

2016 EPP Annual Report

CAEP ID:	11895	AACTE SID:	228
Institution:	Auburn University Montgomery		
Unit:	College of Education		

Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 In AIMS, the following information is current and accurate...

	Agree	Disagree
1.1.1 Contact person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2014-2015 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)

Total number of program completers 119

***2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.**

Yes, a program or programs leading to initial teacher certification is currently being offered.

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2014-2015 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP
No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited
No Change / Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited
No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements
No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status
No Change / Not Applicable

3.6 Change in state program approval
No Change / Not Applicable

Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

Candidate Performance Data; Survey Data; Title II Reports, etc.:
http://www.education.aum.edu/about/candidate_performance_data

Noel-Levitz; Graduation Survey Data; AUM Data:
<http://www.aum.edu/academics/institutional-effectiveness>

Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

1. The unit does not ensure consistent involvement of stakeholders in the evaluation of assessments.	(ITP)	(ADV)
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In the 2015 EPP Annual Report, AUM reported that the assessments had not been revised since the State regulations were in the process of being revised. On August 13, 2015, the Alabama State Board of Education voted to adopt the 2015 Educator Preparation Chapter of the Alabama Administrative Code. On March 10, 2016, the 2015 Educator Preparation Chapter of the Alabama Administrative Code was approved at the ALSBE meeting. In the new Administrative Code, the Alabama State Department of Education aligned many of the standards with those of CAEP and entered a partnership agreement with CAEP. A transition timeline has been established for AUM to move to the new State Department/CAEP standards for our next review in 2020. Until then, all assessments are currently being collected and the data reported to the appropriate stakeholders. All program areas have been asked to identify advisory committees specific to their program areas and other stakeholders to include in the revision of the assessment system. Our assessment system will be revised to meet the new standards and involvement in the evaluation of our assessments will include COE stakeholders. Furthermore, every five years AUM convenes a large group of K-12 teachers and administrators from school systems, as well as Arts and Science faculty members to participate in our continuous improvement planning. This meeting is scheduled to take place no later than February 2017.

Section 7. Accreditation Pathway

Continuous Improvement. *Summarize progress toward target level performance on the standard(s) selected.*

All areas of Standard III for advanced programs were selected to progress toward the target level. Progress on target goals is as follows:

Goal 1: Interaction with families and school community will increase for all candidates in the COE through community and service learning projects collaboratively planned and implemented by peers. College of Education candidates are working on Service Learning hours associated with their program area courses. For example, the 20 hour service learning project for Special Education candidates is completed in ESPE 4913: Practicum II. Special Education candidates design and implement a service learning project in their practicum placement. Completion and success of the project is evaluated and tracked by the professor of the course via the course assignment in LiveText. As we transition to the new CAEP and ALSDE standards, plans to add a Service Learning tab in candidate portfolios in Livetext has been discussed.

Goal 2: Design an accurate, simple, and easy-to-use system to track field experiences and clinical practice of candidates. In the 2015 EPP Annual Report, AUM reported that a system to track racial/ethnic/socio-economic diversity and the types of experiences for different programs across the COE had been established and allows effective data analysis of individuals and groups. This tracking system was created in Qualtrics and is still in use.

Goal 3: Field experiences in all programs will be designed to provide more modeling by clinical faculty members and more opportunities for candidates to learn through doing. Each area with field experiences (at least two courses per program area) continues to partner with P-12 institutions. These partnerships continue to allow AUM teacher candidates to go into schools with their instructors, teach lessons of their own design, and critique their classmates during the field experience. Teacher candidates continue to work with exemplary classroom teachers and clinical instructors in designing lessons, determining best methods of teaching, and managing the classroom.

Goal 4: Candidates will work collaboratively with other candidates and clinical faculty to critique and reflect on each other's practice and their effects on student learning with the goal of improving practice. The Goal 4 Committee has reviewed current program plans and made changes to accurately identify the courses that implement Goal 4. Thus, Goal 4 continues to be implemented in at least two courses per program of study.

Goal 5: The COE will develop stronger collaborative relationships with P-12 schools by participating in professional development and instructional programs with each other. Furthermore, the unit and school partners will integrate more resources to increase learning of candidates and P-12 students. As stated in the last EPP Annual Report, Goal 5 has been completed. The College of Education continues to develop collaborative relationships with P-12 schools.

Goal 6: Candidates in all advanced programs will participate in field experiences that require them to critique and synthesize education theory related to classroom practice based on their own applied research. As of Spring 2016, all advanced candidates take at least one course in their program area that provides a field experience incorporating education theory and applied research. All programs have maintained achievement of Goal 6.

Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2016 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.