

# 2022 Annual Accreditation Report

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

## Section 1. EPP Profile Updates in AIMS

Please review the Educator Preparation Provider's (EPP's) profile in AIMS and update the following information for: Contact Persons, EPP Characteristics, Program Listings. [See the Annual Report Technical Guide for additional guidance.]

### 1.1 Update Contact Information in AIMS:

1.1.1 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "EPP Head."

[The individual(s) identified as the EPP head should have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP.]

Agree Disagree



1.1.2 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "CAEP Coordinator".

[The individual(s) identified as the CAEP Coordinator should have a role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head.]

Agree Disagree



1.1.3 I confirm that the EPP has provided updated contact information for two distinct people for these roles.

[CAEP requires that EPPs provide information for two distinct contact persons to ensure that automatic communications sent from AIMS are received by the EPP in the event of personal turnover.]

Agree Disagree



### 1.2 Update EPP Information in AIMS:

1.2.1 *Basic Information* - I confirm that the EPP's basic information (including mailing address and EPP name) are up to date and accurately reflected in AIMS.

[The individual(s) identified as the EPP head should have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP.]

Agree Disagree



1.2.2 *EPP Characteristics and Affiliations* - I confirm that the EPP characteristics and affiliations (including Carnegie classification, EPP type, religious affiliation, language of instruction, institutional accreditation, and branch campuses/sites) are up to date and accurately reflected in AIMS

[The individual(s) identified as the CAEP Coordinator should have a role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head.]

Agree Disagree



1.2.3 *Program Options* - I confirm that EPP's program listings (including program name, program

review level, certificate level, program category, and program review option) are up to date and accurately reflected in AIMS for all EPP programs that fall within CAEP's scope of accreditation; (programs outside of CAEP's scope of accreditation should be archived and not listed in AIMS).

Agree Disagree



## Section 2. EPP's Program Completers [Academic Year 2020-2021]

### 2.1 How many candidates completed programs that prepared them to work in P-12 settings during Academic Year 2020-2021?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure<sup>1</sup>

16

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.)<sup>2</sup>

62

**Total number of program completers** 78

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<sup>1</sup> For a description of the scope for Initial and Advanced programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#)

### Section 3. Substantive Changes

Please report on any substantive changes that have occurred at the EPP/Institution or Organization, as well as the EPP's current regional accreditation status.

**Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2020-2021 academic year?**

3.1 Has there been any change in the EPP's legal status, form of control, or ownership?

Change  No Change / Not Applicable

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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

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3.3 Since the last reporting cycle, has the EPP seen a change in state program approval?

Change  No Change / Not Applicable

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3.4. What is the EPP's current regional accreditation status?

Accreditation Agency:

Higher Learning Commission (HLC) .....

Status:

Good Standing .....

Does this represent a change in status from the prior year?

Change  No Change / Not Applicable

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3.5 Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per CAEP's Accreditation Policy?

Change  No Change / Not Applicable

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## Section 4. CAEP Accreditation Details on EPP's Website

Please update the EPP's public facing website to include: 1) the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP (NCATE, or TEAC) reviewed programs, and 2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2020-2021.

### 4.1. EPP's current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs

4.1 Provider shares a direct link to the EPP's website where information relevant to the EPP's current accreditation status is provided along with an accurate list of programs included during the most recent CAEP (NCATE or TEAC) accreditation review.

<https://www.snu.edu/school-of-education/>

### 4.2. CAEP Accountability Measures (for CHEA Requirements) [2020-2021 Academic Year]

Provider shares a direct link to its website where the EPP's display of data for the CAEP Accountability Measures, as gathered during the 2020-2021 academic year, are clearly tagged, explained, and available to the public.

[CAEP Accountability Measures \(for CHEA Requirements\) \[2020-2021 Academic Year\]](#)

- **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.)

CAEP Accountability Measures (Initial) [LINK] <https://sites.google.com/mail.snu.edu/caep-reporting-measures>

CAEP Accountability Measures (Advanced) [LINK] [NA](#)

## **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. 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.

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

Please share any continuous improvement initiatives at the EPP, AND (if applicable) provide CAEP with an update on the EPP's progress on its advanced level phase-in plans and/or initial 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, and studying the results of those changes.

During the 2020-2021 academic year, the Southern Nazarene University Educator Preparation Program continued to pursue quality and excellence in its preparation of effective educators that can positively impact P-12 student learning. Despite unexpected and intermittent COVID-19 interruptions and closures, the SNU EPP was able to pursue intentional efforts to continuously improve its programs, and to assess candidate and program effectiveness through data collection and analysis. As a means of continuing to focus on the recruitment of high-achieving candidates, the SNU EPP continued its efforts to attract prospective candidates to its program through a variety of programs and processes. For example, the SNU EPP continued to offer discounted, concurrent professional education coursework to prospective high school seniors planning to pursue higher education toward a degree and career in teaching. Requirements for a high school senior to participate include a minimum 3.25 GPA or ACT of 24 and faculty recommendation. Area school districts have entered into partnership with the SNU EPP to offer this opportunity. The SNU EPP will continue its proactive efforts to connect with high-achieving high school seniors by expanding these partnership opportunities particularly through online EPP coursework for those high school seniors in rural Oklahoma school districts. The "Ambassadors" program also assists the SNU EPP in recruitment efforts for the program. Three high-achieving teacher candidates (junior standing) are selected by EPP faculty to visit area high schools with "future teacher" organizations. The Ambassadors work closely with SNU Admissions personnel to coordinate and schedule these visits. During 2020-2021, Ambassadors visited 3 area high schools (onsite visits limited by Covid-19 issues). Additionally, Ambassadors interacted with prospective students that were able to visit campus (in person and virtual), and followed up with those students with emails, phone calls and written correspondence. Through these efforts, the Ambassador program continues to provide vital connections with groups of prospective students interested in pursuing a teacher preparation program. Based on external feedback, the Ambassadors Policy was revised in Spring 2021. Additionally, the SNU EPP continued to focus on the admission of high-achieving candidates to the EPP through its EPP Admissions Interview process. These interviews are required for every candidate intending to seek admission to the Educator Preparation Program. An Admissions Interview Rubric, aligned with InTASC standards, is utilized to evaluate and admit only those candidates that are able to articulate effective teaching and professional, ethical characteristics for the profession. During these interviews, candidates are also required to articulate knowledge, skills and dispositions toward effectively impacting P-12 student learning. Admissions interviews are conducted twice per academic year, in fall and spring semesters by the EPP Admissions Committee (faculty members, University Arts and Sciences faculty and staff members, and P-12 stakeholders, i.e., P-12 faculty, administration, and parents/community members). In 2020-2021, admissions interviews were conducted in October 2020 and April 2021. The EPP Admissions Committee recommends candidates to the Educator Preparation Council (EPP governance group) for admission approval based on the Admissions Interview Rubric which is aligned with InTASC, Oklahoma, and ISTE (Technology) Standards, as well as with SNU Departmental Standards and Learning Outcomes. Also embedded and specified within these standards are diversity and technology aspects. During their interviews, candidates are expected to address diversity awareness, as well as knowledge and application of instructional technology for effective P-12 student learning. To assist interviewing candidates, as well as interview panelists, all standards are clearly identified in each section of the rubric. Through the interview process, as well as by meeting additional specific admissions requirements, the EPP assures that only high-achieving, quality candidates are recommended for admission to the Educator Preparation Program. In Spring 2021, based on interview panel and candidate feedback, the EPP reviewed and revised the Admission Interview Rubric for narratives that more accurately reflect specific InTASC Standards in five sections of the rubric. In Fall 2020, 5 candidates in Cohort 11 were admitted and in Spring 2021, 13 candidates in Cohort 12 were admitted to the EPP. To assure that quality candidates are admitted to the EPP, cohort groups are admitted only if the cohort cumulative GPA is 3.0 or above. Cohort 11 had a cumulative 3.46 GPA and Cohort 12 had a cumulative 3.78 GPA. Since 2015, the SNU EPP has utilized the cohort group admission process and as of Spring 2021 has admitted 13 cohorts, all with above a cumulative 3.0 GPA. Cohort admission ceremonies are held each semester, however, due to Covid-19 issues, the Fall 2020 ceremony was canceled. During Spring 2021, the Cohort admission ceremony was held where Cohorts 11, 12 and 13 were recognized. While recognition ceremonies were delayed due to Covid-19, Cohorts 11 and 12 were officially admitted during their respective semesters (Spring 2020 and Fall 2020). The SNU EPP continues to value its strong partnership with P-12 stakeholders. Each of eight EPP committees/councils have P-12 stakeholder representation. For example, the Educator Preparation Council (EPP governance group) includes P-12 stakeholders representing various entities. The EP Council makes decisions regarding all aspects of the EPP (i.e., candidate admissions, assessment/data-driven changes, and EPP policy and program revisions). The Educator Preparation Council meets four times per academic year (September, November, February, and April). In 2020-2021, the EP Council met each of these months in either face-to-face or virtual (due to Covid-19) formats. In these meetings, the EP Council reviewed various EPP assessment data to consider ongoing effectiveness of its programs. For example, two surveys, the 1st, 3rd, and 5th Year Alumni survey and the 10 Year Alumni Survey, are administered annually to EPP completers to determine completer effectiveness and satisfaction with the EPP. These surveys, aligned with InTASC standards, provide valuable feedback to the EPP regarding program effectiveness. In 2020-2021, data from the 1-3-5 year survey were analyzed, resulting in 3 significant changes in its program, i.e., developing additional instructional activities and units in diversity and technology. The 10 Year Alumni survey provides the EPP specific feedback regarding honors, recognitions, promotions and career developments pertaining to its completers. Also, in Spring 2021, the EP Council reviewed the membership and structure of each EPP committee to assure that each groups' membership continued to have multiple P-12

stakeholder representation. In an effort to develop future participation, the EPP developed two surveys for distribution to prospective stakeholders in Spring 2021. One survey focused on determining interest in serving as P-12 admissions interview panelists, while the other survey focused on determining interest in serving as P-12 EPP committee members. Initial results from both surveys indicated willingness of various new stakeholder individuals to be of assistance and support to the ongoing efforts of the EPP. Moving forward, the goal for both of these annual surveys will be to continue to develop depth in the pool of individuals from various stakeholder groups to continue to partner with the EPP in maintaining high quality assurance of its candidates and programs. As previously mentioned, in addition to the candidate interview experience, diversity aspects are embedded in every component of the EPP. All coursework in the program is required to contain significant diversity elements directly related to the course content. Course content diversity aspects are aligned with InTASC standards clearly referenced in all EPP course syllabi. Additionally, every candidate is required to complete the Student Teaching Diversity Awareness Essay during their clinical experience semester. In Spring 2021, essay guidelines were reviewed by EPP faculty and adjustments were implemented. The diversity essay rubric, aligned with InTASC, CAEP, ISTE, Oklahoma and SNU standards, is utilized to evaluate essays. The essay is a two-part written articulation that focuses on 1) diversity of a particular (anonymous) P-12 learner with an identified disability, and 2) diversity of the particular school where the candidate is completing clinical experiences. This essay continues to provide the EPP with valuable feedback regarding candidate and completer diversity awareness of effective teaching practices with individual P-12 learners, and with the various diversity aspects impacting P-12 learning represented in individual school settings (demographics, multicultural representation, gender representation, disabilities, etc.). Also, in an effort to continue to attract and retain diverse candidates, the EPP annually awards the Burkinshaw Ethnic Minority Education Scholarship to qualifying candidates. This endowed scholarship awards funds to high-achieving, ethnically diverse candidates based on GPA, submitted essay, and other criteria. Since 2017, the EPP has annually awarded \$4000 scholarships to two candidates selected by EPP faculty. As this scholarship endowment grows, the EPP will expand awards to additional qualified candidates from diverse backgrounds. Also, the EPP continues to annually administer the Diverse Cooperating Teacher Survey to area P-12 administrators to determine future possibilities of candidate supervision during clinical experiences with cooperating teachers from various diverse backgrounds.

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

Yes  No

6.1.3 Optional Comments

In 2020-2021, the SNU EPP was negatively impacted by intermittent and unanticipated Covid-19 closures, restrictions and cancellations, however, every effort was pursued to continue to assess candidate progress, as well as program and completer effectiveness, by ongoing data collection and analysis. Despite challenges, the EPP was also able to affirm continuous program improvement through these efforts, confirming that the EPP continues to pursue its goal of program effectiveness in preparing highly effective educators that will positively impact P-12 student learning. During this time, the EPP also conducted internal reviews including validity/reliability processes of selected rubrics that assist in determining program quality and effectiveness. Following these review processes, the EPP implemented revisions that continue confirmation of EPP quality preparation. In Spring 2018, the EPP had its most recent site visit, resulting in the SNU EPP receiving CAEP's "Frank Murray Award."

**A.1.1 Candidate Knowledge, Skills, and Professional Dispositions**

**A.1.2 Provider Responsibilities**

**A.2.1 Partnerships for Clinical Preparation**

**A.2.2 Clinical Experiences**

**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.4.1 Satisfaction of Employers**

**A.4.1 Satisfaction of Employers**

**A.4.2 Satisfaction of Completers**

**A.5.1 Quality and Strategic Evaluation**

**A.5.3 Continuous Improvement**

**R1.1 The Learner and Learning**

**R2.1 Partnerships for Clinical Preparation**

**R2.2 Clinical Educators**

**R2.3 Clinical Experiences**

**R3.1 Recruitment**

**R3.2 Monitoring and Supporting Candidate Progression**


**R3.3 Competency at Completion**

**R4.1 Completer Effectiveness**



**R5.3 Stakeholder Involvement**  
**R5.4 Continuous Improvement**  
**x.1 Diversity**  
**x.2 Technology**

**Upload data results or documentation of data-driven changes.**

-  **EPP\_Admission\_Interview\_Rubric\_\_Revised\_Spring\_2021.pdf**
-  **Diverse\_Cooperating\_Teacher\_Survey\_\_Revised\_Spring\_2021\_\_Sent\_21021.pdf**
-  **ST\_Diversity\_Awareness\_Essay\_Guidelines\_\_Revised\_Spring\_2021.pdf**
-  **ST\_Diversity\_Essay\_Rubric\_\_Revised\_Spring\_2021.pdf**
-  **EPP\_Diversity\_Scholarship.pdf**
-  **EPP\_Cohort\_Admissions\_\_Cohort\_GPAs.pdf**
-  **EPP\_Admissions\_Cohort\_Groups\_12\_\_13\_\_Fall\_2020Spring\_2021.pdf**
-  **EPP\_Recruitment\_\_Ambassadors\_Policy\_\_Revised\_Spring\_2021.pdf**
-  **EPP\_Committee\_Revisions\_(20202021).pdf**
-  **20202021\_Stakeholder\_Participation\_\_EPP\_Committees.pdf**
-  **Spring\_2021\_Survey\_\_EPP\_Admissions\_Interviews\_\_Prospective\_Stakeholder\_Participants.pdf**
-  **EPP\_Public\_School\_Partnership\_Articulation\_Agreement.pdf**
-  **F\_2020\_\_Spr\_2021\_Interview\_Panelists\_with\_P12\_Stakeholders.pdf**
-  **135\_Year\_Alumni\_and\_10\_Year\_Alumni\_Survey\_Results\_20202021.pdf**
-  **20202021\_Ed\_Prep\_Council\_Agenda\_Minutes.pdf**
-  **Spring\_2021\_Survey\_\_Prospective\_EPP\_Committee\_Membership\_\_Stakeholders(1).pdf**

## Section 8: Feedback for CAEP & Report Preparer's Authorization

**8.1 . [OPTIONAL] Just as CAEP asks EPPs to reflect on their work towards continuous improvement, CAEP endeavors to improve its own practices. To this end, CAEP asks for the following information to identify areas of priority in assisting EPPs.**

8.1.1 What semester is your next accreditation visit?

Spring 2025

8.1.2 Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

**8.2 Preparer's authorization.** *By checking the box below, I indicate that I am authorized by the EPP to complete the 2022 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.**

### Report Preparer's Information

Name: Dr. Tim Taylor

Position: Chair, Director of Educator Preparation

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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.

**Acknowledge**