

2016 EPP Annual Report

CAEP ID:	10148	AACTE SID:	3550
Institution:	Northwestern State University of Louisiana		
Unit:	Gallaspy College of Education and Human Development		

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 207

***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.

entrance requirements; exit requirements; median GPA; enrollment (gender, race/ethnicity/program completers); clinical: <http://education.nsula.edu/program-accountability/>

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.

Section 7. Accreditation Pathway

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

In our 2011 visit, the team remarked that the unit was meeting Standard 3 at the target level performance in several areas.

1. Candidates, graduates and school partners provided testimonials about their professional relationships with faculty. They indicated

that faculty members set high standards, counseled them about how they could meet those standards, and were always available to students by phone, through email, or in person.

2. Candidates and graduates indicated that university supervisors and cooperating teachers worked together as seamless teams.

They noted that the supervisors kept abreast of the issues that they were confronting during field-based experiences and then were prepared to offer pointed advice when they made classroom visits. Dozens of persons indicated that they considered these relationships to be a hallmark of the unit's programs.

3. A strength of the clinical practice element of the unit is the synergistic application of resources to meet the individual needs of candidates. Placements are carefully considered based on PASS-Port data, by the Director of Field Experiences. Teachers in the lab schools, which are geographically proximate, then provide counseling and advising to promote candidate growth in the experience, and university supervisors provide critical feedback on a regular basis. These same entities also engage in the annual review of program and unit data for purposes of improving the clinical program and proactively promote professional development useful for P-12 teachers and candidates.

4. P-12 faculty are actively involved in teaching methods courses in their specialty areas within the College of Education, adding to the authenticity of the course design, development and implementation within programs. They also supervise students in the clinical

practice component of the program, providing another example of connectivity between university and P-12 settings.

In 2014-2015, the Gallaspy College of Education and Human Development was impacted by a university reorganization. Two departments, Teaching/Learning and Educational Leadership/Technology were merged into the Department of Teaching, Leadership, and Counseling. The Early Childhood Education (PK-3) program was moved from the Department of Family and Consumer Science to the Department of Teaching, Leadership, and Counseling.

During 2015, the EPP submitted eight national reports to Specialized Professional Associations (SPA). Of these, six were either recognized or recognized with conditions/probation. Additionally, five national reports were submitted in spring 2016. The EPP is expecting results from these reports later in the year. Programs requiring resubmission will be submitted again in fall 2016 or spring 2017.

In the fall semester of 2015, EPP faculty met each month to discuss transitioning from NCATE Standards to CAEP Standards. Program faculty are analyzing existing practices and using data to make changes as needed. This practice will continue in 2016 with a Assessment retreat scheduled for June.

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.