

2021 EPP Annual Report

CAEP ID:	11607	AACTE SID:	3575
Institution:	Oakland City 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).

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

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

Total number of program completers 87

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

Masters in School Counseling Degree Program approved by the Indiana Department of Education in June 2020.

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

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

The OCU Financial Aid Office Provided the following Default Rate Data: FY18 Cohort Default Rate is 8.1% (Released February 2021) and the FY17 Cohort Default Rate is 9.7% (Released September 2020). This data meets the information required for #8 above but is not linked at the current time on an official site.
 Indiana will be transitioning from the Pearson CORE Assessment for initial licensure to the PRAXIS in the summer 2021.

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.

NCATE: Areas for Improvement related to Standard 4 cited as a result of the last CAEP review:

1 Candidates do not all have the opportunity to work with diverse university and field-based faculty. (ITP (ADV))

In the Fall of 2019, the OCU School of Education one male, African-American, faculty member with expertise in psychology who teaches in both the undergraduate (Developmental Psychology) and the Masters in School Counseling programs. All undergraduate students must take Developmental Psychology; therefore, more initial license teacher candidates have the opportunity to work with a diverse faculty member. In the Fall of 2020, an additional African-American male full-time graduate faculty member was added who taught one Assessment for Learning undergraduate course that all initial licensure students must take as a requirement for degree completion.

The SOE has recently formalized a stronger partnership with the Evansville-Vanderburgh School Corporation in southern Indiana. EVSC serves 22,450 students and represents the third largest school district in Indiana. The district type is considered urban, rural and suburban. EVSC includes five specialized schools which includes the New Tech Institute; Early College High School; Virtual Academy; STEM Academy; Academy for Innovative Studies. Student teacher placements and teacher candidate field experiences within this diverse school corporation has served as the priority student teacher placement district for OCU student teachers. Ongoing meetings between the EVSC Outreach Coordinator and the OCU SOE dean and student teacher coordinator have been established on an annual basis to support this partnership. EVSC serves as an essential partner for the newly developed Masters of Arts in School Counseling Program. The SOE undergraduate initial licensure field experience locations are Stockwell Elementary School in EVSC and East Gibson Elementary in the Gibson County School Corporation.

The OCU School of Education ethnicity percentages for 2019/20 Completers have been analyzed for the Doctorate, Masters, and Bachelor's Programs. The 2019/2020 data revealed the following percentages: Doctorate Students - 65.7% White (23), 34.3% African American (12), 0% Multiple ; 0% Hispanic: and 0% Asian. Education Specialist Students - 86.7% White (6), 13.3% African American (1), 0% Multiple ; 0% Hispanic: and 0% Asian.

Masters Students - 100% White (9); 0% African-American ; 0% Asian ; 0% Multiple. Bachelor's program enrollment- 91.4% White (23); 8.6% African American (2); 0 Hispanic . The delivery model utilized for the Doctoral program is primarily online and reaches beyond the Indiana, Illinois, and Kentucky areas for enrollment.

The Master's program candidates participate in face to face courses every other Saturday during each semester and most of these candidates represent Indiana, Illinois and Kentucky. The Bachelor program candidates participate in face to face courses and either commute or reside on campus. The Masters and Bachelors candidates are more representative rural, southern Indiana. School of Education graduate adjunct faculty include the following ethnicity percentage data: 90% White (19); 5% African American (1); and 5%Hispanic (1). The Oakland City University School of Education continues to improve on teacher and leadership candidates' engagement with diverse university and field-based faculty.

NCATE: Areas for Improvement related to Standard 5 cited as a result of the last CAEP review:

1. Professional education faculty have limited involvement in scholarship. (ITP) (ADV)

Scholarship enhancements have been evident during the 20/21 academic year. The following information represents the most recent efforts to create a university culture of scholarly research and presentations.
 Dr. Rachel Yarbrough, Dean

Served as the Keynote Speaker for the 34th Annual Association for Teacher Educators Conference (IL/IN) in March 2021. The Keynote Topic was Educator Preparation: Advancing Knowledge, Practice, and Collaboration
Served as a National CAEP Site Visitor: Initial training in Summer 2020, Served on the Drexel University and the Vincennes University Site Visits in the Spring 2021.
Founded the OCU School of Education "Learn&Lead" Series events each semester. The focus on Learn&Lead events is to provide current, research-based, relevant educational experts to serve as guest speakers for regional school and district level educational leaders. (Fall 2018 to Present)
Consulted with a New Jersey Public School District's Four Day School Week Committee to review implementation process, to provide personnel information and other related questions. (Fall 2018/Spring 2019)
Dissertation Chairperson: Served as Chairperson for four Dissertations, Multiple Committees
Conferences: Attended the AACTE Conference Fall 2018 Attended, CAEP Annual Conference in Spring 2019

Dr. Cyndi Boggs

Changed Ranks from an Instructor to an Assistant Professor
Successfully defended her dissertation in the Summer of 2020

Currently there are two additional SOE Instructors, Karen Nasserri (Special Education) and Kam Ashabranner (HPE) who are pursuing coursework toward an Ed.D. in Curriculum and Instruction. They should be completed by Summer 2023 with all coursework.

Dr. Randy K. Mills, Graduate Faculty Professor

Mills, Randy (2020) "A Terror to the People: The Evolution of an Outlaw Gang in the Lower Midwest," Midwest Social Sciences Journal: Vol. 23 : Iss. 1 , Article 7.

DOI: 10.22543/0796.231.1028

Available at: <https://scholar.valpo.edu/mssj/vol23/iss1/7>

Mills, Randy (2019) "How do you get to be one of those guys?: The Forgotten Story of Evansville North's Basketball Phenom Dave Schellhase." Indiana Basketball History Magazine, 27(4).

"The Hero of the Game: The Forgotten Collegiate Basketball Days of Baseball Great Gil Hodges" Traces of Indiana and Midwestern History, 2019.

"Battles Like These Don't Happen Every Day" Alabama Heritage Magazine (University of Alabama History Department), 2019.

"How do You get to be one of those Guys: The Forgotten Story of Basketball Phenom Dave Schellhase" Indiana Basketball History Magazine, 2019.

"Everybody Get Together: Constructing Baby Boomer Coming of Age Stories for Future Generations" Hoosier Genealogy Journal, 2019.

Dr. Michael Ige, Assistant Professor

Paper Presentation at the 34th Annual Midwest Association of Teachers of Educators (MWATE) Spring Conference held on April 16, 2021 at West Lafayette, IN. Paper Title: High School Dropout Class Grade and Parents' Education Level, Any Relationship?

Camy Davis, Professor (Portfolio and Rank Change Spring 2019)

Grant Work: Betty Ann McCullough Enrichment Project Grant – submitted M-Granted March 2020Acorn Academy

Mentoring/Tutoring- Director and Tutor 2016-PresentNext Generation Hoosier Educators

Scholarship Regional Interviewer 2017-2018

Ivy Tech Education Advisory Board- Presentation of OCU programs 2016-Present

Dr. Cathy Gonzales, Associate Professor

Served as the OCU Faculty Assembly President 2019/20

OCU School of Education Licensing Agent (Summer 2019- Present)

Acorn Academy Mentoring/Tutoring- Director and Tutor 2016-Present

Next Generation Hoosier Educators Scholarship Regional Interviewer 2017-2018

Ivy Tech Education Advisory Board- Presentation of OCU programs 2016-Present

Nancy Miller, Director of Graduate Programs

Perceived academic outcomes of adult online students and faculty utilizing OER at a small, faith-based, liberal arts college.

Ziebarth, T., Miller, N, (2018)

School Safety: Building Relations Between District Leadership and School Resource Officers. Ashby, D., Miller, N. (2018)

Co-Authored: Master's in School Counseling Program (Scheduled to be presented to Indiana Department of Education (Fall 2019)

Pat Swails, Graduate Professor

CAEP Program Review with Feedback 2019, (April 2019),

Midwest Association of Teacher Educators (MWATE) Annual Conference, West Lafayette, IN.

Action in Teacher Education, journal article reviewer, 2014-Present

CAEP Site Visitor training team leader, 2013-Present

Association of Teacher Educators, Committee on Committees chairman

Association of Teacher Educators, Leadership Academy fellow

Association of Teacher Educators-Indiana

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?

Utilization of "One Drive" as Shared File Source for SOE Faculty/Evidence Locker (5.1, 5.4)

Beginning with the Spring 2019 semester, a One Drive shared folder process was created and shared with all School of Education faculty. These folders provide a shared document/evidence space for gateway data, accreditation evidence, program review documentation, etc. Prior to the Spring 2019, a shared system of data collection and evidence review only existed in hard copy, file folder processes.

SOE Faculty2Faculty Sessions (1.2, 5.1, 5.3, 5.4, 5.5, A5.1)

Every three months the SOE Faculty meet in a "Faculty2Faculty" Session focused on accreditation, program review submissions, and OCU assessment planning tool utilization. These sessions are scheduled on Wednesday afternoons from 2:00 – 4:00pm for the faculty to share accreditation type work products and review CAEP standards/evidence.

PERT Teams: (5.1, 1.1, 1.2, 1.3, 2.1, 3.3, 4.1, 5.3, A5.1)

Establishment of a SOE Program Evaluation and Review Team process to work on CAEP and Indiana Department of Education Program Review assessment, curriculum and data analysis which are program specific. Each PERT Team has a program lead from each department. The PERT Team Leads identified in the Spring 2019 were as follows: Dr. Camy Davis and Dr. Cyndi Boggs – Elementary Education/Clinical Experiences; Karen Nasserri – Special Education; Cathy Gonzales – Secondary Education; Katie Harrison and Kam Ashabranner – Health and Physical Education (Licensure); and Kristi France – Early Childhood.

IDOE Program Review Submission: (1.1, 1.2, 1.3, 1.4, 1.5, A.1.1, A.1.2)

All Licensure Programs

All initial and advanced licensure programs submitted Program Reviews to the Indiana Department of Education on September 2020. Low enrollment program submissions included the following: HPE, Special Education, Secondary Education – Math, English, Social Studies and Physical Science, and Early Childhood

Program submissions with no SPA: Elementary Education, Transition to Teaching

Advanced Programs Submitted for SPA Review: Building Level Administrator and District Level Administrator

All programs were reviewed and recognized by both the SPA reviewers and IDOE; however, suggested improvements were noted and must be evident in the second submission which will occur by September 2021.

Implementation of Revised Disposition Audit Based on InTASC Dispositions Standards: (1.1, 1.3, A.1.1, 3.3)

The School of Education faculty began to utilize a revised Disposition Rating document for teacher candidate beginning with the Spring 2019 semester. The teacher candidates utilize this new tool three times from acceptance into the School of Education until exit interview from Student Teaching Experience.

Implementation of Google Suites and Documents for all Student Teaching Evidence: (1.5, A.2.2, 3.6, 4.1, 4.2, A.4.2, 5.1, x.2, x.3)

Beginning with the Spring 2019 semester, all student teachers utilized Google Docs as the space for evidence of the Clinical Experience Portfolio. The Google Student Teaching Folders were shared among the Student Teacher, Student Teaching Coordinator, University Supervisors and Cooperating Teachers in the Field.

Initiation of Program "Collaborative Exchange" Zoom Sessions (2.1, A.2.1, 4.3, 4.4, A.4.1, A.4.2)

Starting in the Spring 2020, each program within the SOE convened the first "Collaborative Exchange" Zoom Session with key K-12 or community partners, current students, former students, current program faculty and the SOE Dean. The questions for collaborative input were based on the SWOT process with a focus on Strengths, Weaknesses (Areas for Improvement) and Opportunities. In addition, each group was asked to provide input on the development of a Teacher Candidate "Professional Learning Playlist" to be in place for the Fall 2021 academic year. The PLP will be a co-developed professional learning experience offered to all teacher candidates as they make their way through the SOE coursework.

School of Education Operational Plan Developed ((5.1, 5.2, 5.3, 5.4 ,A.5.3)

The School of Education developed an Operational Plan which was reviewed by the President and the SOE Dean in the Fall 2021. This plan provided operational timelines, dates and activities for completion as documented by the SOE faculty.

School of Education Program Learning Outcomes Assessment Document (1.1, 1.2, 1.3, A.1.1, A.1.3, 5.3, 5.4, A.5.3)

All OCU Programs developed and submitted a Program Learning Outcomes Assessment Document as part of the HLC university assessment work during the 2019/2020 academic year.

School of Education Program Assessment Plans (Part 1 and 2) Developed (1.1, 1.2, 1.3, A.1.1, A.1.3, 5.3, 5.4, A.5.3)
























All OCU Programs developed and submitted Program Assessment Planning Tools as a component of the HLC assessment work during the 2020/2021 academic years. These assessment tools included the program learning outcomes, assessment data, and curriculum alignment discussions for each program within the university.

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
- 1.4 All P-12 students afforded access to college- and career-ready standards.
- 1.5 Model and apply technology standards
- 2.1 Partners co-construct mutually beneficial P-12 partnerships
- 3.3 Monitors attributes and dispositions beyond academic ability
- 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.4.1 Satisfaction of Employers
- A.4.2 Satisfaction of Completers

A.5.1 Quality and Strategic Evaluation
A.5.3 Continuous Improvement
x.2 Technology

Upload data results or documentation of data-driven changes.

-  20202021_Academic_Assessment_Plan_Elementary_Education_Part2_.docx
-  20192020_Biology_Life_Science_Secondary_Education_Academic_Assessment_Plan_102020.doc
-  20192020_English_Secondary_Education_Academic_Assessment_Plan_102020.docx
-  20192020_History_Secondary_Education_Academic_Assessment_Plan_102020.docx
-  20192020_Math_Secondary_Education_Academic_Assessment_Plan_102020.docx
-  20192020_SPED_Academic_Assessment_Plan_102020.docx
-  20202021_Academic_Assessment_Plan_2_HPE.docx
-  20202021_Academic_Assessment_Plan_Elementary_Education_Part2_(1).docx
-  20202021_Academic_Assessment_Plan_Part2_Early_Childhood.docx
-  20202021_Academic_Assessment_Plan_Special_Education_Part2.docx
-  20202021_Biology_Academic_Assessment_Plan_Part2.docx
-  20202021_English_Academic_Assessment_Plan_Part2.docx
-  20202021_MathAcademic_Assessment_Plan_Part2_Template.docx
-  Collaborative_Exchange_HPE_Agenda_4621.docx
-  SPA_District_Level_Superintendent_fall_2020_final_report.pdf
-  SPA_OCU_Submission_of_District_Level_Leader_92020.pdf
-  SPA_OCU_Submission_of_School_Level_Leader_9152020.pdf
-  SOE_PERT_Teams.xlsx
-  ELEDContinuousImprovementdocs52020.docx
-  Oakland_City_University_ELED_2020_Program_Review.docx
-  SOE_Operational_Plan_52020.docx
-  2018YTD_Pass_Rate_CORE_Assessment.pdf
-  2013YTD_Pass_Rate_CORE_Assessment.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

SOE "Faculty2Faculty" Sessions: Purpose is to focus on Accreditation, Assessment, and SOE Planning Tool Development
Program "Collaborative Exchange" Zoom Sessions

Section 7: Transition

In the transition from legacy standards and principles to the CAEP standards, CAEP wishes to support a successful transition to CAEP Accreditation. The EPP Annual Report offers an opportunity for rigorous and thoughtful reflection regarding progress in demonstrating evidence toward CAEP Accreditation. To this end, CAEP asks for the following information so that CAEP can identify areas of priority in providing guidance to EPPs.

7.1 Assess and identify gaps (if any) in the EPP's evidence relating to the CAEP standards and the progress on addressing those gaps. This is an opportunity to share the EPP's assessment of its evidence. It may help the Readiness for Accreditation Self-Assessment Checklist, the CAEP Accreditation Handbook (for initial level programs), or the CAEP Handbook: Guidance on Self-Study Reports for Accreditation at the Advanced Level

If there are no identified gaps, click the box next to "No identified gaps" and proceed to question 7.2.

No identified gaps

If there are identified gaps, please summarize the gaps and any steps planned or taken toward the gap(s) to be prepared by your CAEP site review in the text box below and tag the standard or component to which the text

Co-Constructed Tools with Partners: The Collaborative Exchange structure allows for true Co-Construction of the Teacher Candidate Professional Development Playlist (2.1 and 2.2)
Gaps exist in the professional knowledge of Research Based Instructional Strategies as evidenced by the InTASC SOE Interview tool provided prior to admission into the SOE and at the exit of Student Teaching (1.1 1.4)
Exit Interviews of Completers: Secondary Students need more practicum (Only currently in a content area) experience, EDUC Capstone participation, and utilization of lesson/unit plan development throughout their sequence of courses. (Reported to Student Teaching Coordinator (Spring 21). (1.2, 1.3, 5.5)
Disposition Tool - InTASC Modeled - Needs to be revised for Pre-Service Teachers (1.3)
Need to enhance process for Employer Satisfaction data across the EPP - Advanced Programs have stronger evidence of this data (4.1, 4.2, 4.3)

Tag the standard(s) or component(s) to which the text applies.

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
4.1 Completer impact on student growth and learning
4.2 Completer effectiveness via observations and/or student surveys
4.3 Employer satisfaction
5.5 Relevant stakeholders are involved in program evaluation
A.1.1 Candidate Knowledge, Skills, and Professional Dispositions

7.2 I certify to the best of my knowledge that the EPP continues to meet legacy NCATE Standards or TEAC Quality Principles, as applicable.

Yes No

7.3 If no, please describe any changes that mean that the EPP does not continue to meet legacy NCATE Standards or TEAC Quality Principles, as applicable.

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: Dr. Rachel Yarbrough

Position:

Phone: 2708237831

E-mail: ryarbrough@oak.edu

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