

Title II

Higher Education Act

SUBMIT REPORTS

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Auburn U Montgomery
 Alternative, IHE-based Program
 2009-10

Print Report Card

Program Information

Name of Institution: Auburn U Montgom ery
Institution/Program Type: Alternative, IHE-based
Academic Year: 2009-10
State: Alabama

Address: P. O. Box 244023

Montgom ery, Al, 36024

Contact Name: Dr. Carolyn Corliss

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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant:

No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program (s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	No
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes

Unduplicated number of females enrolled in 2009-10:	90
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2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	3
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	0
Black or African American:	27
Native Hawaiian or Other Pacific Islander:	0
White:	81
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

Average number of clock hours required prior to student teaching	205
Average number of clock hours required for student teaching	525
Number of full-time equivalent faculty in supervised clinical experience during this academic year	13
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	14
Number of students in supervised clinical experience during this academic year	43

Please provide any additional information about or descriptions of the supervised clinical experiences:

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared
1	66
TOTAL	66

Subject area	Number prepared
Art	1
Biology Teacher	3
Early Childhood	24
Elementary	24
English/Language Arts	2

History Teacher	1
Mathematics	2
Special Education	9
TOTAL	66

Section I.e Program Completers

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

2009-10: 66

2008-09: 35

2007-08: 11

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2009-10</p> <p>Goal: 5 % Increase</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Notify students of the possible assistance of the TEACH Grant.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Improve the means of notifying students about the TEACH Grant by including a statement in written correspondence sent to applicants.</p>
Science	<p>Academic year: 2009-10</p> <p>Goal: 5 % Increase</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Notify students of the possible assistance of the TEACH Grant.</p>

	<p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Improve the means of notifying students about the TEACH Grant by including a statement in written correspondence sent to each applicant.</p>
Special education	<p>Academic year: 2009-10</p> <p>Goal: 5 % Increase</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Notify students of the possible assistance of the TEACH Grant.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Improve the means of notifying students about the TEACH Grant by including a statement in written correspondence sent to applicants.</p>
Instruction of limited English proficient students	<p>Academic year: 2009-10</p> <p>Goal: N/A</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>N/A</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>N/A</p>
Not Applicable	<p>Academic year: 2009-10</p> <p>Goal: N/A</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>N/A</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>N/A</p>

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local

ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	156
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6				84	163
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	168
ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5				87	156
ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				100	160
ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				100	167

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	35	35	100	100
All program completers, 2008-09	35	34	97	99

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

- **participate as a member of individualized education program teams**
Yes

- **teach students who are limited English proficient effectively**
Yes

Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All these assurances are integrated in courses and internship and assessed at the midpoint and program completion.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

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