages, and reading specialist

- Fine arts (dance, choral music, instrumental music, theatre, and visual arts)

- Languages other than English

- Mathematics

- Physical education, health education, and driver and traffic safety education

- Sciences

- Social Studies

Teacher preparation programs are designed to admit qualified students and prepare them to become effective teachers. Each college and university has a number of programs that prepare students to become teachers. The graduates of these programs are graded using a set of standards called The Alabama Professional Education Personnel Evaluation (PEPE) Program. Students who have graduated from the University of North Alabama with teaching certificates in the above mentioned areas have been evaluated through the PEPE system. Over the five-year period of evaluation, students from the Department of Secondary Education at UNA have consistently earned "A" grades with one exception. In the year 2007/2008 a grade of "C" was given in the area of Fine Arts (dance, choral music, instrumental music, theatre and visual arts).

The data also demonstrate that 100% of graduates with a teaching certificate from the Department of Secondary Education at the University of North Alabama have passed the basic skills assessments as required by the Alabama State Department of Education.

New Teacher Satisfaction

Graduates of the University of North Alabama's teacher preparation programs have indicated their level of satisfaction with the preparation received. The below information reflects their levels of satisfaction by percentage.

	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied
Overall preparation	39.70%	56.30%	4%	0%
Preparation to work well with all students	48.25%	49.75%	2%	0%
Preparation in acknowledging and understanding the importance of reading, as appropriate for your subject/grade level	46.25%	53.75%	0%	0%
Preparation for using strategies to improve reading comprehension appropriate to your subject/grade	49%	44%	7%	0%
Preparation for recognizing and referring students with special needs	50.25%	47.5%	2%	0%
Preparation for working well with exceptional/special needs students in inclusive settings	50.25%	45.5%	4.25%	0%
Preparation for using technology appropriately to improve instruction	72%	21.75%	6.25%	0%
Preparation for using technology for record keeping and other management purposes	72%	21.75%	6.25%	0%
Preparation in your content knowledge	71.25%	24.5%	4.25	0%
Preparation in pedagogical and professional knowledge	68%	32%	0%	0%
Preparation in pedagogical and professional skills necessary to help all students learn	73.67%	20.67%	5.67%	0%

	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied
Preparation in pedagogical and professional dispositions necessary to help all students learn (Professional dispositions are defined as the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth.)	58.3%	39%	2.7%	0%

Administrators were asked to consider new teachers they employed who graduated from the University of North Alabama and indicate their level of satisfaction with how those new teachers performed in several areas. The information below reflects their satisfaction.

	Very Satisfied	Satisfied	Very Unsatisfied	Unsatisfied
Overall preparation	44%	50%	0%	6%
Preparation to work well with all students	50%	40%	6%	4%
Preparation in acknowledging and understanding the importance of reading, as appropriate for your subject/grade level	45%	45%	5%	5%
Preparation for using strategies to improve reading comprehension appropriate to your subject/grade	50%	37%	6%	7%
Preparation for recognizing and referring students with special needs	43%	50%	0%	7%

	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied
Preparation for working well with exceptional/special needs students in inclusive settings	50%	43%	0%	7%
Preparation for using technology appropriately to improve instruction	50%	43%	0%	7%
Preparation for using technology for record keeping and other management purposes	58%	37%	0%	5%
Preparation in your content knowledge	43.5%	50%	0%	6.5%
Preparation in pedagogical and professional knowledge	44%	50%	0%	6%
Preparation in pedagogical and professional skills necessary to help all students learn	47%	46%	0%	7%
Preparation in pedagogical and professional dispositions necessary to help all students learn (Professional dispositions are defined as the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth.)	44%	43%	6%	7%

Recent graduates of the advanced program of study (Master of Arts) in Instructional Leadership complete a survey entitled "Instructional Leadership Critical Success Factor Survey." The compiled results are found below:

	Target	Acceptable	Unacceptable
The school leader is able to create a focused mission to improve the student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.	100%	0%	0%
The school leader is able to set high expectations for all students to learn high-level content.	80%	20%	0%
The school leader is able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement.	100%	0%	0%
The school leader is able to create a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.	80%	20%	0%
The school leader is able to use data to initiate and continue improvement in school and classroom practices and student achievement.	60%	40%	0%
The school leader is able to keep every-one informed and focused on student achievement.	100%	0%	0%
The school leader is able to make parents partners in their student's education and create a structure for parent and educator collaboration.	80%	20%	0%
The school leader is able to understand the change process and has the leader-ship and facilitation skills to manage it effectively.	80%	20%	0%

	Target	Acceptable	Unacceptable
The school leader is able to understand how adults learn and knows how to advance meaningful change through quality sustained professional development that benefits students.	60%	40%	0%
The school leader is able to organize and use time in innovative ways to meet the goals and objectives of school improvement.	80%	20%	0%
The school leader is able to acquire and use resources wisely.	100%	0%	0%
The school leader is able to obtain support from the central office and from community and parent leaders for their school improvement.	80%	20%	0%
The school leader is able to continuously learn and seek out colleagues who keep them abreast of new research and proven practice.	80%	20%	0%

Administrators of recent graduates of the advanced program of study (Master of Arts) in Instructional Leadership complete a survey entitled "Instructional Leadership Critical Success Factor Survey" for the recent UNA graduates' strengths and weaknesses. The compiled results are found below:

	Target	Acceptable	Unacceptable
The school leader is able to create a focused mission to improve the student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.	100%	0%	0%
The school leader is able to set high expectations for all students to learn high-level content.	100%	0%	0%

	Target	Acceptable	Unacceptable
The school leader is able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement.	67%	33%	0%
The school leader is able to create a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.	100%	0%	0%
The school leader is able to use data to initiate and continue improvement in school and classroom practices and student achievement.	33%	67%	0%
The school leader is able to keep everyone informed and focused on student achievement.	67%	33%	0%
The school leader is able to make parents partners in their student's education and create a structure for parent and educator collaboration.	67%	33%	0%
The school leader is able to understand the change process and has the leadership and facilitation skills to manage it effectively.	100%	0%	0%
The school leader is able to understand how adults learn and knows how to advance meaningful change through quality sustained professional development that benefits students.	100%	0%	0%
The school leader is able to organize and use time in innovative ways to meet the goals and objectives of school improvement.	67%	33%	0%
The school leader is able to acquire and use resources wisely.	100%	0%	0%

	Target	Acceptable	Unacceptable
The school leader is able to obtain support from the central office and from community and parent leaders for their school improvement.	100%	0%	0%
The school leader is able to continuously learn and seek out colleagues who keep them abreast of new research and proven practice.	100%	0%	0%

4.   Assess the Department as it relates to faculty

Teaching Productivity and Activities Designed to Enhance Teaching and the Curriculum

Consistent with the primary mission of the University of North Alabama as a regional institution of higher education to serve the public through teaching, the faculty of the Department of Secondary Education also embrace quality teaching as our primary goal. The faculty of the Department of Secondary Education have employed the latest technology in their individual teaching practices both in the traditional classroom setting and in online courses. All faculty members of the Department have been trained in the latest advancements of technology in use by the College of Education and University as a whole. All faculty members of the Department have also been trained extensively in the use of LiveText technology in order to more fully document student productivity and advancement. All faculty members of the Department are also trained to use all technology related to the modern classroom setting.

Faculty in the Department of Secondary Education have demonstrated appropriate teaching productivity and involvement in activities designed to enhance teaching and the curriculum through the following specific means:

- Attendance at Distance Education Conference, University of North Alabama

- Attendance at "Educate Alabama"

- Attendance at Praxis II Faculty Orientation

- Attendance at Praxis II Data Analysis Workshop

- Training for Alabama State Department of Education Seventh and Eighth Grade Math Instruction

- Trainer Training for Classroom Organization and Management Program (COMP), Vanderbilt University

- Training for Intel: Teach to the Future

- Attendance at National Middle School Association Conference

- Attendance at International Conference on Learning

- Attendance at International Conference of School Principals

- Attendance at International Positive Behavior Support Conference

- Attendance at International Conference on Education

- Mentoring Training for Instructional Leadership

- Training for Alabama State Department of Education "Educate Alabama"

- Attendance at ANGEL training

- Attendance at Issues in Autism and Behavioral Concerns in Children Conference

- Attendance at Conference on Autism

- Web Conference on E-Portfolios

- LiveText training sessions

- Participation of Instructional Leadership Faculty at Alabama State Department training meetings for university professors in order to implement new State Certification of Educational Administration Program to Instructional Leadership Certification with new State Standards, including Southern Regional Education Board Standards

- Collaboration with the University of Alabama in order to coordinate Ed.D.

  offerings on Campus at the University of North Alabama

<u>Research Productivity</u>

Faculty in the Department of Secondary Education at the University of North Alabama have demonstrated high standards of research productivity by developing and delivering numerous professional presentations which include the following:

- "Great Expectations" Distance Learning Conference, Best Practices, May 9, 2008.

- Lewis, L., & Harris, M. (2009). *Classify, Categorize and Connect Content with Graphic Organizers*. Presented at Alabama Council of Teachers of Mathematics Fall Forum in Montgomery, Alabama.
- Lewis, L., & Dumas, R. (2009). *Linking Scientific Inquiry and Literacy Activities to Encourage Young Readers.* Presented at Alabama Reading Association in Birmingham, Alabama.

- Lewis, L., Valentine, C., Uptain, S., LaCroix, M., & Terry, I. (2009). *Walk the Talk: Professionalism and Ethics.* Presented at University of North Alabama Mentor Liaison Training, Florence, Alabama.

- Lewis, L., Valentine, C., Uptain, S., LaCroix, M., & Terry, I. (2008). *Mentoring Matters: Classroom Management Part I.* Presented at University of North Alabama Mentor Liaison Training, Florence, Alabama.

- Lewis, L., & Hunter, K. (2008). *Traditional and Techie: A Blending of Approaches to Motivate Middle School Students.* Presented at the Alabama Science Teachers Association Conference in Birmingham, Alabama.

- Lewis, L., Harris, M., & Wilkins, B. *Motivating Middle Schools with Technology.* Presented at Alabama Council of Teachers of Mathematics Fall Forum in Montgomery, Alabama.

- Hunter, K., Lewis, L., & Kinney, K. (2008). *Reading, Writing, and Thinking Like a Scientist: Engaging Students in Science Texts.* Presented at the International Reading Association Conference in Atlanta, Georgia.

- Lewis, L. (2007). *Science Success: Linking Reading with Science Literacy.* Presented at Alabama Reading Association in Huntsville, Alabama.

- Lewis, L., & Jacobs, L. (2003). *A Rainbow of Reading and Writing: Incorporating Science into the Reading/Writing Classroom.* Presented at Alabama A & M University, Normal, Alabama.

- Lewis, L., & Jacobs, L. (2003). *Ooey, Gooey Readers: Supporting the Processes of Skillful Readers through "Yummy" Hands-on science and "Rich" Book Experiences.* Presented at Alabama A & M University, Normal, Alabama.

- Hurren, B. L. (2009). Make a difference (in a paradox of affluence). Keynote speaker for Phi Theta Kappa Honor Society's annual ceremony. Northwest Shoals Community College, Phil Campbell Campus, AL.

- Hurren, B. L. (2009). The Joys of Teaching. Presentation given to local chapters of Future Teachers of America, Florence, AL.

- Hurren, B. L. (2007). Humor in the Middle School is Serious Business. Half-day presentation at the National Middle School Association's 34th Annual Conference. Houston, TX.

- Hurren, B. L. & Rutledge, M. (2007). Team Testing for Individual Success. Concurrent session at the National Middle School Association's 34th Annual Conference. Houston, TX.

- Hurren, B. L. *2007). Make a plan and make it happen. Keynote speaker for Delta Epsilon Iota, Academic Honor Society's annual ceremony.

- Hurren, B. L. (2006). Your ticket to the future. Keynote presentation at NW Shoals Community College for Muscle Shoals School District Leadership Conference.

- Hurren, B. L. (2006). Using humor effectively in the elementary school. Keynote presenter at teacher inservice day for Florence City elementary schools.

- Hurren, B. L. (2006). Students mentoring students. International Positive Behavior Support Conference. Reno, NV.

- Hurren, B. L. (2005). Keynote presenter at Tuscumbia School District Story Telling Day. Deshler High School. Tuscumbia, AL.

- Hurren, B. L. (2005). Teaching strategies for ESL students in the mainstream classroom. UNA student teaching seminar.

- Hurren, B. L. (2005). Dealing with death and bereavement in schools. UNA student teaching seminar.

- Hurren, B. L. (2004). Secondary education classroom management. Presentation was given at the North Alabama Beginning Teachers' Workshop in Huntsville, AL.

- Hurren, B. L. (2003). The effects of principals' humor on teachers' job satisfaction. Presentation was given at the International Conference of Principals, Edinburgh, Scotland.

- Hurren, B. L. (2003). Effective uses of humor in the classroom. This was the closing Keynote Presentation at the Samford Summer Institute for Teaching Excellence, Birmingham, AL.

- Brown, J. M. Presented "Motivational Strategies and Accommodations for Students with Autism in the Classroom" with Dr. Suzanne Duvall Zurinsky at the 2010 National Art Education Association Convention -- April 18, 2010.

- Brown, J. M. Presented "Accommodating Autism in the Art Classroom" and "Panel Discussion of Autism in the Classroom" with Dr. Suzanne Duvall Zurinsky at the Alabama Art Education Association Conference in Florence, AL – November 7, 2009.

- Brown, J. M. Presented "Physical Education and the Child with Autism"with Dr. Suzanne Duvall Zurinsky at the Alabama State Association for Health, Physical Education, Recreation and Dance Conference in Birmingham, Alabama on November 13th, 2009.

- Brown, J. M. Presented "The Importance of Art to the Autistic Child" and "Exercise, Health, and the Perceived Levels of Student Stress at the University Level" with Dr. Suzanne Duvall Zurinsky and "The Impact of Diversity on College Campuses" with Dr. Lelon Davidson at the 7th

- Brown, J. M. Presented a paper entitled "Factors Contributing to Perceived Levels of Student Stress at the University Level"at the 2009 American Institute of Higher Education 3rd International Conference in Nashville, Tennessee in April 2009 with Dr. Zurinsky.

- Brown, J. M. Presented "Understanding Autism in the Classroom" and "Working with English language learners in the mainstream classroom" in Jasper, Alabama on June 9, 2008 for the UNA Inservice Center.

- Brown, J. M. Presented "Adventures in Teaching" at the NAREN (National At-Risk Education Network) Conference in Panama City, Florida in February 2007.

- Brown, J. M. Presented "The Common Denominator - Using Songs, Rhymes and Stories in the Multicultural Classroom" - National Migrant Education Conference, Denver, Colorado - April 1 - 4, 2006.

- Brown, J. M. Presented "Welcome to the Real World! - Tips and Techniques for Working with English Language Learners in the Mainstream Classroom" at a professional development workshop for Madison County Schools in Jackson, Mississippi - February 2005.

Faculty in the Department of Secondary Education at the University of North Alabama have demonstrated additional research productivity through the following publications:

- Hurren, B. L. (2010). *Humor in school is serious business*. Nashville, TN: Incentive Publications.

- Hurren, B. L. & Rutledge, M. (2008). Conversation piece: Varying assessment with Team Testing. *Middle Ground: The Magazine of Middle Level Education*, 12(2), 16-18.

- Hurren, B. L. (2006). The effects of principals' humor on teachers' job satisfaction. *Educational Studies*, 32, 373-385.

- Hurren, B. L. (2006). Principal's humor increases staff job satisfaction. *Educational Research Newsletter*, 19(9), 6.

- Hurren, B. L., Rutledge, M., & Garvin, A. B. (2006). Team testing for individual success. *APS Mathematics Teacher*, 2(5), 1-4.

- Hurren, B. L. (2006). Humor in school is serious business. *International Journal of Learning*, 12, 79-83.

- Hurren, B. L., Rutledge, M. & Garvin, A. B. (2006). Team testing for individual success. *Phi Delta Kappan*, 87, 443-447.

- Brown, J.M. & Zurinsky, S.S. (2010). Art, music, and drama: Bridging two worlds. In B.L. Gerber & J. Kellman (Eds.) *Understanding Students with Autism through Art.* Reston, VA: National Art Education Association.

- Brown, J. M. (2006, April). Rhymes, Stories, and Songs in the ESL Classroom. *The Internet TESL Journal*, 12.

- Brown, J.M. (2006) Classroom Tips. *AMTESOL News*, 11, 13, 15.

- Brown, J. M. (2005). English as a second language. In N.J. Salkind (ED.), *Encyclopedia of Human Development*. Thousand Oaks, CA: Sage.

Other related areas of research include the following include:

- Blount, L. J. Serving as a Grant Reviewer for the U.S. Department of Education, 2001-2010

- Blount, L. & Stokes, L. (2010). Creating *Collaborative Learning Communities with Schools*: *Providing Diverse, Course Embedded Field Experiences for Preservice Teacher and Principal Candidates*, Conference Proceedings, Hawaii International Conference on Education.

- Blount, L. (2007). *Comprehensive State Federal Programs Monitoring Instrument*, Mississippi Department of Education, Jackson, MS.

- Blount, L. J. English Language Learners Support Grant, Submitted to Mississippi Department of Education for Corinth School District, Funded for 2001, 2002, 2003, 2004, 2005.

- Blount, L. J. Community Service Grant, Submitted to Department of Mental Services and Mississippi Department of Education for Corinth and Alcorn County, Funded for 2003, 2004, 2005.

- Blount, L. J. ELL Immigrant Project Grant Submitted to Mississippi Department of Education for Corinth School District, Funded for 2002, 2003, 2004, 2005.

Service, Including Service to Public Schools

- Lewis, L. (2008). *Project-based Learning and Assessment.* Presented at Cherokee High School, Cherokee, Alabama.

- Lewis, L. (2004). *Classroom Instruction that Works*. Presented at Priceville High School, Priceville, Alabama.

- Lewis, L., & Wiginton, B. (2003). *Making Middle School Science Fun*. Presented at Athens State University, Athens, Alabama.

- Lewis, L. (2003). *Science Magic for Elementary Teachers*. Presented at Athens State University, Athens, Alabama.

- Lewis, L. (2003). *Cooperative Learning: Authentic, Learner-focused Strategies for Secondary Teachers.* Presented at Athens State University, Athens, Alabama.

- Hurren, B. L. (2009). So, you want to be a teacher. Presentation given to Rogers High School Future Teachers of America. Florence, AL.

- Hurren, B. L. (2008). Humor in School is Serious Business (Grades K-12). Half-day presentation for Alabama teachers and administrators. The UNA Education Research and Inservice Center. Florence, AL.

- Hurren, B. L. & Hurren, S. E. (2008). La importancia de la familia para el exito del estudiante (The importance of family in student success). Keynote presentation at Colbert County ELL Family Festival. Colbert County, AL.

- Hurren, B. L. (2007). Professionalism and ethics in teaching. UNA student intern seminar. University of North Alabama.

- Hurren, B. L. Alabama Power Grant, donated to Teri Wakefield (recent UNA graduate) at East Lawrence High School (2008).

- Hurren, B. L. Committee member for Collaborative Curriculum and Methods for Secondary Students with Disabilities Grant, $18,000 (2006).

- Brown, J. M. Fall 2002 - present - Assist with the recruitment of conversation partners for the Center for English Language Learning program.

- Brown, J. M. 2004-2005 - Spanish teacher - Kilby Kindergarten . Taught children Spanish twice a week and organized a Spanish Fiesta to celebrate Cinco de Mayo where the parents attended and participated in Spanish activities.

- Brown, J. M. Participated in Read Across America, Donuts for Dad and Muffins for Mom at R.E. Thompson Elementary School - Spring 2009, Spring 2010.

- Blount, L. J. Integrate school partnerships and embedded field experiences on K-12 teaching sites.

- Blount, L. J. Research and propose a school improvement model using the methods of assessment, literature review and training curriculum.

- Blount, L. J. Demonstrate mentoring, coaching and conference skills to support novice teachers, using EDUCATE Alabama.

- Blount, L. J. Identify and organize community resources for use with school age children.

- Blount, L. J. Provide mentoring for at-risk students in a diverse or nontraditional setting, with reflection journal.

- Blount, L. J. Provide mentoring for novice teachers pre-approved and school-based with reflection journal.

- Blount, L. J. Striving Readers Grant, Russellville School District, served as mentor for Russellville City Schools staff, Russellville, AL, as a service for University of North Alabama supporting area schools.

Faculty Development Plans

Faculty Development Plans are developed each spring by all full-time faculty members and submitted to the Department Chair for review and comment, and then finalized before the end of the spring semester. The Department of Secondary Education Faculty Development Plans include the following highlighted areas:

- Integrate school partnerships on public school campus teaching sites;

- Create a graduate program in teaching English to Speakers of Other Languages (ESOL) for the College of Education and University of North Alabama;

- Creation of an online journal for AMTESOL in collaboration with colleagues from Auburn University and the University of South Alabama;

- Expand research on sensory integration disorder and autism for use in future presentations and publications;

- Seek approval from Alabama State Department of Education and UNA Graduate Council for graduate program in ESOL;

- Participate in partnership with the University of Alabama in development of Ed.D. program;

- Develop a computerized tracking system for alternative fifth-year candidates so they can be monitored more closely;

- Redesign of Ed.S. Educational Administration Program;

- Recruitment of future students/teachers from area public schools;

- Research and study for implementation in the redesigned Instructional Leadership "AA" program, the training standards and 14 instructional modules developed by the SREB and adopted for certification in Alabama;

- Revise Departmental web site information and complete promotional materials for Alternative A program;

- Develop detailed instructional lessons in Tegrity;

- Develop internet classes in new campus-wide system;

- Set up checks and balances for Alabama State Department of Education Report Card indicators for the Department of Secondary Education;

Maintaining currency in the discipline is an important goal for the entire Department of Secondary Education and is achieved through attending professional development workshops and seminars, scholarly conferences and meetings, active participation in professional organizations, academic research, and professional service.

5. Assess the Department as it relates to facilities and resources
Address the adequacy of resources and support services to address the goals and objectives of the program

Library

Library resources have been adequate to provide the Department, Faculty, and students with access to information in the field. The Department receives an annual allocation for the purchase of library holdings; including print materials, audio materials

and video materials. Please see table below for Library allocation and budget.

	Gross Allocation	Standing Order Budget	Net Allocation
2009/2010	$7,430.00	$1,049.00	$6,381.00
2008/2009	$8,251.00	$1,134.36	$7,116.64
2007/2008	$8,090.00	$1,121.00	$6,969.00
2006/2007	$8,292.00	$1,213.00	$7,079.00
2005/2006	$8,204.00	$974.00	$7,230.00

The University also provides the Department of Secondary Education with onsite journal access. Print periodicals subscribed by the Department over the past five years include the following:

• The Journal: Technological Horizons in Education

• Educational Leadership

• New Teacher Advocate: Your Partner for Success

• Phi Delta Kappan: The Professional Journal for Education

• Educational Studies

• Journal of Teacher Education: The Journal of Policy, Practice and Research in Education

• Tech and Learning: Ideas and Tools for Ed Tech Leaders

• School Leader

Laboratories

The Department of Secondary Education has access to a computer lab on the first floor of Stevens Hall that is currently adequate for our use if proper scheduling is maintained. We hope to increase computer lab accessibility with further space and

more computers. Current and former students have indicated that they would like greater opportunity to develop computer and technology skills. In 2003 the College of Education acquired a classroom set of laptop Apple computers that have since become outdated and donated to Kilby Elementary School.

Equipment

The Department has an annual budget of $ 9,344.00 for equipment and supplies. All Faculty have personal computers and printers in their respective offices that are updated through the University Technology Fund on a regular basis. These computers are adequate in terms of current use patterns, as long as we are able to update in the future. Equipment that is available to the Faculty and staff in the Department of Secondary Education includes a Scantron, two scanners, three video cameras, two digital cameras, a fax machine, a paper shredder, a typewriter, a laser printer, a laptop computer and projector, a laminator, a binding machine, electric pencil sharpeners, and an electric hole punch.

The Department of Secondary Education is housed on the fifth floor of Stevens Hall and is provided adequate office and classroom space. At present, ten faculty, one full-time administrative assistant and one student worker are housed in ten offices and one reception area. All faculty have separate, but small offices. The administrative assistant works from the reception area, which has convenient access by Faculty and students. The student worker is provided a small work area that also functions as storage for departmental equipment and supplies. The Department is allocated classroom space mostly on the fourth floor of Stevens Hall. By creatively scheduling classes the Department has been able to meet all classroom needs.

<u>Support Personnel</u>

The Department of Secondary Education has a full-time administrative assistant and one student worker budgeted at 10 hours per week. This direct support, together with general support from the College of Education, is currently sufficient for our programs.

6.   List Any Notable Achievements by the Department

Departmental Achievements

The Department of Secondary Education, in conjunction with the College of Education, received full accreditation honors from the National Council for Accreditation of Teacher Education (NCATE). The Department also receives consistent "A" grades from the Alabama State Department of Education. The Department has restructured the Educational Administration Masters Program to become the new Instructional Leadership Masters Program, as prescribed by the Alabama State Department of Education. This new program has met all standards and has been approved by the University of North Alabama Graduate Council, SACS, and the Alabama State Department of Education. The Department has also instituted and received approval to begin a new Master of Arts in Teaching English to Speakers of Other Languages (TESOL). The graduate program in TESOL for the College of Education was approved by the Alabama State Department of Education and by the UNA Graduate Council. Traditional A and Alternative A routes are now available. A non-Alabama certification route has been proposed and approved by the Graduate Council and is awaiting final approval by ACHE. The Department has assigned a coordinator for accreditation and

record keeping in order to maintain high standards on the Alabama State Department of Education Annual Report Card. The Department has also coordinated a doctorate in education in collaboration with faculty from the University of Alabama. Courses for this degree will be taught on the Campus of the University of North Alabama by faculty from the University of Alabama. This collaboration will assist the growth of UNA's Masters and Ed Specialist programs in Instructional Leadership.

Student Achievements

Student majors from the Department of Secondary Education have made noteworthy achievements in terms of their scholarly activities, post-graduate training, and in their respective teaching fields. Students from the Department of Secondary Education compete each year for scholarships and other recognition awards. Since 2004, three students from the Department of Secondary Education have won the Willingham Scholarship Award, five students have won the Secondary Education Award, and three students have won the Eddie Frost Scholarship Award. Numerous other scholarship awards are won each year by students from the Department of Secondary Education. The majority of our 200 graduate students earned their undergraduate degree from the University of North Alabama. In the past five years, three graduates from the Department of Secondary Education at the University of North Alabama have won the Alabama Power Service Organization New Teacher Grant, which is a $1,000 grant awarded on an annual basis.

Grants and Other Funds Generated by the Department

Every year faculty from the Department of Secondary Education have applied for and received faculty development grants from the University of North Alabama. In the year 2006, the Department of Secondary Education was a part of a Collaborative Curriculum and Methods for Secondary Students With Disabilities grant of $18,000. One member of the Department of Secondary Education also won the Celebration of Teaching grant from Kappa Delta Phi for taking low socioeconomic minority students to mentor elementary students with limited English proficiency. This grant also became the Southeastern United States winner for Outstanding Celebration of Teaching Program Award. The Department of Secondary Education also applied for and received a $50,000 grant from the State Department of Education in order to restructure the Educational Administration Program to the new Instructional Leadership Program.

Other Awards and Distinctions

Numerous students and three faculty have been named to Phi Kappa Phi Honor Society. Numerous students from the Department of Secondary Education have also been named to Kappa Delta Phi Honor Society and other honor societies respective of each specific subject area represented in the Department of Secondary Education.

7. **How Has the Department Responded to Previous Program Review Recommendations?**

In response to the National Council for Accreditation of Teacher Education's (NCATE) recommendation that the Department of Secondary Education and the

College of Education utilize a more efficient and more effective method of tracking student progress, we have initiated, and become trained, with LiveText technology. This change has allowed us the opportunity to track students' progress and performance, as well as document that information. It has also been recommended that more faculty members from the Department of Secondary Education be actively engaged in current research and presentation activities. The Department members have responded by publishing several articles, a book, and been involved in numerous local, national, and international presentations. The Department has also named a faculty member as coordinator of accreditation information and State Department of Education Annual Report Card Information Analyst. NCATE also recommended a more secure and reliable method of assessment within the Department of Secondary Education and the College of Education. LiveText use has also given us the opportunity to address this recommendation. Upon the recommendation from the State Department of Education, the Department of Secondary Education has restructured the Educational Administration Program to the new Instructional Leadership Program.

8.   State the Vision and Plans for the Future of the Department

The Department of Secondary Education will continue to seek NCATE accreditation and to meet all of the requirements associated with "A" Standards from the Alabama State Department of Education. Research contributions and publications, as well as service to the University, the community, and our discipline will also continue. Effective teaching standards will also be maintained. The Department will also seek to restructure the current Ed.S. in Educational Administration to the newly recommended

Ed.S. in Instructional Leadership. The Department will also continue to review and analyze current programs and practices. The Department of Secondary Education expects to grow in strength and in number as acceptance of the new Instructional Leadership Program grows and recognition of the new Teaching English to Speakers of Other Languages gains publicity. As these and other programs at the undergraduate and graduate levels continue to mature, it is likely that additional course offerings will become available. The Department of Secondary Education also envisions establishing a joint Ed.S. Teacher Leader Program with the Department of Elementary Education. This proposal will be submitted to the Alabama State Department of Education for approval within the next two years. The Department of Secondary Education will also transition from the PEPE to the new Educate Alabama model adopted by the Alabama State Department of Education. The Department will also engage in active recruiting of graduate students in order to grow our partnership with the University of Alabama and the Doctorate in Education Degree.

If additional State resources are available, the Department of Secondary Education will explore opportunities in the areas of quality technological software and hardware.   New faculty and new technology facilities would also strengthen the Department.

9.   Program Overview

Brief Overview of Program

The Department of Secondary Education is composed of the following 19 undergraduate majors:

- Visual Arts Education P-12

- English for Speakers of Other Languags P-12

- Music Education, Instrumental P-12

- Music Education, Choral P-12

- Physical Education P-12

- Biology Education 6-12

- Business/Marketing Education 6-12

- Chemistry Education 6-12

- English/Language Arts Education 6-12

- Family and Consumer Sciences Education 6-12

- French Education 6-12

- General Science Education 6-12

- Geography Education 6-12

- German Education 6-12

- History Education 6-12

- Math Education 6-12

- Physics Education 6-12

- General Social Science 6-12

- Spanish Education 6-12

The Department of Secondary Education is composed of the following graduate programs:

<u>Master of Arts in</u>:

- Secondary Education Biology

- Secondary Education Business/Marketing

- Secondary Education Chemistry

- Secondary Education English/Language Arts

- Secondary Education General Science

- Secondary Education Geography

- Secondary Education History

- Secondary Education Mathematics

- Secondary Education Physics

- Secondary Education Social Science

- Music Education, Instrumental P-12

- Music Education, Choral P-12

- Physical Education P-12

- Instructional Leadership P-12

Alternative 'A' Certification Plan

Master of Arts in:

- Music Education, Instrumental P-12

- Music Education, Choral P-12

- Physical Education P-12

- Biology Education 6-12

- Business/Marketing Education 6-12

- Chemistry Education 6-12

- English/Language Arts Education 6-12

- General Science Education 6-12

- History Education 6-12

- Mathematics Education 6-12

- Social Science Education 6-12

Ed.S. in:

- Educational Administration

Mission Statement for the Program: Reference It's Relationship to College and Institutional Mission as well as State Priorities Where Appropriate

The UNA mission of engaging in teaching, research, and service in order to provide educational opportunities for students, an environment for discovery and creative accomplishment, and a variety of outreach activities meeting the professional, civic, social, cultural and economic development needs of our region in the context of a global community, is closely related to the mission of the Department of Secondary Education.   The mission of the Department of Secondary Education is to engage learners, inspire leaders and transform lives in order to meet the needs of students and teachers in our region and global community. The Department emphasizes teaching excellence and provides a learning environment for students in order that they might develop into professional educators involved in creating a safe, dynamic learning environment. The Department also provides the opportunity for students at the graduate and undergraduate level to pursue and apply intellectual excellence. The Department of Secondary Education believes that all students will:

1.   Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the

core of their practice;

2.   Have the knowledge and ability to use <u>assessment</u> strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth

3.   Form communities of learners with other teachers, parents, and members of the community, through <u>collaboration</u>, teamwork, and research-based approaches;

4.   Use <u>technology</u> to support assessment, planning and instruction for promoting student learning;

5.   Value and plan for <u>diversity</u> in curriculum development, instructional strategies and in the promotion of social consciousness;

6.   Know and use self-awareness and <u>reflection</u> as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama's College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.

Goals and Objectives

The Department of Secondary Education also prepares students to demonstrate the following:

•   A commitment to professionalism and ethical standards

•   A desire to analyze and evaluate concepts and clinical practices, and to evaluate and/or initiate innovative practice

- A dedication to life-long learning by being current with technology and research in his/her field

- Having high expectations for all learners

- Respect for cultural and individual differences by providing equitable learning opportunities for all

- A desire to communicate with family and community members to make them partners in education

- A commitment to collaboration with other professionals to improve overall learning for students

The Department of Secondary Education will strive to assure continued NCATE accreditation for the Secondary Education program and Instructional Leadership. The Department of Secondary Education will work closely with Dr. Laura Stokes and Dr. Betty Dean Newman to show how, where, and when each indicator of the Alabama State Department of Education Report Card will be met. Members of the Department of Secondary Education will continue to examine and evaluate the curriculum in order to establish and maintain a sequence for courses of study that conserves sagacity. The Department of Secondary Education will seek to expand collaborative efforts through P-12 partnerships, Arts & Sciences Faculty and an additional collaboration with Elementary and Special Education Programs at both the graduate and undergraduate levels.

Student Learning Outcomes of the Program: Student learning outcomes should identify the broad skill area students should master as a result of the program by the time they graduate.

Undergraduate:

Content Knowledge

Candidates will demonstrate content knowledge by taking and passing the Alabama Prospective Teachers Test and respective content area PRAXIS exam.

Pedagogical Knowledge

Students in the Department of Secondary Education will demonstrate Pedagogical Knowledge abilities through completion of a comprehensive portfolio. Also, Internship Supervisor evaluates candidate pedagogical knowledge through a review/rubric process.

Communication

This outcome includes both oral and written communication skills for Secondary Education majors. Candidates pass written essay and oral interview, following rubric, in order to enter the College of Education Certification Program.

Graduate - MA Secondary Education:

Pedagogical Knowledge

The department of Secondary Education will assure mastery of pedagogical knowledge for all majors in the 6-12 graduate program.

<u>Communication and Professionalism</u>

The department of Secondary Education will assure mastery of communication and professionalism for all majors in the 6-12 graduate program. This outcome includes both oral and written communication skills and dispositions for K-6 majors.

<u>Content Knowledge</u>

The department of Secondary Education will assure mastery of content knowledge for all majors in the 6-12 graduate program through use of a comprehensive portfolio.

Graduate MA Instructional Leadership:

<u>Content Knowledge</u>

The department of Secondary Education will assure mastery of content knowledge for all majors in the Instructional Leadership graduate program through use of a comprehensive portfolio.

<u>Pedagogical Knowledge</u>

The department of Secondary Education will assure mastery of pedagogical knowledge for all majors in the Instructional Leadership graduate program through use of a comprehensive portfolio.

Governance Structure of the Program

The faculty members of the Department of Secondary Education are organized based on teaching strengths and routine professorial responsibilities. All members of

the Graduate Faculty function as part of a Curriculum Committee within the Department. All members of the full-time faculty serve as committee members of the Undergraduate Curriculum Committee within the Department. The Department of Secondary Education has a designated coordinator for the Alternative "A" Master of Arts Program. The Department also has a designated coordinator who is responsible for coordinating curriculum alignment and program objectives for the Instructional Leadership Master of Arts Program and the Ed.S. Educational Administration Program. Changes in catalog descriptions, including prerequisites and course offerings and schedules, are also managed through the coordinators, Department Chair, and administrative assistant, in consultation with faculty, when appropriate. For decisions affecting individual courses, the faculty who teach those courses form a sub-committee to make recommendations to the Department as a whole. Departmental meetings are held on a regular basis in order to discuss pertinent matters concerning governance, curriculum, students, scheduling, etc.

Admissions Requirements

Undergraduate:

Admission to the University does not assure admission to programs in teacher education. To be considered a candidate in a teacher education program students must meet the following requirements and be formally admitted to the UNA Teacher Education Program:

• Completion of the required general education courses with a grade of "C" or

better in COM 201, EN 111, and EN 112;

- A grade point average of 2.50 or better on all work attempted;

- A grade point average of 2.50 or better on all work attempted at the University fo North Alabama;

- A grade point average of 2.50 or better on all work attempted in the teaching field;

- A grade point average of 3.00 or better on all work attempted in the professional studies component with a grade of "C" or better in each course;

- Successful completion of the TEP interview, which occurs during the semester the student is enrolled in ED 292. The interview includes assessments of oral communication, written communication, and professional dispositions;

- Successful completion of ED 292;

- A passing score on all three parts of the Basic Skills Test in the Alabama Prospective Teacher Testing Program;

- Successful background clearance by the ABI and FBI (fingerprinting);

- Submission of formal application to TEP;

- Notification of formal admission to TEP by the Certification Officer.

Secondary Education Graduate:

- Submission of satisfactory scores prior to admission on the Graduate Record Examination, the Miller Analogies Test, or a passing score on the appropriate Praxis II subject area test; recommended minimum of 388 on the MAT or 800 on the combined Verbal and Quantitative portions of the Graduate Record Examination. Candidates with less than the recommended grade point average

or test score may be admitted based upon a sliding scale which specifies particular grade point averages and corresponding test scores;

- A minimum overall grade point average of 3.0 (4.0 scale) on undergraduate work;

- Hold a valid baccalaureate-level professional educator certification in the appropriate teaching field and satisfy the requirements for the Alabama Class B professional certificate.

<u>Instructional Leadership</u>

- Submission of satisfactory test scores prior to admission on either the Graduate Record Examination, the Miller Analogies Test, or a passing score on the appropriate Praxis II subject area test; recommended minimum of 388 on the MAT or 800 on the combined Verbal and Quantitative portions of the Graduate Record Examination.

- Minimum overall grade point average of 3.0 (4.0 scale) is recommended on undergraduate work.

- Hold a valid Class B or Class A professional educator certification in a teaching field or instructional support area;

- Have a minimum of three full-time, satisfactory educational experience in a P-12 setting which must include P-12 teaching experience;

- Submit an admission portfolio for committee review;

- Successfully complete an individual interview with University faculty and partner school districts.

<u>Ed.S. Educational Administration</u>

- A grade point average of 3.25 (4.0 scale) on all master's level coursework;

- Satisfactory test scores on GRE, MAT, or a passing score on the appropriate Praxis II subject area test;

- For students with less than the recommended grade point average or test score, consideration will be given based on GPA and test scores;

- Hold valid master's level professional educator certificate in the appropriate instructional support field.

Alternative Class A Program (Secondary Majors Only)

- Submission of at least a minimum score of 388 on the Miller Analogies Test, a minimum score of 800 on the Verbal and Quantitative portions of the Graduate Record Examination, or a passing score on the appropriate Praxis II subject area test prior to admission;

- A bachelor's or higher degree from a regionally accredited university with a minimum grade point average overall of 2.5 (4.0 scale) on the official transcript from the degree granting institution;

- Must have completed 64 hours of general studies as an undergraduate, including courses in the humanities, social sciences, science, and mathematics. Additional prerequisites may be required if the applicant did not major in the field of certification;

- Must have departmental approval.

Degree Requirements

Undergraduate

Candidates must maintain:

1. The required GPA in each category (overall, teaching field(s), professional studies) to remain in TEP.

2. ABI/FBI background clearance.

3. Satisfactory knowledge, skills and dispositions

4. A grade of "C" or better in all Secondary Education courses and all courses in the professional studies component.

Admission to Internship:

Candidates must:

1. Maintain all requirements listed under Admission to TEP.

2. Submit formal application no later than the posted deadline.

3. Complete all required coursework.

4. Submit a passing score on each of the required Praxis II examination(s). Score report must be on file in the Certification Office, and must reflect the passing score(s) set by the Alabama State Department of Education. Candidates who have not submitted passing scores will not be placed in an internship.

5. Submit a negative result on a current tuberculin test.

6. Document acceptable Spanish language experience.

7. Candidates applying for internship must meet all eligibility requirements for internship placement by the posted deadline.

Teacher Education candidates must meet the following requirements prior to graduation:

1. Have an overall GPA of 2.50 or higher on all college work attempted, on all work attempted at the University of North Alabama, on all work attempted in the

teaching field(s), and a GPA of 3.0 or higher with no grade lower than a "C" in the professional studies component.

2.   Completion of the CAAP Examination.

3.   Successful completion of an exit examination covering professional education.

4.   Satisfactory completion of all coursework and the internship.

Graduate:

In addition to other course and program requirements, satisfaction of requirements for a degree or certification program includes the passing of a final comprehensive assessment. This comprehensive assessment is completed during the final term of the program.

1.   Prerequisite: valid Class B professional educator certificate in the field of study.

2.   Required courses:

     a.   ED 000, ED 601, ED 603, ED 605, ED 634, ED 655 (15)

     b.   EEX 605 (if requirement has been satisfied, a three-hour education or teaching field elective is required) (3)

     c.   Content for teaching specialty (six hours must be at the 600-level) (12)

Instructional Leadership:

1.   Prerequisite: valid Class B or Class A professional educator certification in teaching field or instructional support area.

2.   Required professional education courses:

     a.   ED 601 (3)

     b.   ED 603 (3)

        c.   ED 605 (3)

        d.   ED 655 (3)

        e.   EEX 605 (if not previously completed) (0-3)

        f.   IL 690, IL 691, IL 692, IL 693, IL 694, IL 695, IL 696 (21)

Alternative "A" Plan:

Students in the Alternative "A" Plan have the following course requirements: ED 382 and ED 401 (to be taken prior to graduate courses), ED 480W (to be taken prior to the internship semester), ED 000, ED 578, ED 581, ED 601, ED 603, ED 605, ED 634, ED 655, EEX 605; a minimum of 15 semester hours of major field, adviser-approved graduate courses of which at least six hours must be at the 600-level; 9 semester hours ED 582 (6-12 majors) or ED 584 (P-12 majors).

The degree requirements include a grade point average of 3.0 on a 4.0 scale for all work completed on the degree program and successful completion of a comprehensive assessment.

Education Specialist Degree:

The Education Specialist degree is awarded in the field of Educational Administration. A minimum of 33 semester hours of credit is required for completion of this program.

Required courses include: ED 000, EDL 701, EDL 702, EDL 703, EDL 704, EDL 705, EDL 706, EDL 707, ELD 708, EDL 709, EDL 710, EDL 711, EEX 605 (if not previously completed) (33-36 hours).

Curriculum

Please see attached checksheets (Appendix A) as the Department of Secondary Education has nume

Associated Institutes and Centers

The Department of Secondary Education, along with the College of Education, utilizes the Kilby Laboratory School for observations and teacher demonstrations. Department members also utilize the East Campus of the University of North Alabama for select meetings and receptions. Department members also work closely with local city and county schools in order to facilitate observation and teaching demonstration opportunities.

Involvement of external constituents in establishing goals, objectives, learning outcome and curriculum

As part of NCATE Accreditation and Alabama State Department of Education Annual Report Card information, the Department of Secondary Education, along with the College of Education, counsel with local school personnel (teachers and administrators) in the planning, teaching, and coordination of curriculum. Program coordinators, Department Chair and all faculty members work together with community members and local school personnel in this endeavor. In addition, faculty are constantly in contact with alumni and school districts in order to gain feedback in these areas.

Community College Articulation

The Department of Secondary Education has a strong working relationship with community colleges in the area in addition to the articulation agreement through the State of Alabama. The Dean of the College of Education, the Department Chair of

Secondary Education, program coordinators, and all faculty members within the Department strive diligently to work closely with the University of North Alabama Admissions Office personnel in these matters in order to meet the needs of transfer students. While difficult, it is felt that the Department of Secondary Education does an excellent job in assisting and indicating the specific courses in their curriculum which transfer into our curriculum.

Program productivity, including number of majors and degrees conferred

The latest data in the table below reflect program productivity, including number of majors and degrees conferred.

	2004-05	**2005-06**	**2006-07**	**2007-08**	**2008-09**	**Average**
Bachelor	50	74	73	80	36	62.6
Master	79	75	62	70	58	68.8

Program Evaluation

Describe briefly the means of assessing student learning outcomes, results or the assessment/s, and recent improvements based on the results of such assessment/s. Means of assessing outcomes may include but are not limited to standardized tests, capstone course/program examinations, analyses of theses, portfolios and recitals.

Students in the Department of Secondary Education are assessed regularly in the following areas and through the following means (results are evaluated each semester by faculty):

- Sequenced and progressive development of professional knowledge and skills;

  Evaluation: ED 382 - Dossier and interview

- Experience in diverse schools and with diverse students;

  Evaluation: Sample lesson plan for diverse students, teaching experience with diverse students, and observation requirements recorded on observation logs.

- Theory linked to practice in required written assignments;

  Evaluation: Candidate work samples

- Engaged extensive field experiences;

  Evaluation: Minimum of 204 observation/participation hours in public school classroom setting

- All students in the Department of Secondary Education are required to pass a comprehensive assessment from their respective major fields of study.

- All graduate and undergraduate students in the Department of Secondary Education are required to submit a comprehensive portfolio that meets minimum standards of satisfaction. Below please find a rubric detailing portfolio information and assessment.

Performance Assessment

Performance Rubric

	Target (2 pts)	Acceptable (1 pt)	Unacceptable
CF 1: Professionalisr Artifacts & Reflection AL-U NBPTS.5 NCATE.1.D	Reflection contains clear, consistent, and convincing evidence that the candidate has content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of his or her practice. Reflection contains description of artifacts; connections between artifacts, CF commitment, National Standards, National Content Area Standards, and state standards; and an explanation of impact on professional development and student learning.	Reflection contains clear, consistent, and convincing evidence that the candidate has content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of his or her practice. Reflection contains description of artifacts; connections between artifacts, CF commitment, National Standards, National Content Area Standards, and state standards.	Reflection contains incomplete or unclear evidence that the candidate has content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of his or her practice. Reflection fails to contain description of artifacts; and connections between and among artifacts, CF commitment, National Standards, and state standards.
CF 2: Assessment Artifacts & Reflection AL-U NBPTS.3 NCATE.1.B NCATE.1.E	Reflection contains clear, consistent, and convincing evidence that the candidate possesses knowledge and ability to use assessment strategies to guide teaching and learning and to strengthen instruction and increase professional growth. Reflection contains description of artifacts; connections between artifacts, CF commitment, National Standards, National Content Area Standards, and state standards; and an explanation of impact on professional development	Reflection contains clear, consistent, and convincing evidence that the candidate possesses knowledge and ability to use assessment strategies to guide teaching and learning and to strengthen instruction and increase professional growth. Reflection contains description of artifacts; connections between artifacts, CF commitment, National Standards, National Content Area Standards, and state standards.	Reflection contains incomplete or unclear evidence that the candidate possesses knowledge and ability to use assessment strategies to guide teaching and learning and to strengthen instruction and increase professional growth. Reflection fails to contain description of artifacts; and connections among artifacts, CF commitment, National Standards, National Content Area Standards and state standards.

and student learning.

CF 3: Collaboration Artifacts & Reflection (1, 2) AL-UNA-CF.3 NBPTS.5	Reflection contains clear, consistent, and convincing evidence that the candidate forms communities of learners with other teachers, parents and members of the community through collaboration, teamwork and research-based approaches. Reflection contains description of artifacts; connections among artifacts, CF commitment, National Standards, National Content Area Standards, and state standards; and an explanation of impact on professional development and student learning.	Reflection contains clear, consistent, and convincing evidence that the candidate forms communities of learners with other teachers, parents and members of the community through collaboration, teamwork and research-based approaches. Reflection contains description of artifacts; connections between and among artifacts, CF commitment, National Standards, National Content Area Standards, and state standards.	Reflection contains incomplete or unclear evidence that that the candidate participates in communities of learners through collaboration, teamwork and research-based approaches. Reflection fails to contain description of artifacts; and connections among artifacts, CF commitment, National Standards, National Content Area Standards and state standards.
CF 4: Technology Artifacts & Reflection (1, 2) AL-SDE.290.3.3.42 AL-SDE.290.3.3.42. AL-SDE.290.3.3.42. AL-SDE.290.3.3.42. AL-SDE.290.3.3.42. AL-SDE.290.3.3.42. AL-SDE.290.3.3.42. AL-SDE.290.3.3.42. AL-SDE.290.3.3.42. AL-SDE.290.3.3.42. AL-SDE.290.3.3.42. AL-SDE.290.3.3.42. AL-SDE.290.3.3.42. AL-SDE.290.3.3.42. AL-SDE.290.3.3.42. AL-SDE.290.3.3.42. AL-SDE.290.3.3.42. AL-SDE.290.3.3.42. AL-UNA-CF.4 NBPTS.2	Reflection contains clear, consistent, and convincing evidence that the candidate uses technology to support assessment, planning and instruction for promoting student learning. Reflection contains description of artifacts; connections between artifacts, CF commitment, National Standards, National Content Area Standards, state standards; and an explanation of impact on professional development and student learning.	Reflection contains clear, consistent, and convincing evidence that the candidate uses technology to support assessment, planning and instruction for promoting student learning. Reflection contains description of artifacts; connections between artifacts, CF commitment, National Standards, National Content Area Standards, state standards.	Reflection contains incomplete or unclear evidence that the candidate uses technology to support assessment, planning, and instruction for promoting student learning. Reflection fails to contain description of artifacts; connections among artifacts, CF commitment, National Standards, and National Content Area Standards and state standards.
CF 5: Diversity Artifacts & Reflection (1, 2) AL-UNA-CF.5 NBPTS.1 NCATE.1.C	Reflection contains clear, consistent, and convincing evidence that the candidate values and plans for diversity in curriculum development, instructional strategies and in the promotion of social consciousness. Reflection contains description of artifacts; connections among artifacts, CF commitment, National Standards, National Content Area Standards and state standards; and an explanation of impact on professional development and on student learning.	Reflection contains clear, consistent, and convincing evidence that the candidate values and plans for diversity in curriculum development, instructional strategies and in the promotion of social consciousness. Reflection contains description of artifacts; connections among artifacts, CF commitment, National Standards, National Content Area Standards and state standards.	Reflection contains incomplete or unclear evidence that the candidate values and plans for diversity in curriculum development, instructional strategies and in the promotion of social consciousness. Reflection fails to contain description of artifacts; connections among artifacts, CF commitment, National Standards, and National Content Area Standards and state standards.
CF 6: Reflection Artifacts & Reflection (1, 2) AL-UNA-CF.6 NBPTS.4	Reflection contains clear, consistent, and convincing evidence that the candidate knows and uses self awareness and reflection as decision-making tools for assuring student learning, professional	Reflection contains clear, consistent, and convincing evidence that the candidate knows and uses self awareness and reflection as decision-making tools for assuring student learning, professional	Reflection contains incomplete or unclear evidence that the candidate knows and uses self awareness and reflection as decision-making tools for assuring student learning, professional

performance and personal growth. Reflection contains description of artifacts; connections among artifacts, CF commitment, National Standards, National Content Area Standards and state standards; and an explanation of impact on professional development and student learning.

performance and personal growth. Reflection contains description of artifacts; connections among artifacts, CF commitment, National Standards, National Content Area Standards and state standards.

performance and personal growth. Reflection fails to contain description of artifacts; connections among artifacts, CF commitment, National Standards, National Content Area Standards and state standards.

Describe briefly the Department's continuous improvement plan utilized to assess and improve the program on an ongoing basis. Summarize improvements made as a result of the continuous improvement plan.

Because of the ever-changing nature of the education discipline and the ever-changing nature of technology, curriculum, and society, annual changes are necessary within the Department. Members of the Department search continuously for new ideas and methods of instruction in academic publications, professional conferences, through a variety of online resources, and through discussions within the Department and other professional educators. Faculty members from the Department of Secondary Education aim to continuously improve their courses and teaching methods as well as demonstrate a commitment to assessment. The faculty meet frequently as a Department and with students, alumni and educators throughout the region in order to focus curriculum to meet the needs of our population. Documentation of these meetings is kept in LiveText in order to meet standards set by NCATE and the Alabama State Department of Education. Exit surveys and student evaluations are also assessed continuously and changes made when necessary to improve the program.

Provide a brief analysis of the grade distribution patterns of courses and delineate an action plan for improvement where appropriate.

Please see tables in Appendix B for grade distributions of the past five years. The following courses (ED 292, ED 299, ED 331) have more D and F grades than is commonly found in the Department of Secondary Education. This is most likely due to the fact that the three aforementioned classes are introductory level courses and many

students in those courses are still determining whether or not they are candidates for teacher education.

11.   Program Recommendations

Identify Recommendations for improvement of the program:

<u>Recommendations for changes which are within the control of the program, including curricular changes, if appropriate</u>

Determine most sensible method of establishing ED 478 (Reading in the Content Areas) as a 3-credit course without raising the already full programs of study. Also, examine and determine the most sensible method of making ED 292 (Preprofessional Seminar and Laboratory Experience) as a 2-credit course. Both of the aforementioned courses are currently established at only 1 credit each.

<u>Recommendations for changes that require action at the Dean/Provost or higher levels</u>

• Full implementation of new Instructional Leadership Master of Arts Program

• Implementation of, and continued coordination, for the new collaborative Ed.D. Program with the University of Alabama

• Full implementation of TESOL Master of Arts Program

• Restructure the Ed.S. in Educational Administration to the new Ed.S. in Instructional Leadership according to Alabama State Department of Education Standard.

Appendix A

Appendix B

2004-05

	A	AU	B	C	D	F	I	IP	NC	S	U	W	WD	WF	WP	Total
ED292	157	0	37	7	1	10	0	0	0	0	0	15	0	0	3	230
ED295	13	0	0	0	0	0	0	0	0	0	0	1	0	0	0	14
ED299	169	0	141	63	11	6	0	0	0	0	0	23	0	0	6	419
ED299X	10	0	14	4	2	0	0	0	0	0	0	2	0	0	1	33
ED331	68	0	39	5	1	1	0	0	0	0	0	3	0	0	0	117
ED333	76	0	42	8	0	0	0	0	0	0	0	0	0	0	0	126
ED340	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8
ED380	18	0	5	1	0	0	0	0	0	0	0	0	0	0	0	24
ED382	43	0	27	8	3	2	0	0	0	0	0	6	0	0	1	90
ED383	58	0	9	0	1	1	0	0	0	0	0	0	0	0	1	70
ED401	22	0	26	14	0	1	0	0	0	0	0	0	0	0	0	63
ED402	14	0	0	0	0	0	0	0	0	0	0	1	0	0	0	15
ED478	54	0	16	0	0	1	0	0	0	0	0	1	0	0	0	72
ED481	49	0	25	0	0	0	0	0	0	0	0	7	0	0	2	83
ED482	69	0	4	0	0	0	0	0	0	0	0	0	0	0	0	73
ED484	50	0	4	0	0	0	0	0	0	0	0	0	0	0	0	54
ED578	11	0	1	0	0	0	0	0	0	0	0	1	0	0	0	13
ED581	8	0	2	0	0	0	0	0	0	0	0	1	0	0	0	11
ED582	4	0	0	2	0	0	0	0	0	0	0	0	0	0	0	6
ED601	118	0	27	0	0	0	0	0	0	0	0	8	0	0	0	153
ED603	68	0	9	2	0	0	0	0	0	0	0	2	0	0	0	81
ED605	94	0	5	0	0	2	0	0	0	0	0	1	0	0	0	102
ED634	29	0	3	0	0	0	0	0	0	0	0	0	0	0	0	32
ED643	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
ED644	49	0	7	0	0	0	0	0	0	0	0	2	0	0	0	58
ED655	106	0	8	0	0	0	0	0	0	0	0	4	0	0	0	118

	A	AU	B	C	D	F	I	IP	NC	S	U	W	WD	WF	WP	Total
ED690	36	0	1	0	0	0	0	0	0	0	0	0	0	0	0	37
ED691	46	0	6	0	0	0	0	0	0	0	0	3	0	0	0	55
ED692	51	0	2	0	0	0	0	0	0	0	0	2	0	0	0	55
ED693	26	0	2	0	0	0	0	0	0	0	0	0	0	0	0	28
ED694	43	0	2	0	0	2	0	0	0	0	0	1	0	0	0	48
EDL702	14	0	7	0	0	0	0	0	0	0	0	0	0	0	0	21
EDL703	22	0	3	0	0	0	0	0	0	0	0	0	0	0	0	25
EDL705	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	17
EDL706	33	0	0	0	0	0	0	0	0	0	0	0	0	0	0	33
EDL707	15	0	11	0	0	0	0	0	0	0	0	0	0	0	0	26
EDL708	20	0	1	0	0	0	0	0	0	0	0	0	0	0	0	21
EDL710	13	0	2	2	0	0	0	0	0	0	0	0	0	0	0	17
EDL711	9	0	5	1	0	0	0	0	0	0	0	0	0	0	0	15

2005-06

Subject	A	AU	B	C	D	F	I	IP	NC	S	U	W	WD	WP	Total
ED292	194	0	12	2	0	3	0	0	0	0	0	13	0	0	224
ED295	19	0	2	0	0	0	0	0	0	0	0	1	0	0	22
ED299	186	0	152	50	5	18	1	0	0	0	0	29	0	0	441
ED299X	8	0	16	1	1	0	0	0	0	0	0	3	0	0	29
ED331	37	0	50	14	4	6	0	0	0	0	0	11	0	0	122
ED333	115	0	27	2	0	1	0	0	0	0	0	10	0	0	155
ED340	15	0	7	0	0	0	0	0	0	0	0	4	0	0	26
ED380	5	0	1	0	0	0	0	0	0	0	0	0	0	0	6
ED382	72	0	16	9	1	3	0	0	0	0	0	8	0	0	109
ED383	77	0	19	4	0	0	0	0	0	0	0	3	0	0	103
ED401	28	0	31	14	0	0	0	0	0	0	0	5	0	0	78

Subject	A	AU	B	C	D	F	I	IP	NC	S	U	W	WD	WP	Total
ED478	62	0	18	0	0	1	0	0	0	0	0	5	0	0	86
ED481	67	0	13	1	1	0	0	0	0	0	0	10	0	0	92
ED482	75	0	4	0	0	0	0	0	0	0	0	0	0	0	79
ED484	25	0	7	0	0	0	0	0	0	0	0	0	0	0	32
ED578	20	0	6	0	0	0	0	0	0	0	0	1	1	0	28
ED581	13	0	0	0	0	0	0	0	0	0	0	2	0	0	15
ED582	12	0	0	0	0	0	0	0	0	0	0	0	0	0	12
ED601	101	0	28	1	0	0	0	0	0	0	0	9	0	0	139
ED603	78	0	7	0	0	1	0	0	0	0	0	1	0	0	87
ED605	74	0	8	0	0	0	0	0	0	0	0	2	0	0	84
ED634	30	0	0	0	0	0	0	0	0	0	0	3	0	0	33
ED644	43	0	2	1	0	1	0	0	0	0	0	0	0	0	47
ED655	76	0	2	0	0	0	0	0	0	0	0	3	0	0	81
ED690	46	0	6	0	0	0	0	0	0	0	0	1	1	0	54
ED691	28	0	2	0	0	0	0	0	0	0	0	0	0	0	30
ED692	31	0	1	0	0	0	0	0	0	0	0	1	0	0	33
ED693	51	0	1	1	0	0	0	0	0	0	0	2	0	0	55
ED694	40	0	1	0	0	0	1	0	0	0	0	4	0	0	46
EDL701	20	0	1	0	0	0	0	0	0	0	0	0	0	0	21
EDL703	22	0	4	0	0	0	0	0	0	0	0	0	0	0	26
EDL704	26	0	0	0	0	0	0	0	0	0	0	0	0	0	26
EDL706	18	0	0	0	0	0	0	0	0	0	0	0	0	0	18
EDL707	24	0	2	0	0	0	0	0	0	0	0	0	1	0	27
EDL709	30	0	1	0	0	0	0	0	0	0	0	0	0	0	31
EDL710	10	0	0	1	0	0	0	0	0	0	0	0	0	0	11
EDL711	13	0	4	0	0	0	0	0	0	0	0	0	0	0	17

2006-07

Subject	A	AU	B	C	D	F	I	IP	NC	S	U	W	WD	WP	Total
ED292	192	0	32	3	0	13	0	0	0	0	0	36	0	0	276
ED295	30	0	5	0	0	0	0	0	0	0	0	0	0	0	35
ED299	164	0	153	57	10	8	0	0	0	0	0	24	1	0	417
ED299H	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
ED331	29	0	49	34	2	4	0	0	0	0	0	24	0	0	142
ED333	114	0	45	2	0	1	0	0	0	0	0	5	0	0	167
ED340	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2
ED380	18	0	2	1	0	0	0	0	0	0	0	2	0	0	23
ED382	51	0	38	15	6	2	0	0	0	0	0	18	0	0	130
ED383	78	0	21	0	0	1	0	0	0	0	0	4	1	0	105
ED401	30	0	56	10	0	0	0	0	0	0	0	2	0	0	98
ED478	63	0	32	2	0	2	0	0	0	0	0	4	0	0	103
ED481	61	0	11	3	0	0	0	0	0	0	0	3	0	0	78
ED482	83	0	6	0	0	0	0	0	0	0	0	0	0	0	89
ED484	40	0	4	0	0	0	0	0	0	0	0	0	0	0	44
ED578	20	0	5	0	0	1	0	0	0	0	0	5	1	0	32
ED581	15	0	2	0	0	0	0	0	0	0	0	0	0	0	17
ED582	20	0	2	0	0	0	0	0	0	0	0	0	0	0	22
ED601	106	0	33	3	0	0	0	0	0	0	0	19	0	0	161
ED603	74	0	0	0	0	2	0	0	0	0	0	2	0	0	78
ED605	99	0	13	1	0	1	0	0	0	0	0	9	2	0	125
ED634	33	0	2	1	0	1	0	0	0	0	0	6	0	0	43
ED644	45	0	0	0	0	0	0	0	0	0	0	1	0	0	46
ED655	66	0	3	1	0	1	0	0	0	0	0	3	0	0	74
ED690	28	0	0	0	0	1	0	0	0	0	0	1	0	0	30
ED691	58	0	4	0	0	1	0	0	0	0	0	1	0	0	64

Subject	A	AU	B	C	D	F	I	IP	NC	S	U	W	WD	WP	Total
ED692	57	0	4	0	0	1	0	0	0	0	0	0	0	0	62
ED693	35	0	2	0	0	1	0	0	0	0	0	0	0	0	38
ED694	43	0	1	0	0	1	0	0	0	0	0	1	0	0	46
EDL701	20	0	1	0	0	0	0	0	0	0	0	0	0	0	21
EDL702	23	0	0	0	0	0	0	0	0	0	0	0	0	0	23
EDL704	14	0	0	0	0	0	0	0	0	0	0	1	0	0	15
EDL705	25	0	0	0	0	0	0	0	0	0	0	0	0	0	25
EDL708	19	0	1	0	0	0	0	0	0	0	0	0	0	0	20
EDL709	13	0	0	0	0	0	0	0	0	0	0	0	0	0	13
EDL710	17	0	0	0	0	0	0	0	0	0	0	0	0	0	17
EDL711	11	0	1	0	0	0	0	0	0	0	0	0	0	0	12

2007-08

Subject	A	AU	B	C	D	F	I	IP	NC	S	U	W	WD	WP	WR	Total
Subject	A	AU	B	C	D	F	I	IP	NC	S	U	W	WD	WP	WR	Total
ED292	157	0	21	5	1	18	1	0	0	0	0	43	0	0	0	246
ED295	16	0	3	0	0	0	0	0	0	0	0	0	0	0	0	19
ED299	157	2	187	79	21	19	1	0	0	0	0	24	6	0	0	496
ED331	46	0	36	8	2	10	0	0	0	0	0	23	0	0	0	125
ED333	107	0	50	9	0	3	0	0	0	0	0	10	0	0	0	179
ED340	9	0	2	0	0	0	0	0	0	0	0	0	0	0	0	11
ED380	6	0	0	0	0	1	0	0	0	0	0	1	0	0	0	8
ED382	52	0	33	6	1	3	0	0	0	0	0	13	0	0	0	108
ED383	71	0	17	0	0	2	0	0	0	0	0	7	0	0	0	97
ED401	33	0	54	19	0	3	0	0	0	0	0	12	0	0	0	121
ED478	38	0	29	0	0	1	0	0	0	0	0	14	0	0	0	82
ED481	67	0	22	6	0	4	0	0	0	0	0	16	0	0	0	115

Subject	A	AU	B	C	D	F	I	IP	NC	S	U	W	WD	WP	WR	Total
ED482	94	0	10	0	0	0	0	0	0	0	0	2	0	0	0	106
ED484	37	0	2	1	0	0	0	0	0	0	0	1	0	0	0	41
ED578	20	0	9	0	0	1	0	0	0	0	0	4	0	0	0	34
ED581	17	0	10	1	0	0	0	0	0	0	0	2	0	0	0	30
ED582	34	0	2	0	0	0	0	0	0	0	0	0	0	0	0	36
ED601	108	0	29	1	0	1	0	0	0	0	0	10	0	0	0	149
ED603	77	0	11	2	0	0	0	0	0	0	0	3	1	0	0	94
ED605	103	0	10	2	0	0	0	0	0	0	0	6	0	0	0	121
ED634	36	0	6	0	0	3	0	0	0	0	0	5	0	0	0	50
ED644	32	0	0	0	0	0	0	0	0	0	0	1	0	0	0	33
ED655	63	0	6	0	0	0	0	0	0	0	0	1	0	0	0	70
ED690	51	0	2	1	0	0	0	0	0	0	0	4	0	0	0	58
ED691	13	0	0	0	0	0	0	0	0	0	0	1	0	0	0	14
ED692	13	0	0	0	0	0	0	0	0	0	0	2	0	0	0	15
ED693	43	0	0	0	0	0	0	0	0	0	0	3	0	0	0	46
ED694	38	0	4	0	0	0	0	0	0	0	0	0	0	0	0	42
EDL702	18	0	6	0	0	0	0	0	0	0	0	2	0	0	0	26
EDL703	21	0	0	0	0	0	0	0	0	0	0	0	0	0	0	21
EDL705	21	0	1	0	0	0	0	0	0	0	0	0	0	0	0	22
EDL706	22	0	3	0	0	0	0	0	0	0	0	0	0	0	0	25
EDL707	18	0	3	0	0	0	0	0	0	0	0	0	0	0	0	21
EDL708	29	0	0	0	0	0	0	0	0	0	0	3	0	0	0	32
EDL710	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13
EDL711	12	0	1	0	0	0	0	0	0	0	0	0	0	0	0	13

2008-09

Subject	A	AU	B	C	D	F	I	IP	NC	NG	S	U	W	WD	WF	WP	WS	Total
ED292	145	0	28	5	0	28	11	0	0	0	0	0	52	0	0	12	0	281
ED299	151	0	190	120	31	19	4	0	0	0	0	0	15	0	2	6	0	538
ED331	47	0	36	16	3	3	3	0	0	0	0	0	7	0	0	3	0	118
ED333	36	0	33	0	0	5	0	0	0	0	0	0	4	0	1	1	0	80
ED333W	65	0	15	0	0	0	1	0	0	0	0	0	2	0	0	1	0	84
ED340	5	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6
ED380	5	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6
ED381	38	0	13	0	2	0	0	0	0	0	0	0	2	0	1	3	0	59
ED382	38	0	36	14	1	0	0	0	0	0	0	0	8	0	0	4	0	101
ED383	34	0	6	2	0	0	0	0	0	0	0	0	2	0	0	0	0	44
ED401	52	0	32	10	0	1	0	0	0	0	0	0	7	0	0	0	0	102
ED478	26	0	35	1	0	0	1	0	0	0	0	0	5	0	0	4	0	72
ED480W	43	0	4	2	0	0	0	0	0	0	0	0	0	0	0	0	0	49
ED481	40	0	5	1	0	3	0	0	0	0	0	0	4	0	0	1	0	54
ED482	81	0	7	2	0	0	0	0	0	0	0	0	0	0	0	0	0	90
ED484	49	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	54
ED578	15	0	9	1	0	0	1	0	0	0	0	0	1	0	0	1	0	28
ED581	15	0	11	0	1	1	0	0	0	0	0	0	5	0	0	4	0	37
ED582	25	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	28
ED584	4	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6
ED601	75	0	24	0	0	0	1	0	0	0	0	0	5	0	0	3	0	108
ED603	71	0	8	2	0	0	0	0	0	0	0	0	4	0	0	1	0	86
ED605	46	0	8	0	0	0	1	0	0	0	0	0	2	0	0	0	0	57
ED634	22	0	10	1	0	1	0	0	0	0	0	0	1	0	0	0	0	35
ED644	32	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	32
ED655	67	0	4	2	0	0	2	0	0	0	0	0	0	0	0	1	0	76

Subject	A	AU	B	C	D	F	I	IP	NC	NG	S	U	W	WD	WF	WP	WS	Total
ED690	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9
ED691	35	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	37
ED692	38	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	39
ED693	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	17
ED694	52	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	52
EDL701	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	18
EDL703	9	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13
EDL704	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	18
EDL706	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12
EDL707	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15
EDL709	26	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	27
EDL710	10	0	1	0	0	0	0	0	0	0	0	0	2	0	1	0	0	14
EDL711	17	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	19

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Subject	A	AU	B	C	D	F	I	IP	NC	NG	P	S	SP	U	W	WD	WF	WP	WS	Total
ED000	0	0	0	0	0	0	0	0	0	0	0	79	0	19	7	0	0	0	0	105
ED292	150	0	39	8	2	18	0	0	0	0	0	0	0	0	27	0	0	14	0	258
ED299	154	0	192	94	36	20	2	0	0	0	0	0	0	0	15	0	0	8	0	521
ED331	52	0	31	7	0	7	0	0	0	0	0	0	0	0	12	1	0	6	0	116
ED333W	100	0	44	2	0	1	2	0	0	0	0	0	0	0	2	2	0	2	0	155
ED340	5	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	6
ED380	5	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	7
ED381	52	0	30	8	1	10	0	0	0	0	0	0	0	0	21	0	0	5	0	127
ED382	70	0	42	9	0	1	0	0	0	0	0	0	0	0	8	0	0	1	0	131

Subject	A	AU	B	C	D	F	I	IP	NC	NG	P	S	SP	U	W	WD	WF	WP	WS	Total
ED401	48	0	38	6	1	0	2	0	0	0	0	0	0	0	4	0	0	0	0	99
ED478	30	0	45	1	0	2	0	0	0	0	0	0	0	0	3	0	0	0	0	81
ED480W	65	0	6	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	74
ED482	75	0	13	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	90
ED484	42	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	47
ED578	22	0	7	0	0	1	2	0	0	0	0	0	0	0	7	0	0	0	0	39
ED581	23	0	3	0	0	0	0	0	0	0	0	0	0	0	6	0	0	1	0	33
ED582	29	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	30
ED584	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
ED601	82	0	16	1	0	0	1	0	0	0	0	0	0	0	7	0	0	0	0	107
ED603	62	0	8	0	0	0	0	0	0	0	0	0	0	0	3	0	0	1	0	74
ED605	30	0	2	0	0	0	2	0	0	0	0	0	0	0	3	0	0	0	0	37
ED634	30	0	6	3	0	0	0	0	0	0	0	0	0	0	3	0	0	1	0	43
ED644	11	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	13
ED655	40	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	45
EDL701	11	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	12
EDL702	12	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13
EDL704	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	13
EDL705	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15
EDL708	9	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10
EDL709	8	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	9
EDL710	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9
EDL711	6	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	7