

2020 EPP Annual Report

CAEP ID:	10618	AACTE SID:	360
Institution:	Southern Nazarene University		
Unit:	School of Education		

Section 1. EPP 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"/>

1.2 [For EPPs seeking Continuing CAEP Accreditation]. Please provide a link to your webpage that demonstrates accurate representation of your Initial-Licensure Level and/or Advanced-Level programs as reviewed and accredited by CAEP (NCATE or TEAC).

<http://snu.edu/education-accreditation>

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 2018-2019 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure¹ 23

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.)² 59

Total number of program completers 82

¹ For a description of the scope for Initial-Licensure Programs, see Policy 3.01 in the Accreditation Policy Manual

² For a description of the scope for Advanced-Level Programs, see Policy 3.02 in the Accreditation Policy Manual

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2018-2019 academic year?

- 3.1 Changes in the established mission or objectives of the institution/organization or the EPP

- 3.2 Any change in the legal status, form of control, or ownership of the EPP.

- 3.3 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

- 3.4 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

- 3.5 A contract with other providers for direct instructional services, including any teach-out agreements

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.6 Change in regional accreditation status

3.7 Change in state program approval

Section 4. Display of Annual Reporting Measures.

Annual Reporting Measures (CAEP Component 5.4 A.5.4)	
Impact Measures (CAEP Standard 4)	Outcome Measures
1. Impact on P-12 learning and development (Component 4.1)	5. Graduation Rates (initial & advanced levels)
2. Indicators of teaching effectiveness (Component 4.2)	6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)
3. Satisfaction of employers and employment milestones (Component 4.3 A.4.1)	7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)
4. Satisfaction of completers (Component 4.4 A.4.2)	8. Student loan default rates and other consumer information (initial & advanced levels)

4.1 Provide a link or links that demonstrate data relevant to each of the Annual Reporting Measures are public-friendly and prominently displayed on the educator preparation provider's website.

1

Link: <https://sites.google.com/mail.snu.edu/caep-reporting-measures>

Description of data accessible via link: SNU Educator Preparation 8 Annual Reporting Measures

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

Level \ Annual Reporting Measure	1.	2.	3.	4.	5.	6.	7.	8.
Initial-Licensure Programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Advanced-Level Programs			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

4.2 Summarize data and trends from the data linked above, reflecting on the prompts below.

What has the provider learned from reviewing its Annual Reporting Measures over the past three years?

Discuss any emerging, long-term, expected, or unexpected trends? Discuss any programmatic/provider-wide changes being planned as a result of these data?

Are benchmarks available for comparison?

Are measures widely shared? How? With whom?

As a result of the CAEP site visit in Spring 2018, Southern Nazarene University's Educator Preparation Program was granted continuing accreditation by the CAEP Board at its Fall 2018 accreditation review meetings. The SNU EPP was also awarded the "Frank Murray Leadership Recognition for Continuous Improvement Award" at the CAEP 2019 Fall Conference. SNU was one of 13 EPP's in the United States and Puerto Rico to receive this honor, due to no stipulations or no areas for improvement cited in its 2018 site visit. One of the highlights noted by the site visit team was the SNU EPP's CAEP 8 Annual Measures website. By this affirmation, the SNU Educator Preparation Program continues to update assessment data and demographic reporting on its 8 Annual Measures site, located on the SNU School of Education webpages. The EPP faculty, EPP Assessment committee members, and the EPP's Educator Preparation Council continue to review these accountability measures, as well as report data and assessment updates, trends and revisions resulting in these reviews. The EPP's Director, the Director of Assessment and members of the Assessment Committee, including a university professor of statistics, have continued to review the past 3 years of data from the EPP's 8 Annual Measures. Through this review and analysis process, members of the EPP's Educator Preparation Council (governance group) have been updated regarding data collection and emerging trends affecting not only EPP current candidates, but also its completers. The previously revised assessment timelines continue to assist in an effective and systematic review of these data, yet revisions to the timeline have been implemented, as schedules for alumni and completers have adjusted. These adjustments have proven to be beneficial in requesting and receiving responses from our alumni/completers. The 8 CAEP

Annual Measures data is shared with members of the EPP's Educator Preparation Council. Membership on this governance group include not only EPP faculty, but also faculty from other areas of the institution, as well as voting members of the P-12 community. Any recommendations and revisions resulting in data collected from unit assessments must be reviewed/approved by the EP Council. The EP Council meets twice per semester (four times per academic year). At these scheduled meetings, the EPP Director and the EPP's Director of Assessment bring data reports, as well as any recommendation for any data or program revision. In the continuous review of data from the 8 Annual Measures, the EPP has been able to ascertain certain trends from assessment data, as well as through anecdotal information gathered from responses. The EPP continues to see improved response rates by alumni/completers, based primarily on the EPP's attention to its assessment timeline. Additionally, current candidates are apprised of the importance to maintain connection with the EPP once they enter the P-12 teaching workforce reminded to continue their connection with the EPP by participating in forthcoming surveys and data requests. Also, the EPP has noted an increase in responses from the Oklahoma administered "First Year Teacher" and "First Year Administrator" surveys. These annual surveys are disseminated annually, and data is reported back to individual EPP's for inclusion in its 8 Annual Measures. Since the scheduled distribution of these surveys has been more expected and consistent, there has been a gain in response rates. Since the SNU EPP is relatively small, this improvement in response rates from completers and administrators continues to provide encouragement for the SNU EPP's data collection efforts. These improvements in response rates also help provide feedback whereby the EPP can fine-tune its surveys. These adjustments greatly assist the EPP in maintaining relevant assessments that are valid and reliable for P-12 educators. Data from these alumni/completer surveys greatly impact the EPP's ability to continue to revise coursework content in its Professional Education block. As feedback from these assessments is analyzed and reviewed by various committees within the EPP, ongoing revisions are implemented. Systematic feedback and input by its completers continue to assist the EPP in monitoring current issues in today's P-12 schools. Additionally, members of the EPP's Assessment Committee, including a university statistics professor, have reviewed the past 3 years of data from the 8 CAEP Annual Measures and continue to affirm and verify all assessments' validity and reliability. For example, as a result of reliability tests, the Field Observation Evaluation Assessment, utilized by the EPP for its beginning candidates, shows a reliability range of .93, thus affirming this particular assessment's effectiveness in providing reliable feedback for the EPP. Also, a reliability review of the ST Disposition Evaluation, a key assessment of candidates during the student teaching semester, demonstrates strong reliability of .95. These examples show that ongoing assessment reviews continue to affirm that the EPP's assessments continue to provide useful data for the ongoing improvement of the EPP. Analysis of current assessments continues to confirm reliability and validity, as determined by members of the Educator Preparation Assessment Committee, including a university Professor of Statistics (see previous section), who has conducted in depth reliability reviews of each EPP assessment. These reviews continue to confirm that the EPP has multiple measures in place that provide meaningful data for program improvement. As a result of ongoing EPP assessment review, specific examples of programmatic/provider-wide changes and adjustments have been recommended and are currently being implemented. One example of specific changes emerges from data review of the Field Observation 1A and 1B for early candidate field experiences/observations. While overall evaluations demonstrate positive candidate performance, one particular category (Grooming and Initiative) emerges as an area of concern for early candidates. As a result, the EPP is re-emphasizing initiative and professionalism aspects in candidate early coursework in the Professional Education block (Introduction to Education and Foundations of Education courses). It should be noted that concerns for grooming and initiative raised for early candidates are not indicated later in candidates' programs in the EPP's Student Teaching Evaluation, therefore this emphasis will focus on early candidate coursework. Additionally, the P-12 Action Research Project, implemented in 2017, has provided valuable data regarding first year teacher effectiveness and positive impact on P-12 learning. This assessment is based on the Teacher Work Sample, introduced in the "capstone" Professional Education course. However, as a result of Oklahoma legislation, the PPAT (Praxis Performance Assessment for Teachers) is now being required as an assessment for certification, therefore, instruction in utilization of the Teacher Work Sample is being placed on hold, as the EPP moves toward PPAT orientation for candidates. During the next academic year, the EPP will revise the P-12 Action Research Project to include elements of the PPAT to assess first year teacher positive impact on P-12 student learning. Additionally, based on feedback from the annual 1st, 3rd, 5th Year Alumni Survey, completers have expressed interest in additional certification areas so their marketability can be expanded. In response to this input, the EPP has redesigned its Elementary/Early Childhood Education majors to include additional content areas in Special Education, English Language Learner instruction, and in Instructional Technology, while still adhering closely to Elementary Education professional standards. The EPP's desire is that these revisions will not only assist Elementary/Early Childhood candidates in expanding their content knowledge, marketability and certification areas, but that these revisions will also assist the EPP in continuing to recruit quality prospective students. Information on the SNU 8 CAEP Annual Measures pages is widely shared and easily accessible on the SNU School of Education webpages. A dedicated page to these 8 Annual Measures contains links to each measure where 3-5 years of data are displayed. The EPP's initial programs, as well as its advanced program both report data and assessment information on the 8 Measures site, where information is clearly delineated according to program area. The EPP continues to hold an Annual Public Forum each spring. In 2019. At this public event, 8 CAEP measures and other program information were distributed. The 8 CAEP Annual Measures are also widely shared with members of the SNU campus community, including administration, other academic areas, and SNU Admissions personnel. SNU Admissions regularly shares EPP information with prospective students to assist in recruitment efforts for the university and the EPP. Included in the EPP's committee structure are the P-12 Advisory Committee and the Educator Preparation (governance) Council. Both of these groups are comprised of EPP and university faculty, members from the P-12 community; teachers, principals, superintendents, community members, parents, business, and faith-based leaders. The P-12 Advisory Committee reviews data and proposals by the EPP and provides feedback through an electronic platform, providing accountability and assistance. The advanced program also includes an advisory group that reviews 8 CAEP measures data for its Educational Leadership program. This advisory group is comprised of P-12 administrators currently serving in Oklahoma P-12 schools. All EPP stakeholder and advisory groups serve as important partners in ongoing candidate and program improvement, and in maintaining candidate preparation and program relevance for today's P-12 schools.

Section 5. 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 6. Continuous Improvement

CAEP Standard 5

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

CAEP Standard 5, Component 5.3

The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

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 three major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.

- Describe how the EPP regularly and systematically assessed its performance against its goals or the CAEP standards.
- What innovations or changes did the EPP implement as a result of that review?
- How are progress and results tracked? How will the EPP know the degree to which changes are improvements?

The following questions were created from the March 2016 handbook for initial-level programs sufficiency criteria for standard 5, component 5.3 and may be helpful in cataloguing continuous improvement.

- What quality assurance system data did the provider review?
- What patterns across preparation programs (both strengths and weaknesses) did the provider identify?
- How did the provider use data/evidence for continuous improvement?
- How did the provider test innovations?
- What specific examples show that changes and program modifications can be linked back to evidence/data?
- How did the provider document explicit investigation of selection criteria used for Standard 3 in relation to candidate progress and completion?
- How did the provider document that data-driven changes are ongoing and based on systematic assessment of performance, and/or that innovations result in overall positive trends of improvement for EPPs, their candidates, and P-12 students?

The following thoughts are derived from the September 2017 handbook for advanced-level programs
How was stakeholders' feedback and input sought and incorporated into the evaluation, research, and decision-making activities?

In 2018-2019, following our successful CAEP site visit (April 2018), the EPP's attention turned to continuing its effective assessment system to assure that assessments in place continue to provide useful data for ongoing decision-making. To continue this process, the EPP Faculty, as well as the EP Council (governance) and Assessment Committee members began the process of reviewing the EPP assessment system, resulting in minor adjustments. Through this process, the EPP affirmed that the assessment system currently in place continues to provide appropriate and useful data for the ongoing improvement of its program and to provide feedback regarding effective candidate preparation. It should be noted here that the EPP's electronic data manager/EPP faculty member, and Assessment Committee Chairman, resigned unexpectedly in 2019, as well as an additional SNU faculty member serving on the Assessment Committee. Due to these events, as well as the inability to replace said EPP faculty member, the EPP has revised Assessment Committee membership. For 2018-2019, an Assessment Committee member/Statistics professor conducted statistical analyses on various assessments/data and his findings have assisted with ongoing reliability and validity. The EPP's Assessment Director has reported these findings to the EP Council and P-12 Stakeholders. Ongoing communication continues between the Assessment Committee, the EPP Director of Assessment, and the EP Council. Adjustments made to assessments have been shared with these individuals for feedback and to assure that members of the EPP team are advised regarding ongoing review. The EPP also continues to review 'phase in plans' submitted in the most recent Self-Study. Plans for implementation of phase in plans have been reviewed for accuracy and for ongoing progress. For example, the P-12 Action Research Project (2017 pilot), developed to measure completers' impact on P-12 student learning, continues to provide critical data. Due to lower numbers of 1st year teachers in 2018-2019, this assessment has been revised to include current candidates (seniors) to assist in completing this assessment process within established timelines. P-12 Action Research Project data is consistently updated on the EPP's CAEP 8 Measures Page. As quality assessment systems are in place in 2018-2019 and functioning in timelines as desired, the EPP's attention began to focus its efforts to recruit more high quality candidates. Critical teacher shortages in Oklahoma, lower percentages of individuals enrolling in traditional preparation programs, lower numbers of candidates enrolled in the EPP from the previous year (2017-2018), and the ongoing pursuit to recruit candidates from diverse backgrounds have all prompted the EPP to seek ways of creatively recruiting new candidates. One member of the EPP faculty serves on the OK State Superintendent's Teacher Shortage Task Force and is able to share insights into aspects that surround this critical issue for Oklahoma. Additionally, the annual 10-year alumni (created in 2018-2018) and the annual 1st, 3rd,














5th Year alumni Surveys have both indicated that graduates of SNU's programs have valued the 'traditional' teacher preparation they received in the SNU Educator Preparation Program. This has also prompted the EPP to increase its efforts and funding in pursuing future candidates to promote growth in its traditional programs. One of the EPP's most effective efforts is its annual Educator Preparation Celebration Dinner, whereby the "Past, Present and Future" of SNU EPP is celebrated. At this annual event, prospective education majors are invited to attend. EPP alumni that have been designated "Teacher of the Year" in the local schools and districts, SNU's University President, members Oklahoma state education agencies, and local/state legislators bring words of encouragement specifically for the SNU EPP and overall for the teaching profession. The Celebration Dinner, held in Spring 2019, resulted in 3 new candidates' subsequent enrollment as freshmen in the EPP in Fall 2019. Our goals would be to continue this event for early spring of each year so that high school seniors making decisions will be afforded ample time to consider SNU, and to gradually grow the numbers of candidates that ultimately enroll in the program. In 2018-2019, an additional recruitment endeavor was added, the "SNU School of Education Ambassadors," where the EPP selected three candidates from three different education major programs. Along with a member of the SNU Admissions staff, these candidates traveled to area school districts and spoke to future high school groups regarding the teaching profession and the opportunities at SNU's School of Education. In 2018-2019, the Ambassadors spoke at 4 high schools resulting in 2 new students enrolling at SNU. In the future, the EPP hopes to expand not only the number of Ambassadors, but also the number of school districts for future visits. Another recruitment endeavor is in the continuing of the EPP's partnership with area high schools, whereby high achieving seniors are encouraged to take Introduction to Education – ED 2111 (the EPP's initial course for all education majors) at a greatly reduced tuition cost. Initially, this program was developed in partnership with one district, Bethany (OK) Schools, however, we have now expanded to offer the same opportunity to another area P-12 district, Putnam City (OK) Schools. Our goal for this ongoing partnership is that high school seniors from these districts will be encouraged to concurrently enroll in ED 2111 and that they will be encouraged to continue their teacher preparation at SNU after graduation. Future goals for this initiative would be to expand to additional surrounding OKC metropolitan school districts. As another way to focus on recognizing high-achieving candidates, in the 2018-2019 academic year, the EPP and the EP Council established an Education Honor Graduate process to recognize individual graduates that have achieved a cumulative minimum GPA of 3.75. This new method of recognition of high-achieving program completers was approved by the EP Council on November 16, 2018. The first group of honor graduates were recognized in December 2018 with blue honor cords. Education Honor Graduates are also recognized at the EP Cohort Induction Ceremony each semester. Additionally, these individuals are recognized at the SNU Honors Ceremony at the completion of each academic year. In an ongoing effort to continue to recruit diverse candidates, the Burkinshaw High-Achieving Ethnic Minority Education Endowed Scholarship (2017) provides funds for incoming ethnically diverse candidates. This scholarship was initially created to award 1 scholarship to an individual candidate that 1) identifies with a particular diverse ethnicity group, 2) demonstrates quality character and academic work, and 3) submits an essay with specific prompts that address the candidate's future strategies for P-12 teaching, including how they plan to utilize instructional technology. Due to significant growth in endowed earnings in 2018, the Burkinshaw scholarship expanded to award funds to an additional candidate (total of 2) that year. In the future, it is the desire that this fund will continue to promote recruitment and retention of more diverse candidates, and that endowed funds will continue to grow to enable the awarding of additional scholarships. In 2018-2019, SNU hired a new Chief Diversity Officer, who has assisted the EPP in its efforts to promote this scholarship and who also teaches the EPP's Diversity Seminar. The EPP continues to partner with area principals in seeking highly qualified P-12 teachers for supervision of field and clinical experiences. Survey feedback from these administrators not only continues to expand a "pool" of effective mentor teachers, it also helps continue to identify possible diverse P-12 educators to work with candidates. The Cohort interview and admission process continues to admit quality candidates. The interview rubric, aligned with standards, assists in validating this process. In 2018-2019, Cohorts 8 and 9 were admitted to the EPP. Cumulative GPA's: Cohort 8, 3.46; Cohort 9, 3.48. Since the initiation of the Cohort process (2015), cumulative GPA's have exceeded the 3.0 minimum. The EPP is also redeveloping its Elementary Education program. Alumni survey feedback indicates individuals are seeking certifications in additional content areas, especially in shortage areas (Spec Ed, ELL, and STEM). This revised major will assist candidates in adding certification areas through testing. This revision is developed in collaboration with P-12 stakeholders (EP Council) representing these 3 content areas. The revised program will be aligned with national Elementary Education standards. To assist in candidate recruitment, the EPP also secured 3 additional endowed scholarships in 2018-2019, established by EPP. In the Advanced program (Ed Leadership), the focus is also on recruiting quality candidates. While the Advanced Program was not included in the April 2018 site visit, the MA/Ed Leadership program continues to expand with new startup groups in surrounding communities. Based on feedback from stakeholders and alumni, an additional site was secured in 2018-2019 for offering the program to an additional Oklahoma community. The success and growth of candidates in the Educational Leadership graduate program is also documented on the EPP's CAEP 8 measures website. A P-12 administrators and stakeholders advisory group continues to provide the Ed Leadership program with feedback related to delivery systems, curriculum, and the internship progress. P-12 administrators also continue to serve as instructors for the program. Results of MAEL alumni satisfaction surveys, as well as completer demographic information, are also reported on the 8 Measures site.

Tag the standard(s) or component(s) to which the data or changes apply.

- 1.1 Understanding of InTASC Standards
- 1.2 Use of research and evidence to measure students' progress
- 1.3 Application of content and pedagogical knowledge
- 1.5 Model and apply technology standards
- 2.1 Partners co-construct mutually beneficial P-12 partnerships
- 2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators

- 3.1 Recruits and supports high-quality and diverse candidate pool
- 3.2 Sets selective admission requirements
- 3.3 Monitors attributes and dispositions beyond academic ability
- 3.4 Creates and monitors candidate progress
- 3.5 Candidate positive impacts on P-12 students
- 3.6 Candidates understand the expectation of the profession
- 4.1 Completer impact on student growth and learning
- 4.2 Completer effectiveness via observations and/or student surveys
- 4.4 Completer satisfaction
- 5.1 Effective quality assurance system that monitors progress using multiple measures
- 5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.
- 5.3 Results for continuous program improvement are used
- 5.4 Measures of completer impact are analyzed, shared and used in decision-making
- 5.5 Relevant stakeholders are involved in program evaluation
- A.1.1 Candidate Knowledge, Skills, and Professional Dispositions
- A.1.2 Professional Responsibilities
- A.3.1 Admission of Diverse Candidates who Meet Employment Needs
- A.3.2 Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully
- A.3.3 Selectivity during Preparation
- A.3.4 Selection at Completion
- A.4.2 Satisfaction of Completers
- A.5.3 Continuous Improvement
- A.5.4 Continuous Improvement
- A.5.5 Continuous Improvement
- x.1 Diversity
- x.2 Technology

Upload data results or documentation of data-driven changes.

-  **20182019_Council_and_Department_Minutes__Google_Docs.pdf**
-  **Annual_Assessment_Timeline.pdf**
-  **10_YR_ALUMNI_SURVEY_RESULTS_20182019__Google_Docs.pdf**
-  **First_Third_and_Fifth_Year_Alumni_Survey_Results_20182019__Google_Docs.pdf**
-  **Celebration_Recruitment_Dinner_2019.pdf**
-  **Introduction_to_Ed_Recruitment.pdf**
-  **BPS__SNU_Articulation_Agreement_2018.doc__Google_Docs.pdf**
-  **Amended_Burkinshaw_Scholarship_2018.pdf**
-  **Principal_Diversity_SurveyCooperating_Teachers.doc__Google_Docs.pdf**
-  **Ed_Prep_Admission_Interview_Rubric_master__Google_Docs.pdf**
-  **Cohort_Groups_8_and_9__Google_Sheets.pdf**
-  **Cohort_Groups_GPA__Ed_Prep.pdf**
-  **PROPOSED_Elementary_Education_Degree_with_4_Concentration_Areas__Google_Docs.pdf**

6.2 Would the provider be willing to share highlights, new initiatives, assessments, research, scholarship, or s activities during a CAEP Conference or in other CAEP Communications?

- Yes No

6.3 Optional Comments

Southern Nazarene University's Education Preparation Program (EPP) participated in its CAEP Accreditation site visit during Spring 2018. Pursuant to this visit, the CAEP Accreditation Board, in its Fall (October) 2018 meeting, granted SNU's Educator Preparation Program Full CONTINUING ACCREDITATION, with NO Areas for Improvement and No Stipulations. Additionally, 2 previous AFI's (NCATE - Areas for Improvement) were REMOVED as a result of the Spring 2018 Accreditation visit. As a result of this successful site visit, the SNU Educator Preparation Program was honored with CAEP's "Frank Murray Leadership Recognition for Continuous Improvement" Award. This award was presented to 13 institutions in 9 states and Puerto Rico in recognition of the SNU Educator Preparation program's "leadership and continuous improvement," and commemorates SNU's EPP receiving no stipulations or areas of improvement during its previous CAEP site visit.

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 2020 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

Name: Dr. Tim Taylor

Position: Chair, School of Education

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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.

CAEP Accreditation Policy

Policy 6.01 Annual Report

An EPP must submit an Annual Report to maintain accreditation or accreditation-eligibility. The report is opened for data entry each year in January. EPPs are given 90 days from the date of system availability to complete the report.

CAEP is required to collect and apply the data from the Annual Report to:

1. Monitor whether the EPP continues to meet the CAEP Standards between site visits.
2. Review and analyze stipulations and any AFIs submitted with evidence that they were addressed.
3. Monitor reports of substantive changes.
4. Collect headcount complete data, including for distance learning programs.
5. Monitor how the EPP publicly reports candidate performance data and other consumer information on its website.

CAEP accreditation staff conduct annual analysis of AFIs and/or stipulations and the decisions of the Accreditation Council to assess consistency.

Failure to submit an Annual Report will result in referral to the Accreditation Council for review. Adverse action may result.

Policy 8.05 Misleading or Incorrect Statements

The EPP is responsible for the adequacy and accuracy of all information submitted by the EPP for accreditation purposes, including program reviews, self-study reports, formative feedback reports and addendums and site visit report responses, and information made available to prospective candidates and the public. In particular, information displayed by the EPP pertaining to its accreditation and Title II decision, term, consumer information, or candidate performance (e.g., standardized test results, job placement rates, and licensing examination rates) must be accurate and current.

When CAEP becomes aware that an accredited EPP has misrepresented any action taken by CAEP with respect to the EPP and/or its accreditation, or uses accreditation reports or materials in a false or misleading manner, the EPP will be contacted and directed to issue a corrective communication. Failure to correct misleading or inaccurate statements can lead to adverse action.

Acknowledge