



Curriculum and Instruction [CUIN]

Cycles included in this report:

Jun 1, 2024 to May 31, 2025

Program Name: Curriculum and Instruction [CUIN]

Reporting Cycle: Jun 1, 2024 to May 31, 2025

1 Is this program offered via Distance Learning?

100% Distance only

2 Is this program offered at an off-site location?

No

2.1 If yes to previous, provide addresses for each location where 50% or more of program credits may be earned.

3 Example of Program Improvement

2023-2024:

- Course progression alterations: Alterations to course progressions include redesigning course sequences with Concentration content learning in year 1 and core coursework including research and Mentor Teacher Training in year 2.
- Major assessment realignment: We reworked our major assessments for a better scaffolding of learning with the course progression. Re-evaluation of three-course research sequence.
- Clinical practice alignment: A review of embedded clinical practice revealed the need to support purposeful clinical practice assignments. Our major assessments now align with clinical practice requirements and national accreditation standards.
- Intentional stakeholder feedback: Feedback within year 1 and 2 learning from candidates and Site Mentors is now included through surveys and align to graduate and candidate surveys for triangulation of data.

2024-2025:

Shared governance meetings were held separately in Fall 2024 and Spring 2025 with Year 1 and Year 2 candidates and Site Mentors.

Using feedback from the Spring 2025 meetings, the MED handbook for candidates and Site Mentors for 2025-2026 will include:

- Candidates will bring in their own self-reflection for growth action plan if Site Mentor does not identify any areas of refinement so there is a collective goal to work on.
- Site Mentors agreed to some type of check in every two weeks but not a formalized 'sit down for an hour'.

4 Program Highlights from the Reporting Year

2023-2024:

Data trends for the MEd program show growth over the last several years for Term 1 enrollment. Fall 2020 at two candidates, Fall 2021 and 2022 at three candidates, Fall 2023 at eight candidates.

2024-2025:

The Department of Education Professions has annual data covering Fall 2020-F2024 for all graduate programming. The 5-year recruitment average for graduate programs is +42%. Total graduates from the Fall 2020 cohort since redesign is 16.

5 Program Mission

The vision of the Burton College of Education is to be committed to developing graduates fully prepared for their careers and who positively influence the communities in which they serve by supporting the success, health, and well-being of all. The mission of the Burton College of Education is to create exemplary educational experiences that empower our students, invest in our communities, and impact the world. Data-dialogues, critical conversations, examination for alignment of content to real-world application, and strength in partnerships support the Master of Education programs continuous reform to achieve the goals set forth by the vision and mission.

6 Institutional Mission Reference

While McNeese State University is primarily a teaching institution of the undergraduate students, the Master of Education in Curriculum and Instruction does serve the regional K-12 educational employers and educational communities in the region.

7 Assessment and Benchmark EDUC 670 Research II: Applied Educational Research

Benchmark: In EDUC 670 Research II Applied Educational Research, 80% of students who complete the course will earn an average rubric score of at least 3.0 (Effective: Proficient) on the revised assessment aligned with CAEP RA.1.1 and RA.1.2 standards.

7.1 Data

Spring 2024 Completers:

	Chapter 1: CAEP RA 1.1 #1	Chapter 2: CAEP RA 1.1 #2	Chapter 3: CAEP RA 1.1 #2
# of candidates	2	2	2
Mean	4.0	4.0	4.0
Range	4.0	4.0	4.0
% met benchmark	100%	100%	100%

Spring 2025 Completers:

	Chapter 1: CAEP RA 1.1 #1	Chapter 2: CAEP RA 1.1 #2	Chapter 3: CAEP RA 1.1 #2
# of candidates	6	6	6
Mean	3.17	3.17	3.17
Range	3.00-4.00	3.00-4.00	3.00-4.00
% met benchmark	100%	100%	100%

7.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

Spring 2024 data indicates that all completers, n=2, had mean scores that exceeded benchmark, 3.0, scoring Highly Effective, 4.0, within their given specialized content standards.

- Academically Gifted with a mean of 4.0 on NAGC-CEC Standard 6
- Special Education M/M Grades 1-5 with a mean of 4.0 on CEC Standard 1.

Continuous improvement:

MEd research faculty and program coordinator will examine Fall 2023 and Fall 2024 EDUC 670 products and rubric scoring for interrater reliability.

2024-2025:

Spring 2025 data indicates that all completers, n=6, had mean scores that met benchmark, 3.0, for CAEP RA1.1 #1 and CAEP RA1.1 #2.

The mean scores earned for 2025 completers was above benchmark at 3.17 but below the previous cohort of completer's (spring 2024) with a mean score of 4.0

Continuous improvement:

New university IRB procedures are being implemented in fall 2025. Alterations to the Research I (EDUC 601) AND Research II (EDUC 670) content and progression will occur during the 2025-2026 academic year.

8 Assessment and Benchmark EDUC 699 Research III: Seminar in Educational Research

Benchmark: In EDUC 699 Research III Seminar in Educational Research, 80% of students who complete the course will earn an average rubric score of at least 3.0 (Effective: Proficient) on the revised assessment aligned with CAEP RA.1.1 and RA.1.2 standards.

Files:

EDUC 699 Final Research Paper Chapters 1-5 and Comprehensive Final Presentation RA.1.1; RA.1.2

8.1 Data

Spring 2024 Completers:

	CAEP RA 1.1 #1	CAEP RA 1.1 #2
# of candidates	4	6
Mean	3.75	3.50
Range	3.00-4.00	3.00-4.00
% met benchmark	100%	100%

Spring 2025 Completers:

	CAEP RA 1.1 #1	CAEP RA 1.1 #2	CAEP RA1.2
# of candidates	6	6	6
Mean	3.25	3.17	3.20
Range	2.00-4.00	2.00-4.00	2.00-4.00
% met benchmark	92%	83%	87%

8.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

The Spring 2024 completers cycle of data for RA.1.1 within EDUC 699 includes one completer (n=1) with 1 year of experience at entrance into the program and one completer (n=1) with 5 years of experience at entrance into the program.

The Spring 2024 cycle of data indicates that all completers (n=2) scored at or above benchmark, 3.0, on RA.1.1 #1 Applications of Data Literacy with a mean score of 3.75 and RA.1.1 #2 Use of research and understanding of research methodologies with a mean score of 3.5.

For both RA.1.1 professional skills measured, the completer (n=1) with 5 years of experience at entrance into program outscored the completer (n=1) with 1 years of experience at entrance into program by an overall mean score of 3.80 to 3.40.

- RA.1.1 #1 Applications of Data Literacy with a mean score of 4.0 to 3.5, respectively
- RA.1.1 #2 Use of research and understanding of research methodologies with a mean score of 3.67 to 3.40, respectively

Continuous improvement:

MEd research faculty and program coordinator will examine Spring 2024 and Spring 2025 EDUC 699 products and rubric scoring for interrater reliability.

2024-2025:

The Spring 2025 cycle of data indicates that all completers (n=6) had an overall mean score at or above benchmark, 3.0, on RA.1.1 #1 Applications of Data Literacy with a mean score of 3.25 and RA.1.1 #2 Use of research and understanding of research methodologies with a mean score of 3.17.

One (1) student scored below proficiency on the initial submission where the data is collected and had to complete a remediation session with the instructor before resubmitting.

Continuous improvement:

Academic writing sessions will be included within the EDUC 603 portal course during Term 1 of the program.

New university IRB procedures are being implemented in fall 2025. Alterations to the Research I (EDUC 601) AND Research II (EDUC 670) content and progression will occur during the 2025-2026 academic year. This realignment will allow for more time to gather data and write chapter 5 in Research III (EDUC 699, term 5).

9 Assessment and Benchmark Enrollment and Completers

Benchmark 1: Increase MEd program enrollment cohort to 10 for Fall 2025.

Benchmark 2: 80% of MEd enrollment cohort will matriculate to completion.

9.1 Data

Cohort	# in Cohort	# of Retained Students	% of Retained Students
Fall 2020	6	5	83%
Fall 2021	3	3	100%
Fall 2022	2	2	100%
Fall 2023	7	6	86%
Fall 2024	5	—	—
Average			92.25%

9.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

Entrance cohort data:

75% increase in entrance cohorts from Fall 2020 (n=2) to Fall 2023 (n=7). We have not yet met our 10 students in the entrance cohort benchmark.

Completion cohort data:

Decrease in matriculation of candidates from Spring 2022 to Spring 2024. One candidate Fall 2022 cohort did not matriculate through to completion in Spring 2024 because of a program withdrawal due to a family medical emergency.

Continuous improvement:

Entrance cohort: Continue recruitment efforts both on and off campus each academic year during fall, spring, and summer.

Created additional questions for EDUC 603 information survey to determine which recruitment efforts have the most impact. Will be implemented each fall beginning Fall 2024.

Completion cohort:

College implemented a Student Concern survey to be completed by all faculty and VLs at 14th day, midterm, and end of semester. Concerns include quality of work, attendance, completion of work, mental/physical health, etc. Faculty meet at midterm to determine ranges of support for each student submitted and then a support plan is created.

2024-2025:

The program did meet benchmark 2 with a retention rate higher than 80%. Cohort numbers for 2025 as of June 30, 2025 are at 5.

Additional survey item added to EDUC 603 portal packet indicates that 100% of Fall 2024 cohort members were undergraduate students in the EDUC program. 80% of the cohort completed the question, where did you hear about the MED program. Conference at 1; website at 1; faculty member at 3, family member at 1.

Continuous improvement:

The MED program is fully online. The dean sent out an email to every public, private, and charter school in the state of Louisiana with information about our MED program.

The University website has a 'for more information' button that was linked to Enrollment Management and prewritten emails. Beginning May 2025, the Department of Education Professions has an assigned email that now the Enrollment Management links inquiry submissions to so that we can give a more personalized response to inquiries.

10 Assessment and Benchmark EDUC 601: Research I Literature Review Paper

Assessment: EDUC 601 - Research I Literature Review Paper.

Benchmark: Students will earn a minimum score of 3 (Effective: Proficient) on the rubric with a scale of 1 (Ineffective) to 4 (Highly Effective).

10.1 Data

Spring 2024 Completers:

	CAEP RA 1.1 #2
# of Candidates	7
Mean	3.72
Range	2.00-4.00
% met benchmark	94%

Spring 2025 Completers:

	CAEP RA 1.1 #2
# of Candidates	6
Mean	3.50
Range	2.00-4.00
% met benchmark	88%

10.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

Data analysis RA.1.1

- The number value is 7 because completers were either given transfer credit or completed the course prior to the 2020 program redesign.
- Three cycles of M.Ed. data for EDUC 601 RA.1.1 indicate that 100% of completers scored at or above benchmark (3.0) for RA.1.1 generic skill #2, use of research and understanding of research methods, in Spring 2022 (n=3), mean of 4.0, and Spring 2023 (n=2) mean of 3.5.
- Data reported for Spring 2024 completers, $n=2$, indicate that 50% of completers ($n=1$) scored below benchmark (3.0) for RA.1.1 generic skill #2, use of research and understanding of research methods. Overall mean score earned, 3.0, for RA.1.1 generic skills #2 for Spring 2024 completers did meet benchmark, 3.0.

Data analysis RA.1.2

- Three cycles of M.Ed. data for EDUC 601 RA.1.2 show that 100% of completers in Academically Gifted, $n=2$, Content Literacy in K-12 Education, $n=2$, and Transformational Teaching and Learning, $n=2$, and Special Education M/M grades 1-5, $n=1$, scored at benchmark or above, 3.0, for mean scores on the Literature Review, chapters 1-2, specialized content standards:
 1. Academically Gifted: NACG-CEC Standard 6 with a mean of 4.0
 2. Content Literacy in K-12 Education: ILA Standard 1 with a mean score 4.0
 3. Transformational Teaching and Learning: ISTE Standard 3.5 with a mean score of 3.5
 4. Special Education M/M grades 1-5: CEC standard 6 with mean of 3.0

Continuous improvement:

Site Mentors in Summer 2025 will help candidates to determine action research topics applicable to their placement sites and aligned to their chosen concentration area.

Research faculty will meet to more intentionally align Research I work to Research II for literature review.

2024-2025:

Data analysis RA.1.1

- Data reported for Spring 2025 completers, $n=6$, indicate that 12% of completers ($n=1$) scored below benchmark (3.0) for RA.1.1 generic skill #2, use of research and understanding of research methods. Overall mean score earned, 3.5, for RA.1.1 generic skills #2 for Spring 2025 completers did meet benchmark, 3.0.

Continuous Improvement

New University IRB procedures are being implemented in Fall 2025. Alterations to the Research I (EDUC 601) AND Research II (EDUC 670) content and progression will occur during the 2025-2026 academic year.

Files:

EDUC 601 Literature Review Research Paper CAEP RA.1.1; RA.1.2

11 Assessment and Benchmark EDUC 608 Case Study #3

Assessment: EDUC 608, Policy, Law, and Ethics P-12 Education: Candidates study, analyze, synthesize, and evaluate litigation trends, policy development, diversity, and ethical issues relative to P-12 education in America.

Benchmark: 100% of candidates will earn a minimum score of 87% on EDUC 608, Case Study #3 Diversity Issues, Differentiation, and Public Policy.

11.1 Data

Spring 2024 Completers:

	CAEP RA 1.1 #2	CAEP RA 1.1 #6
# of Candidates	18	36
Mean	3.67	3.67
Range	3.00-4.00	2.00-4.00
% met benchmark	100%	97%

Spring 2025 Completers:

	CAEP RA 1.1 #2	CAEP RA 1.1 #4	CAEP RA 1.1 #6	CAEP RA1.2
# of elements scored	4	4	12	12
Mean	3.00	2.75	3.00	2.92
Range	3.00	2.00-3.00	3.00	2.00-3.00
% met benchmark	100%	75%	100%	92%

11.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

- Number (n) value is 6 because completers were either given transfer credit or completed the course prior to the 2020 program redesign.
- Three cycles of M.Ed. data for EDUC 608 RA.1.1 indicate that 100% of completers (n=6) scored at or above benchmark (3.0) for RA.1.1 generic skill #2 Use of research and understanding of research methods. Mean score is 3.67/4.0.
- Three cycles of M.Ed. data for EDUC 608 RA.1.1 indicate that 97% of completers (n=6) scored at or above benchmark (3.0) for RA.1.1 generic skill #6 Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization. Mean score is 3.67/4.0.
- When combining the three cycles of M.Ed. data for RA.1.1 generic skills #2 and #6, data indicate that 98% of completers (n=6) scored at or above benchmark (3.0) for RA.1.1 generic skills #2, use of research and understanding of qualitative, quantitative, and/or mixed methods research methodologies, and #6, application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization, with a mean score of 3.67.
- Three cycles of M.Ed. data for EDUC 608 RA.1.1 indicate that 100% of completers in Academically Gifted, n=3, and Special Education M/M grades 1-5, n=1, scored at or above benchmark (3.0) for RA.1.1 generic skill #2 Use of research and understanding of research methods. Mean scores over the three cycles were 3.78/4.0 and 3.67/4.0, respectively.
- Three cycles of M.Ed. data for EDUC 608 RA.1.1 indicate that 50%, n=1, of completers in Content Literacy in K-12 Education scored at a 2.0/4.0, below benchmark, on RA.1.1 generic skill #6, application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

Continuous improvement:

Program revision Summer/Fall 2023. New assessment will be given in Spring 2025.

2024-2025:

Four candidates completed the assessment. Transformational Teaching and Learning program is not require to complete this course in their progression.

100% of candidates, n=4, scored at benchmark, 3.0, for CAEP RA.1.1 #2 and CAEP RA.1.1 #6

One candidate, 25%, did not score at benchmark, 3.0, for one element of the RA.1.1 #4 category. The same candidate, 8.2%, did not score at benchmark, 3.0, for one of the row elements of CAEP RA.1.2

Continuous improvement:

The Spring 2025 semester was the first iteration of the new assessment. The overall mean score for each standard met benchmark. We would like three cycles of data collected in order to determine if improvements to the instrument need to be made.

Files:

EDUC 608 Policy Implementation in the Field Requirments CAEP RA.1.1; RA.1.2