

2016 EPP Annual Report

CAEP ID:	11499	AACTE SID:	2010
Institution:	Manchester University		
Unit:	Teacher 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 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 29

***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.

EPP Annual Reports, Traditional Title II Reports, Alternative Title II Reports:
<http://ww2.manchester.edu/academics/academics-directory/education>

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.*

While the last accreditation cycle indicated no areas of improvement, the Manchester University Department of Education program continues to work to align its courses, curriculum, and key assessments including disposition rubrics with the INTASC principles. Additionally, the courses are aligned with the Pearson pedagogy and content testing blueprints provided by the Indiana Department of Education.

In March of 2016, the unit submitted eight SPA reports, each aligned with the individual professional programs' standards. During a retreat in the summer of 2015, the faculty within the unit met for two days to create a scope and sequence of course content required by both elementary and secondary pre-service candidates. Through the discussion, the unit continued to tweak the senior capstone project. This "Impact on Student Learning" project now has an emphasis on the written work with a shorter defense in lieu of a formal presentation. Analysis of the candidates' work indicates the unit continues to make progress towards demonstrating pre-service teachers' impact on individual students' learning.

Additionally, the unit continues to use a modified version of the RISE teacher evaluation tool. The holistic evaluation is based on the RISE rubric which clinical faculty and qualified supervisors complete in collaboration. While the holistic evaluation lacks qualitative characteristics, it does provide a clear overview of desired teaching skills and is more appropriate for clinical faculty to complete.

The unit continues to make use of the Teacher Advisory Council (TAC), a group of professionals from the field of teaching including superintendents, principals, and current classroom teachers. This group meets biannually and evaluates the unit's compliance with CAEP standards. Recently, the TAC evaluated standards 2, 3 and 4.

In the spring of 2016, the unit hired a fourth faculty member to teach the special education courses. Additionally, the unit hosted a lunch for administrators which provided the unit a chance to collaborate with those responsible for hiring teacher candidates. Soliciting their feedback on collaborative projects, the unit gained useful information. In the fall of 2016, Manchester University will welcome high school students from Wabash County to enroll in several introductory courses, including EDUC 111, Introduction to Teaching.

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.