

# 2023 Annual Accreditation Report

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

## Section 1. EPP Profile Updates in AIMS

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information in the system is up-to-date and accurate.

### 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 be authorized to receive time-sensitive CAEP-accreditation related communications.]

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 is primarily assigned the role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head and should be authorized by the EPP to receive CAEP-accreditation related communications.]

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 at least two distinct contact persons to ensure that automatic communications sent from AIMS are received by the EPP in the event of personnel 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 licensure area listings (including program title, licensure level, degree or certificate level, licensure(program) category, and program review option) are up to date and accurately reflected in AIMS under Program Options, for all licensure areas that fall within CAEP's scope of accreditation; (programs outside of CAEP's scope of accreditation should either be marked as non-CAEP review or archived, as applicable, in AIMS).

Agree Disagree



## Section 2. EPP's Program Graduates [Academic Year 2021-2022]

### 2.1 What is the total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2021-2022?

Enter a numeric value for each textbox.

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

22

2.1.2 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 (Do not include those completers counted above.)<sup>2</sup>

40

**Total number of program graduates** 62

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<sup>1</sup>In Section 2 of the Annual Report, the EPP will provide the total number of graduates who finished the program and licensing requirements in the academic year specified.

<sup>2</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 2021-2022 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 2021-2022.

### 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://docs.google.com/document/d/18lgGqYbrMc9Em7Mr5zYqisXYCPXboCaAnL9II\\_zkyiU/edit](https://docs.google.com/document/d/18lgGqYbrMc9Em7Mr5zYqisXYCPXboCaAnL9II_zkyiU/edit)

### 4.2. CAEP Accountability Measures (for CHEA Requirements) [2021-2022 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 2021-2022 academic year, are clearly tagged, explained, and available to the public.

[CAEP Accountability Measures \(for CHEA Requirements\) \[2021-2022 Academic Year\]](#)

- **Measure 1 (Initial): Completer<sup>3</sup> 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.)

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<sup>3</sup>For the CAEP Accountability Measures, the EPP will share information on the website pertaining to completer data per CAEP's definition of the term completer: "A candidate who successfully satisfied all program requirements of a preparation program at least six months previously and who is employed in a position for which they were prepared for state licensure."

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 2021-2022 academic year, the Southern Nazarene University Educator Preparation Program continued its goal and intentional efforts to recruit and equip future educators of excellence. With that in mind, the SNU EPP continued efforts in 2021-2022 to recruit highly qualified and high-achieving prospective candidates, as well as focusing on continuing improvement of its program and policies, and dispositional growth of teacher candidates in the program. The EPP continued recruitment efforts by establishing connections with prospective students through the School of Education Ambassador program. Three high-achieving teacher candidates (representing Early Childhood, Elementary, and Secondary Education majors) serve as Ambassadors to connect with area high school students expressing possible interest in teaching careers. During the 2021-2022, Ambassadors conducted school visits with prospective student groups, providing specific information about SNU's EPP, possible scholarship/financial aid opportunities, and providing insight into questions regarding specific major programs, clinical experiences/opportunities, and various other aspects of the EPP. Through these connections, prospective students were able to schedule individual/corporate campus visits for faculty orientation/information sessions and departmental tours. Additionally, Ambassadors reached out to individual prospects through email, written and phone communications, establishing communications with prospects from additional geographic areas. Ambassadors also participated in campus prospective student outreach as well as other campus admissions events. In 2021-2022, the EPP continued recruitment efforts for high-achieving ethnic minority prospective students through the EPP endowed Burkinshaw High-Achieving Ethnic Minority Scholarship. In fall 2021, this scholarship fund awarded \$2000 scholarships to 2 prospective teacher candidates that met established scholarship criteria. Established in 2017, this scholarship has provided funding to more than 10 prospective high-achieving candidates from diverse ethnic backgrounds. In addition to these endeavors, the EPP has more than 30 endowed scholarships dedicated to the recruitment of qualifying, high-achieving prospective and current candidates. During 2021-2022, 2 newly endowed scholarships were added to this list of available scholarships. Of the total number of candidates pursuing an EPP program of study, approximately 90% benefit from EPP scholarships, future teacher grants, and various other future teacher focused funding opportunities at some point in their programs. During 2021-2022, the EPP also continued its program quality assurance efforts to admit quality, high-achieving candidates to its program through rigorous admission requirements. For example, every prospective candidate must participate in an interview process prior to admission as a candidate in the EPP. EPP admissions interviews are conducted twice per academic year. During 2021-2022, interviews were conducted in November 2021 and April 2022 by the EPP Admissions Committee (interview panel). The Admissions Committee consists of representation of EPP faculty/administration, university faculty/staff, P-12 stakeholders (teachers/administrators), as well as parents/community member stakeholder representation. During these interviews, the Admissions Committee utilizes an Admissions Rubric aligned with InTASC standards, as well as diversity and technology (ISTE) standards and prescribed teaching dispositions for its evaluation of prospective candidates. It should be noted that the Admissions Rubric was revised/updated in fall 2021, based on Admissions Committee interview panelist feedback regarding clarity of rubric narratives. In addition to the interview process, prospective candidates are required to meet other rigorous admissions requirements, including the articulation of an admissions essay, completing an individual teaching dispositions survey, clinical/observation hours, minimum GPA requirements, and General Education requirements. Pursuant to candidates successfully completing admissions interviews and meeting all other admission requirements, the Admissions Committee makes recommendations for approval of individual candidate admission to the Educator Preparation Council (EPP governance group). The EP Council votes to approve admission of individual candidates to the program by cohort groups (vote recorded in EP Council minutes). Since 2015, the SNU EPP has admitted candidates by cohort groups with each cohort's cumulative average above 3.0 GPA. During the 2021-2022 academic year, Cohorts 14 and 15 were admitted to the Educator Preparation Program. In fall 2021, Cohort 14 admitted 6 candidates with a cumulative GPA of 3.51, and in spring 2022, Cohort 15 admitted 7 candidates with a cumulative GPA of 3.63. Each cohort is recognized with a special induction ceremony, commemorating individual and cohort corporate achievement. As an additional process of quality assurance, it should be noted that during the 2021-2022 year, 8 candidates graduated/completed the program in fall 2021 with a cumulative GPA of 3.64, and 14 candidates graduated/completed the program in spring 2022 with a cumulative GPA of 3.70. The EPP also pursues quality assurance efforts through its annual administration of completer/alumni surveys. During 2021-2022, the EPP again administered its first, third and fifth year alumni survey, as well as its 10 year alumni survey. In reviewing the data from both surveys, the EP Council determined/affirmed overall program completer satisfaction with a significant number of program completers/alumni continuing to receive honors and recognition for their individual teaching performance and service. The SNU EPP continues to benefit from its support and relationship with P-12 and community stakeholders. Currently, the EPP has seven committees, each with P-12 and community representation, that provide feedback and recommendations in each of their respective areas. During 2021-2022, an annual review of EPP committee structures, functions and membership was completed, resulting in the combining of 2 committees; the Diversity Committee and the Bias Review Committee. As previously mentioned, the EPP governance group, the Educator Preparation Council, meets 4 times per academic year in the months of September, November, February and April. The EP Council is the decision-maker group for all aspects of the EPP (candidate admissions, EPP policy/program decisions, EPP data/assessment quality, data review, and considerations for implementation of data-driven changes). The EP Council is also apprised of updates regarding proposed programs, program changes and current trends regarding teacher shortage/supply and demand issues in Oklahoma and nationwide. As a result of reviewing these trends, the EP Council approved a new

initial/undergraduate Science Education program (Biology and Chemistry) for submission for state accreditation recognition. Subsequently, this program was approved by the State of Oklahoma and recruitment efforts for prospective students were initiated during 2021-2022. Diversity considerations continue to be emphasized in the EPP for candidate preparation. Specifically, the Student Teaching Diversity Awareness Essay is required for every candidate during their clinical/professional student teaching semester. This particular essay focuses on two distinct sections; individual student diversity aspects, and overall school site diversity aspects. In section one, candidates are required to focus on one particular anonymous student identified with one or more disabilities in their student teaching assignment. This section includes reflection and summary of the student's disability as identified on an IEP (Individualized Education Program), as well as an assessment/evaluation regarding strategies to benefit the student utilized by the cooperating classroom teacher. In section two, the candidate articulates an evaluation/review of overall school site demographics, such as percentages of students with disabilities, as well as statistics regarding overall school population group percentages (i.e. low socio economic, gender, race/ethnicity). The Diversity Awareness Essay is evaluated by the EPP Director of Educator Preparation utilizing an evaluation rubric aligned with InTASC CAEP, ISTE, and OK State standards. In fall 2021, the Diversity Awareness Essay rubric was revised to provide clarity in three specific narrative sections of the rubric. To strengthen awareness of diversity issues related to teaching, each candidate must also meet the EPP's Foreign Language Proficiency Requirement prior to completion of their individual preparation program. In spring 2022, the EP Council approved a seventh possible option for candidates to establish proficiency through ESL/ELL coursework. Additionally, candidates are required to complete observations/field experiences and clinical practice/student teaching in schools identified as diverse. The EPP also continues to administer its annual Diverse Cooperating Teacher Survey to area principals/administrators working in partnership with the EPP. This survey continues to provide cooperating teachers from diverse backgrounds as possible mentors/supervisors for EPP candidates. As a result of 2021-2022 survey administration, 2 new elementary teachers representing diversity were added to the pool of cooperating teachers for candidate field experience/student teaching partnerships. In early spring 2022, the EPP Director of Assessment unexpectedly resigned, and 2 additional EPP faculty members announced plans to retire. To address these personnel changes, the EPP implemented plans in 2022-2023 for seamless transition as it continues to pursue excellence in continuous improvement of candidate recruitment/preparation, as well as in program accountability.

### 6.1.2 Optional Comments






















In the 2020-2021, the SNU Educator Preparation Program continued its efforts to recruit and retain quality candidates to its program. Focused and intentional efforts were also pursued to continue to develop effective educators that are prepared in content, pedagogy and effective teaching practices that positively impact P-12 student learning. The SNU EPP also focused on assuring that measures are in place to determine effective candidate dispositions, as well as assessments to determine individual/corporate candidate skills and knowledge for effective teaching practice. The EP Council (governance group) continues to regularly and systematically review assessment data, as well as program policies related to the preparation of effective teacher candidates. Through these efforts, the EPP assures that its completers are well-prepared for teaching positions for which they qualify. In Spring 2018, the EPP had its most recent site visit and was recognized with 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.5.1 Quality and Strategic Evaluation**
- A.5.3 Continuous Improvement**
- R1.2 Content**
- R2.1 Partnerships for Clinical Preparation**
- R2.2 Clinical Educators**
- R2.3 Clinical Experiences**
- R3.1 Recruitment**
- R3.3 Competency at Completion**
- R4.1 Completer Effectiveness**
- R5.1 Quality Assurance System**
- R5.3 Stakeholder Involvement**
- R5.4 Continuous Improvement**
- R6.2 Administrative Capacity**
- R6.4 Infrastructure**
- x.1 Diversity**

**Upload data results or documentation of progress on phase-in/transition plans if**



applicable (This is optional and for the EPP's records as it prepares for the next CAEP review).

-  **91721\_\_EP\_Council\_Meeting.pdf**
-  **111921\_EP\_Council\_Meeting.pdf**
-  **21822\_EP\_Council\_Meeting.pdf**
-  **42222\_EP\_Council\_Meeting.pdf**
-  **\_EPP\_Admission\_Interview\_Rubric\_\_Revised\_Fall\_2021(1).pdf**
-  **1st\_\_3rd\_\_5th\_Year\_Annual\_Alumni\_Survey\_20212022.pdf**
-  **10\_Year\_Alumni\_Survey\_Comments\_\_20212022.pdf**
-  **Cohorts\_1415\_\_20212022.pdf**
-  **ED\_2162\_Admissions\_Essay\_Guidelines\_\_Revised\_Spring\_2022.pdf**
-  **EP\_Admissions\_Interviews\_\_F21.pdf**
-  **EP\_Admissions\_Interviews\_Spr22.pdf**
-  **EP\_Cohorts\_115\_Cumulative\_GPAs.pdf**
-  **F21\_Ed\_Prep\_Induction\_Ceremony.pdf**
-  **Spr22\_Ed\_Prep\_Induction\_Ceremony.pdf**
-  **EP\_Program\_Completers\_GPAs\_20212022.pdf**
-  **HighAchieving\_Ethnic\_Minority\_Scholarship\_Guidelines.pdf**
-  **EP\_Ambassadors\_Program\_Guidelines\_\_Updated\_F21.pdf**
-  **Teaching\_Dispositions\_Survey\_(Electronic)\_Revised\_Fall\_2021.pdf**
-  **ST\_Diversity\_Awareness\_Essay\_Rubric\_\_Revised\_F21.pdf**
-  **EP\_Foreign\_Language\_Proficiency\_Requirement\_\_Revised\_Spr22.pdf**
-  **EP\_Annual\_Diverse\_Cooperating\_Teacher\_Survey.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 Questions: Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

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**8.2 Preparer's authorization.** *By checking the box below, I indicate that I am authorized by the EPP to complete the 2023 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:

Position:

Phone:

E-mail:

**Secondary Contact Person for Annual Report Feedback***(Notification of Annual Report Feedback will be sent to the report preparer and the secondary contact person listed to ensure receipt of feedback in the event of EPP turnover.)*

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.**

See [CAEP Accreditation Policy](#)

**Acknowledge**