

1.1. Update Contact Information in AIMS 2.0:

1.1.1. I confirm that the EPP has listed the correct contact information for both individuals designated as "EPP Primary" and "EPP Secondary" under the Role section for the EPP.

To update these users, please click on the "Users" tab at the top of the current page or via the left sidebar, then click the pencil shaped icon to edit that user. Please be sure to update the individuals with the correct contact information and to ensure one individual, usually the EPP Primary role, is selected as the **User Access Manager**.

The individuals identified should be authorized by the EPP to receive time-sensitive CAEP accreditation related communications.

- ☒ Agree
- ☐ Disagree

1.2. Update EPP Information in AIMS 2.0:

Organization Name

McNeese State Universit

EPP Name

Burton College of Educat

Carnegie Classification

Master's Colleges & I ▾

Control of Organization

Public ▾

Population Served

Not Applicable ▾

Degree of Urbanization

Urban ▾

Language of Instruction

English ▾

Religious Affiliations

Undenominational ▾

Organizational Accreditation

Southern Association of Cc ▼

Degree Granting

☒ Yes

☐ No

Address

4205 Ryan Street

Address 2

City

Lake Charles

State

Louisiana ▼

Zip

70605

Country

United States ▼

Phone

337-475-5432

Website

<https://www.mcneese.edu> open in new window

1.2.1. I confirm that the above information displayed from the EPP Details tab (including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation) is up-to-date and accurately reflected in AIMS 2.0. Additionally, I confirm that the EPP Locations tab accurately reflects the EPP's main campus, as well as any associated branch campuses or auxiliary locations.

The questions appearing above need to be updated and verified. The rest of the questions noted on your EPP Details tab are read only.

EPP Locations must be updated on the EPP Locations tab, accessible at the top of this page and via the left sidebar on the "My Locations" page. Your **Main Campus**, which should be reflected in the address information above, needs to be added and saved in your EPP Locations tab.

Any additional campuses also offering your EPP's programs should each be listed in the EPP Locations tab as an **Auxiliary Location**.

- ☒ Agree
☐ Disagree

1.2.2. I confirm that EPP s licensure area listings [including program name, degree level, licensure level, licensure (program) category, and selected program review option for your CAEP Review] are up-to-date and accurately reflected in AIMS 2.0 for all licensure areas that fall within CAEP s scope of accreditation.

The listing of programs can be found on the EPP Programs tab, or via the My Programs page on the left sidebar. Please click into each program to ensure all program information is both filled out and accurate.

- ☒ Agree
☐ Disagree

AR Reviewer Question 1.1 Did the EPP provide updated contacts with at least one EPP Primary and one EPP Secondary Contact?

- ☒ Yes
☐ No

AR Reviewer Question 1.2 Did the EPP provide updated EPP Details information including noting all EPP Locations?

- ☒ Yes
☐ No

AR Reviewer Question 1.3 Did the EPP provide updated information for all programs under the EPP Programs section?

- ☒ Yes
☐ No

2.1. Total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2022-2023. Enter a numeric value for each textbox below. Note that some fields will be automatically calculated or prepopulated with last year's data.

2.1.1 What is the number of graduates in programs leading to initial teacher certification or licensure?

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

44

Previous Year Number of initial-licensure level Graduates:

66

2.1.2 What is the number of graduates in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools? Please do not include those completers counted above.

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

3

Previous Year Number of advanced level Graduates:

5

Total number of program graduates

47.00

Previous Year Total Number of Graduates:

71

Change from last year:

Display calculation Difference between last year and this year

24.00

AR Reviewer Question 2. Comparing the EPP's reported completer numbers from this year to last year, has the EPP changed fee brackets with CAEP? [No EPP action is required, unless the EPP finds the reported numbers to be in error.]

Fee Brackets based on completer numbers:

1. 0-50
2. 51-150
3. 151-300
4. 301-500
5. 501-1000
6. 1000+
7. International

☒ Yes

☐ No

Please report on any of the following substantive changes that may have occurred at your Educator Preparation Provider (EPP) or institution/organization since the submission of the prior year's Annual Accreditation Report.

3.1. Has there been any change in the EPP's legal status, form of control, or ownership?

- ☐ Change
- ☒ No Change/Not Applicable

3.2. Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

- ☐ Change
- ☒ No Change / Not Applicable

3.3. Since the last reporting cycle, has the EPP seen a change in state program approval?

- ☐ Change
- ☒ No Change / Not Applicable

3.4. What is the institution's current regional accreditation status?

3.4.1. Institutional Accreditation Agency:

Southern Association of Cc ▼

3.4.2. Institutional Accreditation Status:

Accredited/Accreditation Re ▼

3.4.3. Does this represent a change in status from the prior year?

- ☐ Change
- ☒ No Change / Not Applicable

3.5. Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per CAEP's Accreditation Policy?

Please see Policy V.4.01 of the [CAEP Accreditation Policies and Procedures](#) document for CAEP's definition of substantive changes.

- ☐ Change
- ☒ No Change / Not Applicable

AR Reviewer Question 3. Please provide feedback on the EPP's substantive changes, if any. Type "None" if no substantive changes were identified.

None

Please update the EPP's public-facing website to include:

4.1) the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP (NCATE/TEAC) reviewed programs, and

4.2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2022-2023

4.1. EPP's current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs

In the box below, please provide a direct URL link to the EPP's website where information on its current CAEP accreditation status and a list of CAEP-reviewed programs can be found.

<https://www.mcneese.edu> open in new window

4.2. CAEP Accountability Measures [2022-2023 Academic Year]

Please provide a direct URL link to the EPP's website where the CAEP Accountability Measures data display is made available to the public. The EPP's data display must include data relevant to the Four Measures listed below.

Measure 1 (Initial): Completer effectiveness. (R4.1)

Data must address: (a) completer impact in contributing to P-12 student-learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions.

Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2, R5.3, RA4.1)

Data provided should be collected on employers' satisfaction with program completers.

Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)

Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)

Measure 4 (Initial and Advanced): Ability of completers to be hired (in positions for which they have prepared).

Data provided may come from various sources, including state or EPP collected data related to completers' employment in teaching positions for which they were prepared.

4.2.1. URL Link for EPP's Data Display of CAEP Accountability Measures - Initial-Licensure Level

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your initial-licensure level programs.

<https://www.mcneese.edu/initial-licensure>

4.2.2. URL Link for EPP's Data Display of CAEP Accountability Measures - Advanced Level

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your advanced level programs. If it is the same as the initial-licensure level link, repeat the link here.

If the same as the initial-licensure level link, please provide the link in this box again.

If your EPP does not have advanced level programs, then please leave this box blank.

<https://www.mcneese.edu/initial-licensure>

AR Reviewer Question 4.1. Did the EPP provide a weblink that displays its current accreditation status and an accurate list of programs included during the most recent CAEP (NCATE/TEAC) accreditation review?

- ☒ Yes
☐ No

AR Reviewer Question 4.2. Did the EPP provide a direct weblink to its website where the EPP's display of data for the CAEP Accountability Measures is available to the public?

- ☒ Yes
☐ No

AR Reviewer Question 4.3. Are the CAEP Accountability Measures clearly identified and tagged? (Includes header identifying the CAEP Accountability Measures and sub-headings/tags to each of the four measures as defined by CAEP)

- ☒ Yes
☐ No

AR Reviewer Question 4.4. Do the data, tagged to each of the four CAEP Accountability Measures, appear to be collected using appropriate data collection instruments/procedures for the relevant CAEP Component?

- ☒ Yes
☐ No

AR Reviewer Question 4.5. Does the data for the CAEP Accountability Measures reflect data collected in the 2022-2023 Academic Year? (*If data are currently unavailable, does the EPP provide a placeholder statement that details why data are unavailable, and an expected timeline for when updated data will be shared?)

- ☒ Yes
☐ No

AR Reviewer Question 4.6. Has the EPP shared and explained the relevance of each of its data measures in a way that can be easily understood by the public?

- ☒ Yes
☐ No

AR Reviewer Question 4.7. Has data been disaggregated and shared at the program level? Did the EPP separate its Initial Level Program data and Advanced Level Program data for the CAEP Accountability Measures? [*Relevant to EPPs that receive/will receive CAEP accreditation at both the initial and advanced level.]

- ☒ Yes
☐ No

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report. The EPP will continue to report its action and progress on addressing its AFI(s) and/or stipulations until the EPP's next CAEP Accreditation Site Review.

To write your summary, please click on the pencil icon next to each AFI/stipulation to edit the AFI/stipulation. Once there, please provide narrative in the "2024 Annual Accreditation Report Summary/Narrative and Supporting Documents" box at the bottom of the page.

If you do not have any AFIs or stipulations listed, please mark this section complete.

AR Reviewer Question 5. Has the EPP summarized its activities and the outcomes of those activities as they relate to correcting the area cited in the last Accreditation Action/Decision Report? [As a reminder: The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP's next CAEP Accreditation Site Review.]

- ☒ Yes
☐ No

AFI/STIPULATION

<div></div>				
Component	Type	Status	Rationale	save_all
1.1 Candidate Knowledge, Skills, and Professional Dispositions	AFI	Open	Interviews with faculty and school partners provided evidence that candidates did not demonstrate the knowledge and skills to provide culturally responsive teaching.	<div>Edit</div>
2.2 Clinical Educators	AFI	Open	The EPP did not provide a sufficient plan illustrating how instruments will be developed and how school and EPP-based clinical faculty are evaluated to improve programs and candidate performance.	<div>Edit</div>

2.3 Clinical Experiences	AFI	Open	Data on the demographics of schools used for placement were presented; however, it is unclear how placements are tracked by the candidate to ensure appropriate placements to allow the development of knowledge, skills, and dispositions to be successful in diverse settings.	Edit
3.1 Plan for Recruitment of Diverse Candidates who Meet Employment Needs	AFI	Open	The Recruitment Plan lacks goals that are targeted and specific strategies for implementation.	Edit
3.3 Additional Selectivity Factors	AFI	Open	While the new system for assessing dispositions is producing better data for candidates of concern, there is not a systematic process to ensure that candidates and faculty understand the processes for referral and remediation as a result of these measures.	Edit
4.3 Satisfaction of Employers	AFI	Open	The Employer and Completer Surveys have been administered sporadically; however, there is insufficient evidence that a plan exists to gather data on a systematic basis.	Edit
5.5 Continuous Improvement	AFI	Open	Evidence was provided that verifies that the EPP shares data with the stakeholders; however, insufficient evidence was provided on how stakeholders are involved in systematically examining programs and clinical experiences to determine if changes	



are warranted.

Edit

Items per page:

10 ▾

0 of 0

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6.1. Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year.

This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, progress with any Transition Plans (initial-licensure level) and/or Phase-in Plans (advanced level), and studying the results of those changes.

The EPP's first National Council on Teacher Quality Elementary Mathematics score which is based upon the quantity of instructional time dedicated to the content and pedagogical knowledge specified in commonly accepted mathematics education standards was a B. During the 2022-2023 academic year, our faculty math expert reviewed the four-course progression for math coursework in conjunction with the National Council on Teacher Quality Elementary Mathematics requirements. We reviewed the chosen course text and resources, syllabi requirements, and course calendars to determine the current measurement of instructional time is given to the mathematical content. Two of the math content courses in our four-course sequence are held within the Department of Mathematical Sciences. We do not have control over their programming. Suggestions were made to better align content to candidate needs. We will work with the Office of Institutional Research and Effectiveness to CIP Code the math courses for education faculty to be able to teach the courses in order to better align coursework to candidate content need.

The EPP also wanted to incorporate up-to-date technology into candidate training including coding and robotics. During the 2022-2023 academic year, science methods coursework and educational technology foundations courses incorporated Sphero Bolt/Ozobots. Major assessments required in each methods course include lesson planning, field experience evaluations, and the teaching cycle. Every lesson practiced and taught in the field must include technology aligned to ISTE Educators and Student Standards. The EPP has clarified the rubric descriptors to encourage candidates to strive for inclusion of interactive technologies for students that they are learning about in their coursework.

As the EPP is beginning to offer coursework in the newly redesigned Curriculum and Instruction programs, revisions are being made to rubrics, course sequencing and other implementation concerns. The EPP will continue to solicit feedback from candidates, completers, faculty, and P-12 administrators as we strive to continuously improve our programs.

AR Reviewer Question 6. Has the EPP shared its continuous improvement initiatives, AND (if applicable) provided CAEP with an update regarding the EPP's progress on its advanced level phase-in plans and/or initial level transition plans?

- ☒ Yes
☐ No

7.1. [OPTIONAL] Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

Not all enrollment data was available at the time of completion of the submission of the annual report. Can the enrollment and completer numbers be edited in the future once verified?

7.2. Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2024 EPP Annual Report, and that the details provided in this report and linked webpages are up-to-date and accurate at the time of submission.

☒ I am authorized to complete this report.

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing 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.

See [CAEP Accreditation Policies and Procedures](#).

☒ Acknowledge

Semester of EPP's next CAEP Site Review

Next Visit Date [Semester] - Initial-Licensure Level

Fall ▼

Next Visit Date [Year] - Initial-Licensure Level

2024 ▼

Next Visit Date [Semester] - Advanced Level

Fall ▼

Next Visit Date [Year] - Advanced Level

2024 ▼

AR Reviewer Question 7.1. If the EPP asked any questions, please respond to the questions below.

Please know that noting the enrollment and completer numbers on the program profiles is not a requirement for annual reporting purposes. It is mostly to help EPPs maintain a record for themselves. You may update the information when you have access to it in the future. Thank you.

AR Reviewer Question 7.2. The EPP report preparer indicated that they were authorized by the EPP to complete the 2024 EPP Annual Report and that the details provided in this report and linked webpages were up to date and accurate at the time of submission.

☒ Yes

☐ No