

2017 EPP Annual Report

CAEP ID:	13388	AACTE SID:	5003
Institution:	William Carey University		
Unit:	School 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 2015-2016 ?

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 550

**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 2015-2016 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP

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.

WCU School of Education Dashboard:

<http://www.wmcarey.edu/wcu-school-education-dashboard>

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 6 cited as a result of the last NCATE review:

1. The faculty teaching load limits opportunities for scholarship and professional development.	(ITP)	(ADV)
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This has given the administration of the School of Education the foundation for new budgeting and reconfiguration of faculty loads with the university administration. This has opened up many opportunities for the development for scholarship potential and faculty professional development. These decisions would be ratified at the Board of Trustees level and the President's Office. Previously NCATE Standards required a maximum of 21 hours for faculty teaching load. We have met that standard since 2007. Lower class size has been an immediate concern in the past six months with the unit administration putting class size limits on each course. This has helped to reduce the overall teaching load by student. We have highly qualified adjuncts who are trained to assist faculty with any possible overload. In the past six months, the unit has hired 3 faculty members and 3 support staff.

Section 7. Accreditation Pathway

Selected Improvement. Summarize progress on the Selected Improvement plan for the standard(s) or component(s) selected.

Continuous Improvement Accreditation Pathway: Standard Three Field Experiences - Moving to Target

Standard 3 Continuous Improvement 1.12.17

The unit believes that data-based, continuous improvement that ensures best practices results from collaboration with all stakeholders. Creating changes based on data that have led to continuous improvement of candidate performance and program quality are:

1. The unit, led by the SOE, pursues an ongoing survey of the external environment to ensure that the unit remains alert and responsive new and/or revised national and state standards and other changes in the educational environment as they impact teacher education, candidate knowledge, skills, and dispositions, and performance in field and clinical experiences.

Results include program changes to align appropriate content with the new standards in the College and Career Readiness Curriculum (aligning fully with the CCRC Standards to which Mississippi has committed), to best prepare interns for the residency 1 and II internships. As a specific example of programmatic change due to Mississippi's commitment to focus on literacy WCU is aligning all literacy field work to the new International Literacy standards and revised its curriculum and internship requirements to align with reform efforts (new teacher/principal evaluation).

2. As an outcome of the 2015-2016 commitment to excellence SOE has increased the visibility of the teacher education council and work with local and regional schools, and districts to reveal a more involved platform of collaboration among all stakeholders. This collaboration across all partnerships has driven SOE to develop an agenda for increased teacher candidate performance for internships.

3. SOE is in the process of unit conducting a examination of all learning sites to review demographic data and, as needed, opt out of sites or add sites to ensure diverse and inclusive clinical/field placements. All sites considered for field and/or clinical experiences must include students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socio-economic groups.

4. SOE is instituting a periodic teacher candidate performance survey as another tool for feedback from principals, site coordinators, and mentor teachers.

5. In response to changes in various national and state standards unit programs are revising course syllabi to address the revised performance standards and provide additional diversity and technology focus in all programs. These changes ensured that programs prepared teacher candidates with the knowledge, skills, and dispositions necessary to help all students learn, and succeed in their field and clinical experiences.

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 2017 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.