

2019 EPP Annual Report

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

Section 1. AIMS 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"/>

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 2017-2018 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure¹ 33

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 88

Total number of program completers 121

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 2017-2018 academic year?

- 3.1 Changes in the established mission or objectives of the institution/organization or the EPP _____
- 3.2 Any change in the legal status, form of control, or ownership of the EPP. _____
- 3.3 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited _____
- 3.4 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited _____
- 3.5 A contract with other providers for direct instructional services, including any teach-out agreements _____
- Any change that means the EPP no longer satisfies accreditation standards or requirements:
- 3.6 Change in regional accreditation status _____
- 3.7 Change in state program approval _____

Section 4. Display of Annual Reporting Measures.

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

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

1

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

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

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

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

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

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

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

Are benchmarks available for comparison?

Are measures widely shared? How? With whom?

During spring 2018, the SNU Educator Preparation Program hosted a successful CAEP accreditation site visit. At that visit, the 8 Annual Measures were carefully inspected and reviewed by the CAEP Site Visit Team. As a result of this visit and review, the CAEP Site Team determined and noted that the EPP's 8 Annual Measures effectively demonstrate systematic data collection and reporting for accountability and for assisting the EPP in data-driven decision making. The CAEP 8 Annual Reporting Measures have also been very beneficial to the SNU Educator Preparation Program over the past 3-5 consecutive years. By systematically and regularly reviewing and analyzing the past 3 years of data reported in these measures, the EPP has been able to ascertain trends and tendencies for its program, as well as with its completers. Fundamentally, because of the organized and systematic approach to collecting and reporting data, the 8 Annual Measures provide an effective 'baseline' and foundation to begin analysis of quality measures that directly affect the EPP's alumni/completers, as well as its current candidates. As the EPP regularly updates data for inclusion in its 8 Annual Measures page, a systematic, timely and updated approach to data collection and review for the EPP is greatly enhanced. By reviewing information from the 8 Annual Measures, the EPP has also revised and updated its EPP Assessment timeline. Adjustments to the timing of data collection administration, as well as the relevance of specific data collection instruments and methods, have also been systematically reviewed, based on information/data gleaned from the 8 Annual Measures. Additionally, the SNU Educator Preparation Assessment Committee regularly reviews past years' data for the 8 Annual Measures to compare with current year data, so recommendations may be suggested to the SNU Educator Preparation Council for areas of improvement and for areas to be continued/strengthened where success has been demonstrated. The SNU Educator Preparation Council (Governance Group) and Departmental Faculty for the EPP considers all recommendations by the Assessment Committee for possible changes and adjustments to its programs, as well as recommendations for new, innovative approaches to preparing effective P-12 educators. Various other committees that provide support and assistance to the EPP also regularly review relevant data from the 8 Annual Measures so that meaningful and applicable feedback can be contributed from these committees' various perspectives.

As a result of this systematic and ongoing review and update of data from its 8 Annual Measures information, one emerging trend has been the improvement of response rates from completers and alumni to EPP generated surveys and inquiries. Through the consistent administration of annual data collected, the EPP has observed improved percentages of respondents (candidates, completers, alumni) to its data collection efforts. This improvement in response rates has encouraged the EPP to continue the long-term administration and fine-tuning of its alumni survey data collection processes, resulting in examining the quality of these alumni survey instruments to assure that the data collected continues to be meaningful, beneficial and critical to ongoing future decision-making processes for the EPP. For several previous years, the EPP has typically struggled with a low response rates from administered surveys. Because the EPP is small, the expectation was that response rates would continue to be limited due to the low number of alumni/completers. However, this noted improvement in response rates has emerged as an encouragement and a very positive aspect for the EPP's data collection efforts.

Data collected from alumni surveys have provided direct and candid feedback to the EPP that has resulted in significant adjustments to program and coursework. These anonymous surveys have allowed respondents the opportunity to provide clear critique, criticisms and suggested areas for improvement based on the individual respondent's perceptions and experience in P-12 classrooms. As one example, alumni/completer feedback has indicated a desire for more classroom management aspects embedded in program and coursework content. The EPP has analyzed existing coursework and program requirements and initiated more in depth discussions of classroom management aspects. The EPP has added additional classroom management information in its capstone course, Professional Decision Making. This course is taken by candidates during the semester preceding their student teaching semester (Professional Semester). Feedback emanating from candidates is that this information provides a stronger foundation of valuable and beneficial practical information as these candidates anticipate implementation of classroom management aspects in their student teaching P-12 classrooms and on to their own P-12 classrooms as they move into the teaching profession. As a result of data reviewed from the recently developed 10-Year Alumni Survey, the EPP has implemented additional coursework and program content in the area of professionalism and leadership. The 10-Year Alumni Survey's function is to seek information regarding alumni/completer honors, leadership opportunities, recognitions and promotions. Information gleaned from data review of this survey indicates that many of the EPP's alumni/completers are continuing to be recognized for their professional dispositions, as well as for their leadership abilities and strengths. The EPP has added an additional Professionalism and Leadership Seminar/Workshop to its required Student Teaching Seminar held each semester. It is the EPP's desire to continue to encourage and develop attitudes of initiative in leadership and professionalism as it prepares its P-12 candidates. Additionally, a newly developed P-12 Action Research Project's data results are now being reported. Data emanating from this pilot-project assessment have provided valuable and meaningful feedback to the EPP through its use of the Teacher Work Sample. These data have also provided assurances and confirmation of positive impact on P-12 student learning by first-year teachers through self-reflection and analysis. Moving forward, as a result of these indicators, as well as from positive feedback from first-year teacher participants, the EPP plans continued implementation and administration of the P-12 Action Research Project for its future first-year teachers to demonstrate the continuing effectiveness of the EPP's preparation program for P-12 educators. Data from future P-12 Action Research Projects will continue to be reported on the 8 Annual Measures website, and will be systematically shared with various EPP committees and supporting P-12 stakeholders. Benchmarks formed and resulting from previous years' data are reported for annual comparison. As each year's data is collected, analyzed and reported, the EPP is able to compare current data with previous years' data so that predicting emerging trends and anticipating any possible data collection issue and difficulty may also be addressed. Other benchmarks, such as state reported data from other EPP's, are also available and considered for comparison and review.

The SNU 8 Annual Measures, along with various other data reports, are widely shared on the SNU School of Education webpages. A dedicated page to these 8 Annual Measures contains links to each measure where a minimum of 3 years of data reporting are displayed. Both initial programs and graduate programs in the EPP share data efforts and information on this site. Additionally, the SNU Educator Preparation Program holds an Annual Public Forum each April to provide the public and other interested stakeholders the opportunity to review EPP programs and data results. Advertisements and public notices for these forums are published in area newspapers and publications at least two weeks prior to the scheduled date of the forum. The SNU Educator Preparation P-12 Advisory Committee is also regularly apprised of information/data from the 8 Annual Measures. The P-12 Advisory Committee is comprised of P-12 teachers, administrators and stakeholders from both private and public school entities, as well as community members, parents, and individuals representing various other interests and entities. This accountability group greatly assists the EPP in quality control aspects by providing feedback, suggestions, inquiries and ideas for program improvement. This group systematically analyzes EPP data, reviews EPP policies, and provides feedback on all assessments, forms and documents that are generated from the EPP. By maintaining accountability to the P-12 Advisory Committee, as well as carefully listening to and considering this practitioner and advisory group's input, the EPP continues to develop and maintain its high standards of excellence in preparing quality and effective P-12 educators that are equipped and ready for the challenges of today's P-12 learners and classrooms.

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?

First, it should be noted that the SNU Educator Preparation Program participated in its CAEP Site Visit in spring 2018. While the EPP does continuously and systematically collect and review data for quality assurance of its program, many assessments were in place and data-driven decisions made prior to 2017-18 so that adequate data could be collected and analyzed for reporting in the CAEP Self-Study. In preparation for the spring 2018 CAEP Site Visit, the EPP and its P-12 stakeholder committees reviewed and analyzed all assessment systems and rubrics. As a result of this review process, all rubrics are aligned with InTASC Standards, CAEP Standards, Oklahoma State Standards, and SNU EPP Standards, therefore assuring that all CAEP standards are aligned and addressed in every assessment. This new alignment of all assessment instruments greatly enhanced the EPP's assessment and data collection system, and provided clear articulation and delineation of all standards for candidates as well as for evaluators. By careful and consistent alignment, reliability and validity issues of all assessments were also addressed. Additionally, ALL assessments, rubrics and documents were transferred to electronic processes (Google Doc formats) for ease in accessibility and distribution to appropriate evaluators, as well as to streamline data collection processes. Currently, ALL functions and operations for data collection are processed and completed electronically. The EPP also prepared by systematically reviewing data collected from multiple assessments, as reported in the Standard 5 section of the EPP's CAEP Self-Study Report. Specifically, the State of Oklahoma provides first year teacher evaluation data (TLE – Teacher-Leader Effectiveness) for first year teachers identified as completers of SNU's Educator Preparation Program. These data were based on Tulsa and Marzano evaluation systems and analyzed to ascertain effectiveness of SNU's completers, and to compare with other first year teachers statewide. Additionally, data from the EPP's newly developed P-12 Action Research (Pilot) Project was a major focus for review. This pilot project was initiated in 2017 to indicate first-year teacher effectiveness and positive impact on P-12 student learning. Data emanating from this project were shared with EPP faculty, as well as with supporting committees and advisory groups, including the Educator Preparation Council (EPP governance group), P-12 Advisory Committee, EPP Assessment Committee, and the EPP Bias Review Committee. Analyses of this project and its subsequent data were also presented by EPP faculty and participating first year teachers at the annual Oklahoma Association of Colleges for Teacher Education (OACTE) conference. Departmental faculty, as well as first-year teacher participants, discussed data analysis, adjustments and trends to the project, and plans for moving forward with future administrations of the project, based on data collected and reviewed from its initial administration. Another example of data reviewed emanated from the EPP's Annual 1st-3rd-5th Year Alumni (completer) Survey. This survey is sent annually to completers who are in their first, third or fifth year of teaching. Data resulting from these surveys were shared with departmental faculty, the Educator Preparation Council, the P-12 Advisory Committee and various other stakeholder entities. Additionally, a newly developed Cooperating Teacher Survey was developed in partnership with P-12 administrators. This survey assists the EPP in identifying prospective field and clinical experience cooperating teachers in the following areas: 1) teachers with at least 3 years teaching experience, 2) teachers that represent an identified diverse group, and 3) teachers that have consistently demonstrated effective P-12 teaching. As a result of this survey's implementation, additional qualified and effective teachers have been identified as possible partners and mentors for future clinical experiences of the EPP's candidates. A significant number of teachers recently identified in these surveys are now actively engaged in assisting the EPP.

While numerous changes were implemented and documented in the 2017 CAEP Self-Study Report, there are specific examples of

program change. Specifically, as a result and analysis of OSAT (Oklahoma Subject Area Test) scores by departmental faculty and the Educator Preparation Council, the EPP observed that in several of its specialized educator preparation areas/programs, a significant number of candidates struggled with certification tests in their respective specialization areas. As a result of the review of these data, the EPP implemented a new policy requirement for all candidates in the program. Beginning in 2017, all candidates are now required to participate in at least one testing preparation session taught by EPP faculty before the completion of their respective programs. Additionally, Advanced Program candidates are required to participate in certification testing workshops as they prepare to take Principal and Superintendent certification exams. Testing preparation sessions are offered twice during each academic year: spring and fall. Documentation of individual candidate participation is entered on individual candidate electronic data file. As a result of this newly implemented policy, noticeable improvements in OSAT test scores have been identified. Due to the success of these testing preparation opportunities, and because many candidates participate in certification testing during the summer months, the EPP's plans to implement an additional summer testing preparation session for all interested candidates in summer 2019.

While continuous improvement is an ongoing process, the EPP documented continuous improvement data in its 2017 CAEP Self-Study Report. The EPP analyzed various data from multiple assessments to evaluate the effectiveness of its programs, as well as to affirm effective preparation for its candidates. Specifically, various first-year teacher assessments have provided critical and valuable data for continuing to assure that completers are prepared to positively impact P-12 learning. The EPP Assessment Committee reviews and analyzes all data and as a result of these reviews, presents recommendations and observations to the Educator Preparation Council (governance group) for consideration. The primary function of the Educator Preparation Council is to approve EPP policy and any changes resulting from data-driven recommendations and analysis. Minutes of Educator Preparation Council meetings where data-driven changes occur are documented. Departmental faculty also considered recommendations from the Assessment Committee, as well as their own analysis and observations. Departmental faculty meeting minutes are also documented. The EPP has approved and utilizes a timeline and schedule for when specific assessments are administered. Specific assessments are organized according to various times during the academic year.

In 2017, the EPP Assessment Committee conducted validity and reliability processes for the EPP created P-12 Action Research Project, one of the innovative/pilot programs for the EPP. Success goals and projections from the initial implementation of this project was reviewed by departmental faculty and assessed by the Assessment Committee. The Assessment Committee's membership consists of EPP faculty, plus faculty from SNU Arts & Sciences, as well as P-12 stakeholder representation. Examples of evidence of changes and program modifications related to data analysis are demonstrated in Departmental Faculty and Educator Preparation Council minutes.

Each candidate in the EPP is tracked and documentation is entered on individual candidate electronic data pages. As individual candidates meet requirements for admission to the EPP, information is updated on the candidate's electronic data page. While each candidate must individually meet all requirements for admission to the program, all candidates are admitted collectively by cohort group. Cohort groups are admitted once during fall semester and once during spring semester. Cohort corporate cumulative GPA must be a minimum of 3.0. During 2017-18, 2 admission cohort groups were admitted; Cohort group #6: 3.45 GPA and Cohort group #7: 3.45 GPA.















While the EPP was not required to report on its Advanced Level program in its recent CAEP Self-Study Report and accreditation visit process, as a part of their SPA (Specialized Professional Association) and moving forward with CAEP Accreditation Standards, the Advanced Program (Educational Leadership: Building District Levels) regularly and systematically solicits feedback from their completers through administered surveys and through the advanced program MAEL (Master of Arts in Educational Leadership) Advisory Group. As a result of these endeavors, review of survey responses, and advisory group feedback, input and communication, the following are examples where program and coursework revisions to the EPP's Advanced Program have occurred; 1) an additional case study has been implemented that focuses on long and short range planning and process for building principal and district superintendent leadership and professionalism, 2) test preparation sessions specifically for graduate candidates, and 3) the inclusion of servant leadership aspects embedded in existing coursework. Additionally, the Advanced Program's analysis of survey data has determined that a significant number of Advanced Program completers are continuously recognized and honored for their leadership capabilities, and has also demonstrated that opportunities for advancement in educational leadership roles are consistently being experienced by the EPP's Advanced Program completers.

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
- 2.1 Partners co-construct mutually beneficial P-12 partnerships
- 2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators
- 2.3 Partners design high-quality clinical experiences
- 3.1 Recruits and supports high-quality and diverse candidate pool
- 3.2 Sets selective admission requirements
- 3.3 Monitors attributes and dispositions beyond academic ability
- 3.4 Creates and monitors candidate progress
- 3.5 Candidate positive impacts on P-12 students
- 3.6 Candidates understand the expectation of the profession

- 4.1 Completer impact on student growth and learning
- 4.2 Completer effectiveness via observations and/or student surveys
- 4.4 Completer satisfaction
- 5.1 Effective quality assurance system that monitors progress using multiple measures
- 5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.
- 5.3 Results for continuous program improvement are used
- 5.4 Measures of completer impact are analyzed, shared and used in decision-making
- 5.5 Relevant stakeholders are involved in program evaluation
- A.1.1 Candidate Knowledge, Skills, and Professional Dispositions
- A.2.1 Partnerships for Clinical Preparation
- A.3.2 Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully
- A.3.3 Selectivity during Preparation
- A.3.4 Selection at Completion
- A.4.2 Satisfaction of Completers
- A.5.1 Quality and Strategic Evaluation
- A.5.3 Continuous Improvement
- x.2 Technology
- x.5 State Standards (if applicable)

Upload data results or documentation of data-driven changes.

-  **Admission_Interview_Rubric1_.pdf**
-  **Rubric__Action_Research.pdf**
-  **Student_Learning_Gains__Action_Research_Project_TWS.pdf**
-  **TLE_Marzano_Model.pdf**
-  **TLE_Tulsa_Model.pdf**
-  **OSAT.pdf**
-  **Assessment_Committee_Meeting_22017.pdf**
-  **Validity__Reliability_.pdf**
-  **Admission_Requirements.pdf**
-  **Cohort_Admission_Group_7__Ed_Prep.pdf**
-  **EPP_Schedule_for_Data_Collection.pdf**
-  **Excerpts__Ed_Prep_Council__Dept._Faculty_Meetings.pdf**
-  **Excerpts_(Part_II)_Ed_Prep_Meetings.pdf**
-  **Candidate_Data_Tracking__SAMPLE.pdf**

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

Yes No

6.3 Optional Comments

Southern Nazarene University's Educator Preparation Program (EPP) participated in its CAEP Accreditation visit during Spring 2018. As a result of this visit, CAEP Accreditation Board voted in October 2018 to grant Southern Nazarene University's Educator Preparation Program full CONTINUING ACCREDITATION, with NO Areas for Improvement and NO Stipulations. Additionally, 2 previous AFI's (Areas for Improvement - NCATE) were REMOVED as a result of the Spring 2018 CAEP Accreditation visit.

Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2019 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

Name: Tim Taylor

Position: Chair, School of Education

Phone: 4057176267

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

CAEP Accreditation Policy

Policy 6.01 Annual Report

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

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

1. Monitor whether the EPP continues to meet the CAEP Standards between site visits.
2. Review and analyze stipulations and any AFIs submitted with evidence that they were addressed.
3. Monitor reports of substantive changes.
4. Collect headcount 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 visit report responses, and information made available to prospective candidates and the public. In particular, information displayed by the EPP pertaining to its accreditation and Title II decision, term, consumer information, or candidate performance (e.g., standardized test results, job placement rates, and licensing examination rates) must be accurate and current.

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

Acknowledge