

2021 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).

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

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 2019-2020 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure¹ 20

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.)² 119

Total number of program completers 139

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 2019-2020 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://snu.edu/academics/school-of-education/>

Description of data accessible via link: CAEP (Council for the Accreditation of Educator Preparation) 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?*

In 2019-2020, the EPP continued to administer multiple assessments for the assurance of program, candidate and completer quality that aligned with preparation of effective educators that can positively impact P-12 student learning. It should be noted that during spring 2020, all P12 schools, as well as the SNU campus were closed during the Covid-19 pandemic. The EPP, area P12 schools, and campus instruction all pivoted to virtual and remote formats, thus negatively impacting certain scheduled assessments, resulting in limited and/or incomplete data. All EPP assessment data, including individual assessment reports with incomplete data due to Covid-19 issues, are clearly identified and reported on the CAEP 8 Annual Measures reporting site on the EPP's webpages. All EPP assessment data are available for public review on this site, as well as on additional EPP data links posted on the EPP's website. EPP assessments address all 8 Annual Measures and are closely aligned with InTASC Standards. The EPP Director of Assessment, along with EPP faculty, the EPP Assessment Committee, and the Educator Preparation (Governance) Council, continue to review the past 3 years of data reported on the 8 Annual Measures site to develop insight into trends, emerging issues, and patterns affecting its completers and current candidates. During the 2019-2020 academic year, in an effort to continuously monitor and evaluate its assessment system, EPP faculty reviewed its assessment/data collection timelines and conducted reviews of current assessments in place. Results of the assessment review process and subsequent recommendations were also affirmed/approved by the Educator Preparation Council. During this review, it was affirmed that assessments in place continue to provide the EPP with valuable/useful data and feedback regarding its candidates/completers

and their preparation/teaching effectiveness in P12 schools. Additionally, the EPP Director of Assessment continues to affirm and verify all EPP assessment validity and reliability. For example, as a result of (Cronbach's alpha) reliability tests, the Student Teacher Part A assessment demonstrates .80 reliability, while the Student Teacher Video Analysis assessment demonstrates strong reliability of .98, thus affirming that data from these assessments are useful for ongoing improvement of the EPP. Benchmarks for all EPP assessments are clearly delineated through TracDat, the university's data depository. These benchmarks are reviewed and updated annually (since 2013) by the university Student Learning Committee and the University VP for Strategy and Innovation. The EPP's Director and Director of Assessment also serve on this committee and are actively involved in this annual review process. The 2019-2020 annual review of TracDat results also determined that all benchmarks continue to be met and that assessments are appropriate and effective for continued quality of the EPP and candidate preparation. Content validity of all EPP rubrics is verified by alignment with InTASC Standards, Oklahoma Standards, SNU EPP Standards clearly delineated on each assessment rubric and data reporting document. In reviewing and discerning data for long-term trends, the EPP concludes that EPP assessment benchmarks are aligned and consistent with InTASC Standards, that these benchmarks continue to be met, and that the EPP continues to produce quality educators that continue to consistently and positively impact P12 student learning. Reviews also indicated that other assessment benchmarks, such as the Oklahoma State 1st Year Teacher and Administrator surveys, were inconclusive in 2019-2020 due to the low number of responses. As a result, the EPP now communicates early notices to its first-year teachers and administrators, reminding them that survey requests are being sent and that information gleaned from these anonymous surveys will contribute to the ongoing effectiveness of the EPP. Additionally, in reviewing the past 3 years of data, it was determined that certain assessments' response rates and the timeliness of responses required adjustments. Accordingly, the EPP Assessment Timeline was revised to schedule particular assessments during times that prompted optimum responses. It should be noted that this review/revision process was completed prior to Covid-19 restrictions, thus negatively affecting the timing of the administration of certain assessments. In reviewing data available, the EPP noted that information gleaned from the 1-3-5 Year and 10-Year Alumni (completer) surveys, based on InTASC standards, indicated overall completer satisfaction, while InTASC based items #6 and #9 indicated slight percentages (less than 7.1%) in the "unacceptable" range. To address these items, the EPP reviewed syllabi for concept mastery units in Professional Education coursework, prompting an additional learning objective addressing multiple methods of assessment in the required Educational Psychology course. It is anticipated that these adjustments will strengthen future completers with additional strategies to positively impact P12 student learning. While not noted as "unacceptable," the EPP did note that responses regarding items #7-8 of the survey (technology integration) was slightly lower than in previous years. To address these particular responses, the EPP initiated the requirement that candidates must obtain Google Classroom certification through its Educational Technology course, a required Professional Education course for every candidate and currently taught by a certified Google Classroom instructor. Additionally, all candidates are now required to develop/present an instructional technology portfolio as a requirement for successful course completion. Educational Technology portfolios include artifacts and unit activities/plans that demonstrate the candidate's ability to effectively plan for effective technology supported instruction in P12 student learning and engagement. Additionally, as a result of reviews of the alumni (completer) survey data for the past three years, demographic information indicated that a number of completers were teaching in subject areas other than their initial program area. In Oklahoma, certified educators have the opportunity to add certifications to their initial certification teaching area credentials through competency testing. Accordingly, the EPP has developed a newly structured Elementary/Early Childhood Education degree plan that includes additional emphasis areas, such as Special Education, STEM/Technology and ESL/ELL. This new program structure was developed in collaboration with campus faculty and P12 educators from these areas of emphasis. These new degree plans were set to begin in 2019-2020, but with delays due to Covid-19, the plan is to fully implement this new program structure in fall 2021 (post Covid-19 restrictions). An additional strategy and opportunity to address this need was approved in fall 2019 and provides that candidates may take up to 9 graduate hours in Special Education coursework as part of their undergraduate programs. It should be noted that this coursework is a part of SNU's Master of Arts/Administration of Special Education (non-licensure) program. It is anticipated that these innovations will assist individuals pursuing certifications in additional licensure areas through competency testing. A significant EPP assessment adjustment included the TWS (Teacher Work Sample) and the transition to candidate performance data related to the PPAT (Praxis Performance Assessment for Teachers). This transition is in response to State of Oklahoma changes in teacher certification criteria when the PPAT will officially become the third teacher certification assessment in fall 2021, however, the EPP began piloting the PPAT process with its candidates in fall 2019. PPAT Task 1-4 activities are now incrementally introduced in selected EPP Professional Education coursework; Foundations of Education, Educational Technology, Educational Psychology, Professional Decision Making (capstone course), and in Student Teaching Seminars I-III. Beginning in fall 2020, PPAT assessment data will replace TWS assessment data for all EPP candidates. While the TWS historically has provided quality and useful data for program and candidate improvement, it is anticipated that candidate and completer PPAT data (Tasks 1-4) will provide significant data for ongoing EPP program effectiveness. An additional key EPP assessment that continues to measure candidate progress is the Growth Portfolio. This electronic assessment measures candidate growth in four benchmarks/checkpoints throughout the candidate's program. Candidates are required to submit artifacts during these four checkpoints and evaluations are conducted by EPP faculty based on assessment rubrics aligned with InTASC Standards for each of four checkpoints. The EPP also follows a systematic admissions process that assures quality candidates are admitted to the program. Candidates are admitted to the EPP based on several criteria, such as GPA, entrance exam (OGET), field experience evaluations, completed coursework, professional recommendations, and by successful completion of the Admissions Interview conducted each semester by interview panels consisting of EPP faculty, campus faculty/administration, and P12 community members/stakeholders in partnership with the EPP. Admissions interviews are evaluated based on an InTASC aligned interview rubric. It should be noted that in fall 2019, the SNU EPP Advanced Program (Educational Leadership) elected not to pursue CAEP recognition, resulting in lapse of recognition for its graduate programs. While the Advanced Program is not currently CAEP recognized, the EPP continues to include Advanced Program data on its 8 Annual Measures reporting webpages. The Advanced Program will be included in the next CAEP site visit in 2025.

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 spring 2018, the SNU EPP participated in its CAEP site visit, resulting in full Continuing Accreditation with NO Areas for Improvement and NO Stipulations. Additionally, 2 previous AFI's were removed as a result of this accreditation process. As a result of this successful site visit, the EPP was honored with CAEP's "Frank Murray Leadership Recognition for Continuous Improvement" Award, citing no stipulations or areas of improvement in the results of its 2018 site visit. Since this site visit, the EPP has continued to regularly and systematically review its assessment system and pursue necessary adjustments/revisions to assure ongoing quality preparation of its candidates. In 2019-2020 academic year, the SNU EPP continued to review all data management systems and schedules for continuing assurance that all assessment processes in place continue to provide timely and relevant data for quality preparation of its candidates. The EPP Assessment Committee, chaired by the EPP Director of Assessment, provided critical review and analysis functions for individual assessments, as well as the overall assessment system for the EPP. Members of the Assessment Committee include university statistics and mathematics faculty, as well as P12 stakeholder membership. The Assessment Committee, along with EPP faculty and the Educator Preparation Council (EPP Governance), reviewed assessments and timelines, resulting in an adjustment to the timeline/schedule for administering assessments and reviewing data pertinent to effective candidate preparation, as well as an established timeline for conducting the EPP's assessment validity and reliability processes. Results of these reviews were shared with various EPP Committees, as well as with P12 stakeholders and community members. As data were reviewed, recommendations for program adjustments/revisions were presented to the Educator Preparation Council for approval. It should be noted that the Educator Preparation Council membership includes EPP faculty, SNU faculty, and P12 stakeholders/educators. Additionally, the EPP's Director of Assessment regularly conducts reliability and validity reviews for all its assessment, assuring that the EPP's individual assessments continue to provide reliable, informative and quality data. One specific result of the 2019-2020 review included the adjustment of the EPP's Assessment timeline, based on review of alumni/completer surveys. Another example of assessment revision includes the replacement of Teacher Work Sample (TWS) assessment with PPAT (Praxis Performance Assessment for Teachers) assessments, prompted by revisions to Oklahoma certification requirements that will take effect in fall 2021. To assure that its candidates are prepared, the EPP has piloted PPAT assessments with its current candidates. Additionally, PPAT Task assessments have now been implemented in various EPP













Professional Education coursework at various checkpoints throughout the program. Initial review of PPAT data has verified that these data will continue to provide the EPP with significant resources for informed, data-driven decisions. Quality, effective EPP assessments, such as the 1-3-5 Year and 10 Year Alumni Surveys, First Year Teacher and Administrator Surveys, Student Teacher Evaluations, and various other candidate assessments, continue to contribute to providing valuable information to the EPP. Overall reviews of assessment data have determined that the SNU Educator Preparation Program continues to effectively prepare quality educators that are equipped to positively impact P12 student learning. Reviews and reports of ongoing assessment and completer satisfaction are reported on the SNU School of Education CAEP 8 Annual Measures webpages. As the SNU EPP continues to closely review, monitor and manage its assessment unit assessment system, the EPP is assured of continuing its high level of candidate preparation, as well as the continued positive impact on P12 student learning by its program completers. It should be noted that due to Covid-19 closures and restrictions, the availability of some EPP assessment data for spring 2019 was negatively impacted, as noted on the CAEP 8 Annual Measures data reports. It should be noted that ongoing administration of assessments and subsequent data collection are scheduled to continue as Covid-19 related restrictions are removed. In an ongoing effort to strengthen the recruitment of quality candidates to SNU's preparation program, a number of initiatives and new approaches continue to demonstrate the EPP's commitment and efforts to attract and retain highly qualified individuals to its program. By honoring incoming admission cohort groups and their corporate GPA's (3.0 minimum), candidates continue to be recognized for their outstanding academic performance. Each semester, an admission cohort group is identified as candidates meet rigorous requirements for admission. In fall 2019, Cohort #10 was admitted with a cumulative GPA of 3.67. An EPP Cohort Admissions Ceremony was held on November 5, 2019 to officially induct and honor these candidates. In Spring 2020, Cohort #11 was admitted with a cumulative GPA of 3.58, however, due to Covid-19 restrictions and campus closure, the scheduled ceremony was postponed. Plans are underway to officially recognize Cohort #11 (as well as future cohorts that might be negatively impacted) post Covid-19. Individual candidates admitted to the program must complete specific requirements for admission, including a successful interview with an admissions panel that includes P12 educators and stakeholders. In interviews, candidates are assessed using an interview rubric aligned to InTASC standards. Fall 2019 interviews were conducted in November 2019. It should be noted that due to Covid-19 closures and restrictions, Spring 2020 interviews were canceled, however, candidates were required to articulate and submit a newly created Admissions Essay that addressed each specific InTASC component of the Admissions Interview Rubric. Additionally, the EPP continues to promote academic excellence by its continuing recognition of its program's Honors Graduates. During the 2019-2020, 10 completers were recognized as Honor Graduates, each completing their individual programs with a minimum GPA of 3.75. Honor graduates are recognized at commencement ceremonies with blue honor cords representing the SNU School of Education. Additionally, in an effort to recruit new prospects to the EPP, the School of Education "Ambassadors" program was created in fall 2019 with new specific guidelines for this program established and approved by the Educator Preparation Council. Ambassadors are carefully screened and selected by the EPP faculty and are instrumental in creating/maintaining connections with area P12 schools, as well as working with SNU campus Admissions staff, interacting and participating in prospective student campus visits. It should be noted that follow up feedback from P12 schools visited by the EPP's Ambassadors has been overwhelmingly positive. During summers, Ambassadors also continued to communicate with prospective students through email communications, phone calls and/or handwritten notes. As a result of the establishment of the Ambassadors program, the EPP is experiencing a significant increase in prospective student interactions, as well as an increase in the number of prospective, interested students. Each spring, for the past several years, the EPP has hosted its annual celebration/recruitment dinner, "SNU Educator Preparation: Celebrating the Past, Present and Future" where prospective students and first-year teachers are honored. This event has grown over the years, prompting the enrollment of several new students. Unfortunately, due to SNU's Covid-19 campus closure, the spring 2020 scheduled dinner was cancelled. As an alternative, an EPP informational recruitment video was created, hosted by an EPP candidate and the EPP Director, and was posted on the institutional webpages, as well as distributed to interested prospective students. As an additional recruitment process, the EPP continues its efforts by promoting its partnership with P12 schools in offering HS seniors the opportunity to enroll in the EPP's initial Professional Education course, Introduction to Education. During 2019-2020, this opportunity expanded to an additional area P12 district. The EPP's Burkinshaw High-Achieving Ethnic Minority Scholarship continues to provide opportunities for prospective students from diverse ethnic/multicultural backgrounds. During 2019-2020, 2 candidates were awarded funds from this endowed scholarship. This scholarship's criteria were revised (2019) with input from the SNU VP of Intercultural Learning and Engagement. One recipient of this scholarship has also been employed by the EPP to manage the EPP's Candidate Reading Resource Center. In this position, this bilingual candidate provides assistance and resources to candidates working with ESL/ELL student learners. Additionally, 2 newly created endowed scholarships were initiated to attract and recruit high-achieving Early Childhood and Elementary Education prospective candidates to the EPP. Due to these and other recruitment initiatives in 2019-2020, the EPP experienced an increase over 2018-2019 in the number of incoming students to its program. Currently, the State of Oklahoma is experiencing significant shortages for all teacher certification areas with multiple alternative pathways available for teacher preparation. While the EPP continues to be encouraged by the growing number of incoming students to its traditional teacher preparation program, intentional recruitment efforts will be strengthened in working creatively and aggressively with campus Admissions personnel to continue to attract high-achieving, high-quality prospective candidates to its Educator Preparation Program.










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
- 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
- 4.3 Employer satisfaction
- 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.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.4.2 Satisfaction of Completers
- A.5.1 Quality and Strategic Evaluation
- 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.

-  **Annual_Assessment_Timeline.pdf**
-  **Alumni_(135_Year_and_10_Year)_Survey_Instruments.pdf**
-  **First_Third_Fifth_Year_Alumni_Survey_20192020.pdf**
-  **10_Year_Survey_Comments_20192020.pdf**
-  **Elementary_Ed_Program_RevisionsProposed__Fall_2019.pdf**
-  **PPAT_Pilot_Orientation_Documentation.pdf**
-  **Growth_Portfolio_Rubrics__Levels_14.pdf**
-  **Admissions_Requirements_(Revised_2020).pdf**
-  **Admissions_Interview_Rubric_.pdf**
-  **Admissions_Interview_PanelFall_2019.pdf**
-  **Ed_Prep_Council__Ed_Prep_Department_Minutes.pdf**
-  **SNU__CAEP_Frank_Murray_Award_News_Release.pdf**

-  **10__11_Admission_Cohorts_Average_GPA_(posted_on_webpage).pdf**
-  **Admission_Cohort_Group_10_(with_GPA)Fall_2019.pdf**
-  **Fall_2019_EPP_Induction_Ceremony_Program.pdf**
-  **Admission_Cohort_Group_11_(with_GPA)Spring_2020.pdf**
-  **School_of_Education_Honor_Graduates_20192020_.pdf**
-  **Ambassadors_Program__Policy_and_Guidelines.pdf**
-  **School_of_Education_Video_Recruitment__Virtual_Visit.pdf**
-  **BPS_Partnership_Agreement.pdf**
-  **BURKINSHAW_HIGHACHIEVING_ETHNIC_MINORITY_EDUCATION_SCHOLARSHIP_ENDOWMENT_Guidelines_for_Eligibility_Application.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

In 2019-2020, the SNU EPP continued to follow its assessment timeline by systematically administering assessments and collecting data related to candidate preparation and program effectiveness. It should be noted that during Spring 2020, issues related to Covid-19 restrictions presented significant challenges to the EPP's ability to administer selected assessments and collect certain data. Despite these difficulties, with specific adjustments to assessment timelines/processes, the EPP was able to collect useful data and determine/verify that its candidates continue to be prepared for effective teaching of P-12 learners. As the EPP maneuvered challenges and limitations, adjusted its assessment timeline, and transitioned its preparatory coursework and program functions to virtual and/or alternative formats, useful data from administered assessments continued to assure the EPP of quality of program and effective preparation of its candidates to positively impact P-12 student learning.

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 2021 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

Name:

Position:

Phone:

E-mail:

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 reviews.
2. Review and analyze stipulations and any AFIs submitted with evidence that they were addressed.
3. Monitor reports of substantive changes.

4. Collect headcount completer 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 review 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