

2016 EPP Annual Report

CAEP ID:	10222	AACTE SID:	5125
Institution:	Xavier University of Louisiana		
Unit:	Division of Education and Counseling		

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 21

***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.

Licensure/Teaching Certificate from State of Louisiana (Passed Praxis Examination):
www.teachlouisiana.net

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.*

3.1 The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities. The Division of Education and Counseling spearheaded the recent opening of the Xavier University Gertown Community Outreach Center located at 7934 Edinburgh at the edge of the campus. The Division has been working closely with the residence of the Gertown community to provide services such as community outreach activities, tutoring, and counseling services which takes place in the Community Outreach Center. Outreach activities included Xavier students going door-to-door to each residence to survey needs of the household. Additionally, in partnership with the Total Community Action group at St. Rita's, Gertown residencies are provided monetary assistance in paying monthly electric bills. DOEC Counseling candidates assist elderly citizens in the community with the neighborhood vegetable garden at one of the local churches. Students plant vegetables, maintain the garden and help with the harvesting of the crop. The Division and Gert Town leaders worked together to organize a service learning project in honor of Martin Luther King. The event started at the Community Center with basic "home" improvements such as putting up curtains, setting up classrooms and organizing a library. The final event was the beautification of the poverous Gert Town area by picking up debris. The Division recently started a tutoring program at the Community Center for 9th to 12th graders residing in the Gert Town area. The tutoring is supervised by Dr. Rosalind Hale and our education majors conduct the tutoring Monday thru Thursday from 3:30 p.m. till 5:00 p.m. The tutoring focuses on three areas: Mathematics, Language Arts and Reading Comprehension. The tutors use educational materials from the Community Center Library; such as, work books, educational games and on-line educational materials. A new initiative this summer is the Mathematics & Science Teacher Academy (FMSTA) on campus. It is designed to provide rising 9th and 10th grade students with mathematics and science knowledge they will need to become teachers. To continue to improve our candidates' research and assessment skills, the integration of a research paper into EDUC 4060S Teaching Seminar that focused on P-12 student learning. The candidates gathered and analyzed data to make recommendations to improve P-12 grade student learning. Through DOEC's Believe and Prepare Grant, undergraduate candidates enrolled in Multicultural Education were paired with teachers from two local elementary schools. At these schools each teacher is serving as a supervisory/mentor teacher to our candidates. This indepth field experience provides our candidates with a multdimensional perspective of the teaching and learning process not afforded in traditional field experiences. Also, master teachers at a local elementary school are receiving training on "best practices" in mentoring/supervising novice teachers. Lastly, the Believe and Prepare Grant allows vocational and technology teachers to receive instruction on how to use their content to support the reading of their high school school students.

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 derided from accreditation documents.