

Section 1. EPP Profile Updates in AIMS

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

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	EPP Name	Carnegie Classification
Southern Nazarene Univ	School of Education	Doctoral/Professional ▼
Control of Organization		
Private not-for-profit ▼		
Population Served		
Select Option ▼		
Degree of Urbanization		
Suburban ▼		
Language of Instruction	Religious Affiliations	
English ▼	Church of the Nazare ▼	

Organizational Accreditation

Higher Learning Commiss ▾

Degree Granting

Yes

No

Address

6729 NW 39th Expressway

Address 2

City

Bethany

State

Oklahoma ▾

Zip

73008

Country

United States ▾

Phone

405-717-6267

Website

www.snu.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

AR Reviewer Question 1.1 Did the EPP provide updated contacts with at least one EPP Primary and one EPP Secondary Contact?

- Yes
- No

AR Reviewer Question 1.2 Did the EPP provide updated EPP Details information including noting all EPP Locations?

- Yes
- No

Please provide additional comments:

EPP's location information is missing and needs to be added in AIMS 2.0. You may access it by going to "All AR" and clicking on your institution's name. Then click on the "EPP Locations" tab, select "Add new locations" to add the information. Click "Save" at the end. Any additional campuses should each be listed in the EPP Locations tab. Please respond by addressing the feedback within 30 days of being notified.

AR Reviewer Question 1.3 Did the EPP provide updated information for all programs under the EPP Programs section?

Yes

No

Please provide additional comments:

The EPP needs to select a degree level and program review option for each of its program listings.

The listing of programs can be found under the "EPP Programs" tab. Please click the "Edit" button for each program to ensure the program information is both filled out and accurate.

Please respond by addressing the feedback within 30 days of being notified.

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

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

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.

22

Previous Year Number of initial-licensure level Graduates:

22

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.

40

Previous Year Number of advanced level Graduates:

40

Total number of program graduates

62.00

Previous Year Total Number of Graduates:

62

Change from last year:

Display calculation Difference between last year and this year

0.00

AR Reviewer Question 2. Comparing the EPP s reported completer numbers from this year to last year, has the EPP changed fee brackets with CAEP? [No EPP action is required, unless the EPP finds the reported numbers to be in error.]

Fee Brackets based on completer numbers:

1. 0-50
2. 51-150
3. 151-300
4. 301-500
5. 501-1000
6. 1000+
7. International

Yes

No

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 Commis: ▾

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

AR Reviewer Question 3. Please provide feedback on the EPP's substantive changes, if any. Type "None" if no substantive changes were identified.

None

Section 4. CAEP Accreditation Details on EPP s Website

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Section 4. CAEP Accreditation Details on EPP s Website

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://docs.google.com>

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://sites.google.com>

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.

N/A

AR Reviewer Question 4.1. Did the EPP provide a weblink that displays its current accreditation status and an accurate list of programs included during the most recent CAEP (NCATE/TEAC) accreditation review?

Yes

No

Please provide additional comments:

The weblink provided leads to a google doc. The EPP needs to update the weblink to one that leads to the EPP's main webpage where members of the public would be able to access the details of the EPP's CAEP accreditation status and the list of programs included as part of the last CAEP review. Please respond by addressing the feedback within 30 days of being notified.

AR Reviewer Question 4.2. Did the EPP provide a direct weblink to its website where the EPP's display of data for the CAEP Accountability Measures is available to the public?

Yes

No

Please provide additional comments:

The weblink provided leads to a google site. The EPP needs to update the weblink to one that leads to the EPP's main webpage where members of the public would be able to access the details of the EPP's display of 2022-23 data on the four CAEP Accountability Measures. Please respond by addressing the feedback within 30 days of being notified.

AR Reviewer Question 4.3. Are the CAEP Accountability Measures clearly identified and tagged? (Includes header identifying the CAEP Accountability Measures and sub-headings/tags to each of the four measures as defined by CAEP)

Yes

No

AR Reviewer Question 4.4. Do the data, tagged to each of the four CAEP Accountability Measures, appear to be collected using appropriate data collection instruments/procedures for the relevant CAEP Component?

Yes

No

AR Reviewer Question 4.5. Does the data for the CAEP Accountability Measures reflect data collected in the 2022-2023 Academic Year? (*If data are currently unavailable, does the EPP provide a placeholder statement that details why data are unavailable, and an expected timeline for when updated data will be shared?)

Yes

No

Please provide additional comments:

The EPP needs to update its data display to reflect data from AY 2022-2023. If data are currently unavailable, the EPP should provide a placeholder statement that details why data are unavailable, and an expected timeline for when updated data will be shared. Please respond by addressing the feedback within 30 days of being notified.

AR Reviewer Question 4.6. Has the EPP shared and explained the relevance of each of its data measures in a way that can be easily understood by the public?

- Yes
 No

AR Reviewer Question 4.7. Has data been disaggregated and shared at the program level? Did the EPP separate its Initial Level Program data and Advanced Level Program data for the CAEP Accountability Measures? [*Relevant to EPPs that receive/will receive CAEP accreditation at both the initial and advanced level.]

- Yes
 No

Section 5: Areas for Improvement and/or Stipulations

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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.

AR Reviewer Question 5. Has the EPP summarized its activities and the outcomes of those activities as they relate to correcting the area cited in the last Accreditation Action/Decision Report? [As a

reminder: The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP's next CAEP Accreditation Site Review.]

Yes

No

AFI/STIPULATION

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

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

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.

During the 2022-2023 academic year, the Southern Nazarene University (SNU) Educator Preparation Program remained steadfast in its commitment to recruiting and preparing future educators of exceptional quality. Building upon the foundations laid in the previous year, the SNU EPP continued its efforts to attract highly qualified and accomplished prospective candidates while enhancing the overall quality and effectiveness of its program and policies.

In pursuing this goal, the EPP sustained its recruitment initiatives by leveraging the School of Education Ambassador program to connect with potential students. Three distinguished teacher candidates representing various education majors served as Ambassadors, engaging with high school students interested in pursuing teaching careers. These Ambassadors conducted school visits, providing detailed information about SNU's EPP, available scholarships, and program specifics. They also contacted prospective students through various means, including email and phone communications, broadening the program's reach to diverse

geographic areas. Moreover, they actively participated in campus outreach events and admissions activities.

To further diversify its student body, the EPP continued its efforts to attract high-achieving ethnic minority candidates through the Burkinshaw High-Achieving Ethnic Minority Scholarship. In the fall of 2022, this fund awarded two deserving candidates scholarships, contributing to the program's ongoing commitment to fostering diversity and inclusivity. Additionally, the EPP expanded its scholarship offerings, with two new scholarships introduced during the academic year, further supporting the recruitment of exceptional candidates.

Maintaining rigorous admission standards, the EPP conducted thorough interviews and assessments to ensure the selection of top-tier candidates. Admissions interviews held twice during the year, involved a diverse panel of stakeholders who evaluated candidates based on established criteria aligned with industry standards. The Admissions Rubric underwent revisions to enhance clarity and effectiveness, reflecting feedback from the interview panelists.

Throughout the academic year, the EPP admitted two cohorts of candidates, each with outstanding academic achievements. These cohorts were celebrated through induction ceremonies, recognizing their collective and individual accomplishments. Moreover, the program saw a cohort of candidates successfully graduate, further affirming its commitment to academic excellence and quality assurance.

The EPP conducted completer and alumni surveys to continually evaluate and improve its offerings, gathering feedback on program satisfaction and effectiveness. The results affirmed high satisfaction levels among program completers and alumni, highlighting the program's positive impact on teaching performance and service.

The EPP's commitment to diversity and inclusion was evident through various initiatives, including the requirement of a Student Teaching Diversity Awareness Essay and establishing a Foreign Language Proficiency Requirement. Additionally, the program facilitated field experiences in diverse school settings and actively sought feedback from cooperating teachers from diverse backgrounds.

Despite unexpected personnel changes, including the resignation of the Director of Assessment and the retirement of two faculty members, the EPP remained resilient, implementing plans for a seamless transition while maintaining its focus on excellence in candidate recruitment, preparation, and program accountability.

AR Reviewer Question 6. Has the EPP shared its continuous improvement initiatives, AND (if applicable) provided CAEP with an update regarding the EPP's progress on its advanced level phase-in plans and/or initial level transition plans?

- Yes
- No

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

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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?

Insert text here ...

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

Fall

Next Visit Date [Year] - Initial-Licensure Level

2025

AR Reviewer Question 7.1. If the EPP asked any questions, please respond to the questions below.

N/A

AR Reviewer Question 7.2. The EPP report preparer indicated that they were authorized by the EPP to complete the 2024 EPP Annual Report and that the details provided in this report and linked webpages were up to date and accurate at the time of submission.



Yes

No