

Section 1. EPP Profile Updates in AIMS

2024 Annual Accreditation Report : Annual Accreditation Report : Section 1. EPP Profile Updates in AIMS

After reviewing and/or updating the Educator Preparation Provider's (EPP's) Users, EPP Details, EPP Programs, and EPP Locations in AIMS 2.0, answer each question to indicate that the information in the system is up-to-date and accurate.

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

Manchester University

EPP Name

Teacher Education

Carnegie Classification

Baccalaureate Colleg ▾

Control of Organization

Private not-for-profit ▾

Population Served

Not Applicable ▾

Degree of Urbanization

Rural ▼

Language of Instruction

English ▼

Religious Affiliations

Brethren Church ▼

Organizational Accreditation

Higher Learning Commiss ▼

Degree Granting

Yes

No

Address

604 East College Avenue

Address 2

City

North Manchester

State

Indiana ▼

Zip

46962

Country

United States ▼

Phone

260-982-5265

Website

www.manchester.edu

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

Section 2. EPP s Program Graduates [Academic Year 2022-2023]

2024 Annual Accreditation Re : Annual Accreditation Re | : Section 2. EPP s Program Graduates [Academic Year 20

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](#).

Previous Year Number of initial-licensure level Graduates:

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](#).

Previous Year Number of advanced level Graduates:

Total number of program graduates

Previous Year Total Number of Graduates:

Change from last year:

Display calculation Difference between last year and this year

Section 3. Substantive Changes

2024 Annual Accreditation Report : Annual Accreditation Report : Section 3. Substantive Changes

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:

Higher Learning Commiss ▾

3.4.2. Institutional Accreditation Status:

Accredited/Accreditation F ▾

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

2024 Annual Accreditation Report : Annual Accreditation Report : Section 4. CAEP Accreditation Details on EPP s Wel

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.manchester.edu>

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.manchester.e

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 put "N/A".

N/A

Section 5: Areas for Improvement and/or Stipulations

2024 Annual Accreditation Report : Annual Accreditation Report : Section 5: Areas for Improvement 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. 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.

AFI/STIPULATION

Standard	Component	Type	Status	
Standard 4. Program Impact	4.1 Impact on P-12 Student Learning and AFI Development		Open	Edit

Standard 1. Content and Pedagogical Knowledge	1.3 Provider Responsibilities	AFI	Open	Edit
Standard 1. Content and Pedagogical Knowledge	1.1 Candidate Knowledge, Skills, and Professional Dispositions	AFI	Open	Edit

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Section 6. EPP s Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

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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.

With respect to meeting CAEP Standards 3.3, 4.1, 4.2, and 4.3, the EPP is implementing a new program called Spartan SENT (Support Empowers New Teachers) to not only provide continuous support to new teachers, but collect information and data on completer effectiveness and impact on student learning. The outline is below:

Overview

The Henney Department of Education will support graduates in their first three years of teaching by offering monthly meetings with the primary focus on the emotional well-being of novice educators, specifically Spartan educators. Additionally, monthly meetings will address skills not yet fully developed in novice teachers: classroom management, communication with parents, time management, to name a few.

Monthly meetings will be held VIA Teams from 4:00 4:50 PM on the first Tuesday of each month, September through May. Participants will receive a special Spartan support package and be part of a support chain, connecting them with other participants and mentor educators. Annual gatherings will also be hosted during Homecoming activities each fall.

Early sessions will include developing a group Emotional Intelligence Charter (based on work done at Berkley) as well as revisiting or designing professional self-care plans.

Benefits to the teaching programs at Manchester University

The greatest benefit to the Henney Department of Education is the longevity of graduates in the teaching profession. Too many teachers leave within the first five years, and this support group extends for the first three. Additionally, graduates participating in the SENT program will give the teaching program an opportunity to host focus groups, specifically meeting CAEP standards related to impact on K-12 schools. Additionally, supporting new teachers in organized and intentional ways should increase performance on employer and completer surveys.

Organization

The Director of Clinical Experiences will take ownership of the Spartan SENT program, reaching out to graduates as well as developing and implementing the nine sessions. Additional support offered by alumni mentor teacher will be added over the course of the first year of the program.

CAEP standards

R3.3 Competency at Completion

The provider ensures candidates possess academic competency to teach effectively with positive impacts on diverse P-12 student learning and development through application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) where certification is sought.

R4.1 Completer Effectiveness

The provider demonstrates that program completers: A. effectively contribute to P-12 student-learning growth AND B. apply in P-12 classrooms the professional knowledge, skills, and dispositions the preparation experiences were designed to achieve. In addition, the provider includes a rationale for the data elements provided.

R4.2 Satisfaction of Employers

The provider demonstrates that employers are satisfied with the completers preparation for their assigned responsibilities in working with diverse P-12 students and their families.

R4.3 Satisfaction of Completers

The provider demonstrates program completers perceive their preparation as relevant to the responsibilities they encounter on the job, and their preparation was effective.

In addition, the EPP has created a position for a Director of Clinical Experiences, which is separate from the Director of Teacher Education. The DCE is not only focusing on the partnerships with schools, but also organizing many field trips to urban schools, progressive schools, and other various school systems to provide a larger range of experiences for our students. In addition, the DCE is working with guidance counselors to identify and recruit more students, as well as more diversity of students, into our Teacher Education Program. We have also employed EPP student recruiters to help in the process. One of the new projects the DCE has implemented is a Signing Ceremony, where we are hosting our commits and their families on campus during our end of the

Section 7: Feedback for CAEP & Report Preparer's Authorization

2024 Annual Accreditation Report : Annual Accreditation Report : Section 7: Feedback for CAEP & Report Preparer's Authorization

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

N/A

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

Spring ▼

Next Visit Date [Year] - Initial-Licensure Level

2026 ▼