2019 EPP Annual Report

CAEP ID:	11990	**AACTE SID:**	4150
Institution:	Samford University		
Unit:	Department 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	⦿	○
1.1.2 EPP characteristics	⦿	○
1.1.3 Program listings	⦿	○

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 licensure[1]	68
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]	94

Total number of program completers 162

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[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

New strategic plan.
New mission statement .

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://www.samford.edu/education/files/Impact-on-P12-Learning-Initial-Programs.pdf

Description of data accessible via link: Data Relevant to Impact on P-12 Learning & Development

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	☑	☐	☐	☐	☐	☐	☐	☐
Advanced-Level Programs	■	☐	☐	☐	☐	☐	☐	☐

2

Link: https://www.samford.edu/education/files/EdTpa-Data.pdf

Description of data accessible via link: Data Relevant to Impact on P-12 Learning & Development

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	☑	☐	☐	☐	☐	☐	☐	☐
Advanced-Level Programs	■	☐	☐	☐	☐	☐	☐	☐

3

Link: https://www.samford.edu/education/files/Completer-Case-Study-Plan.pdf

Description of data accessible via link: Data Relevant to Completer Case Study

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	☐	☑	☐	☐	☐	☐	☐	☐
Advanced-Level Programs	■	☐	☐	☐	☐	☐	☐	☐

4

Link: https://www.samford.edu/education/files/Completer-Observation-Field-Notes.pdf

Description of data accessible via link: Data Relevant to Completer Observation Field Notes

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	☐	☑	☐	☐	☐	☐	☐	☐
Advanced-Level Programs		☐	☐	☐	☐	☐	☐	☐

5

Link: https://www.samford.edu/education/files/PLP-Completers.pdf

Description of data accessible via link: Data Relevant to Completer Professional Learning Plans Pilot Case Study

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	☐	☑	☐	☐	☐	☐	☐	☐
Advanced-Level Programs		☐	☐	☐	☐	☐	☐	☐

6

Link: https://www.samford.edu/education/files/EdTpa-Data-Measure-2.pdf

Description of data accessible via link: Data Relevant to EdTPA

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	☐	☑	☐	☐	☐	☐	☐	☐
Advanced-Level Programs		☐	☐	☐	☐	☐	☐	☐

7

Link: https://www.samford.edu/education/files/Employer-Surveys-Initial-Programs.pdf

Description of data accessible via link: Data Relevant to Employer Surveys

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	☐	☐	☑	☐	☐	☐	☐	☐
Advanced-Level Programs		☐	☐	☐	☐	☐	☐	☐

8

Link: https://www.samford.edu/education/files/Employer-Surveys-Advanced-Programs.pdf

Description of data accessible via link: Data Relevant to Employer Survey

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	☐	☐	☐	☐	☐	☐	☐	☐

9

Link:	https://www.samford.edu/education/files/Completer-Surveys-Initial-Programs.pdf
Description of data accessible via link:	Data Relevant to Completer Surveys

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	☐	☐	☐	✔	☐	☐	☐	☐
Advanced-Level Programs		☐	☐	☐	☐	☐	☐

10

Link:	https://www.samford.edu/education/files/Completer-Surveys-Advanced-Programs.pdf
Description of data accessible via link:	Data Relevant to Completer Surveys

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	☐	☐	☐	☐	☐	☐	☐	☐
Advanced-Level Programs		☐	✔	☐	☐	☐	☐

11

Link:	https://www.samford.edu/education/files/Graduation-Rates.pdf
Description of data accessible via link:	Data Relevant to Graduation Rates

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	☐	☐	☐	☐	✔	☐	☐	☐
Advanced-Level Programs		☐	☐	✔	☐	☐	☐

12

Link:	https://www.samford.edu/education/files/Praxis-II-Test-Scores.pdf
Description of data accessible via link:	Data Relevant to Praxis Test Scores/Report Card

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	☐	☐	☐	☐	☐	✔	☐	☐
Advanced-Level Programs		☐	☐	☐	☐	☐	☐

13

Link:	https://www.samford.edu/education/files/Employment-Rates.pdf
Description of data accessible via link:	Data Relevant to Employment Rates

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	☐	☐	☐	☐	☐	☐	☑	☐
Advanced-Level Programs	▓	☐	☐	☐	☐	☐	☑	☐

14

Link:	https://www.samford.edu/education/files/Rate-Schedule.pdf
Description of data accessible via link:	Data Relevant to Samford Rate Schedule

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	☐	☐	☐	☐	☐	☐	☐	☑
Advanced-Level Programs	▓	☐	☐	☐	☐	☐	☐	☑

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?

Samford's EPP (Educator Preparation Provider) is committed to comprehensive, systematic, and meaningful assessment practices to ensure candidates meet professional, state, and institutional standards. On the 3rd Friday of every September, faculty meet to analyze key assessment data from the previous academic year. Faculty complete an analysis form for each key assessment and then complete an overall program analysis comparing each of the 6-8 key assessment findings. Benchmarks are available as all program data are available. The findings are documented in TaskStream LAT (Learning Achievement Tool) in our data exhibit area. Findings are then further documented in TaskStream AMS (Accountability Management System) which is integral to our SACSOCS accreditation that measures student learning outcomes. Our exit survey "satisfaction of completers" have recently been revised for initial programs around InTASC standards as was our employer survey. Our advanced programs in instructional leadership have redesigned both their exit survey and employer survey around ELCC standards. Exit survey data on both the InTASC exit and employer survey indicate a strength in the area of professional responsibility and weaknesses in learning differences. Indicators support that this strength is rooted in the shared expectation for professionalism in the classroom and the many authentic experiences for students to grow in this area through field experiences. Our ESEC program was redesigned to include additional special education courses including an internship in special education. Additional assignments were added to our Alternative MSE programs to address the area of learning differences as well as an enhancement in the area of instructional technology which has been strengthened to include additional software applications
geared to meet the unique needs of all learners. Advanced program faculty identified a weakness in the instructional leadership program and are planning to implement an additional field experience related to ELCC 6.3 Candidates understand and can anticipate and assess emerging trends and
initiatives in order to adapt district-level leadership strategies.

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 2 cited as a result of the last CAEP review:**

1. **The unit does not disaggregate data on professional dispositons by program.**   **(ITP)   (ADV)**

The EPP continues to focus on the AFIs from the previous accreditation visit through the use of the continuous improvement model outlined in the Quality Assurance System Guide. Disaggregate Dispositions- The EPP adopted the new instrument for measuring candidates dispositions. The EPP faculty and staff understand a disposition to be a value, a commitment or an ethic that is internally held and externally demonstrated. Our dispositions influence our actions and our behavior toward students, families and communities as well as towards our colleagues and our profession. Dispositions assessments are completed for all initial certification candidates at least 3 times at program transition points. (TP 1- first field experience, TP 2- program admission, TP- 3 acceptance to clinical internship, and TP 4- end of program, Note: Initial Alternative A programs have 3 transition points due to

abbreviated program length and do not
collect dispositions data at first field experience) Following the 2012 NCATE visit, the EPP investigated other options to assess dispositions. From the site visit and faculty feedback, the faculty concluded that the current disposition assessment was not measurable and did not provide reliable results. Faculty began to search for a valid and reliable measure for assessing candidate dispositions while continuing to use the existing disposition assessment. Faculty became aware of the Educator Dispositions Assessment (EDA) instrument developed by the University of Tampa in 2015. The instrument was developed by the Educational Dispositional Associates, LLC. The Educator Disposition Assessment consists of dispositions and related indicators identified through research and explicitly aligned with CAEP Standards, InTASC Standards, and professional dispositional elements found in prominent teacher evaluation instruments. The EDA is a valid and reliable measure of teacher candidate dispositions used to track and monitor candidate dispositional behaviors as they progress through teacher preparation programs. The EDA appeared to meet the needs of the EPP. Unfortunately, the EDA dispositions assessment was still in the piloting stage at the time was and not available for purchase at the time for use at the university level. The EPP continued to use the current dispositions instrument for another year while continuing to research other options to assess dispositions. The EDA was purchased for use by the EPP in the Summer of 2018. Calibration training was provided for all faculty in Fall 2018. The first cycle of data was collected in Fall 2018 using the EDA instrument The Educator Disposition Assessment consists of dispositions and related indicators identified through research and explicitly aligned with CAEP Standards, InTASC Standards, and professional dispositional elements found in prominent teacher evaluation instruments. Interacting with Diverse Peers- While the EPP employs unique methods for increasing visibility to attract prospective students, the applicant pool remains largely based in enrolled student populations. In an effort to address the issue, the EPP recruitment plan endeavors to increase the quality and diversity of applicants and accepted students through programming and marketing designed to reach these groups. For many years, the EPP has maintained a partnership with Miles College School of Education, a Historically Black College. This partnership allows candidates from the two schools to plan events together, discuss issues related to race and ethnicity and even tackle issues such as racism. Since the two schools are demographically
homogeneous, the partnership is advantageous for both entities. Some co- constructed events are Young Author's Conference, Diversity Dialogues and
Multicultural Fair at Epic Elementary School. In addition, the issue is outlined in the EPP's Diversity Report.

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

1. **The unit does not ensure all candidates interact with diverse peers.** **(ITP)**

The EPP continues to focus on the AFIs from the previous accreditation visit through the use of the continuous improvement model outlined in the Quality Assurance System Guide. Disaggregate Dispositions- The EPP adopted the new instrument for measuring candidates dispositions. The EPP faculty and staff understand a disposition to be a value, a commitment or an ethic that is internally held and externally demonstrated. Our dispositions influence our actions and our behavior toward students, families and communities as well as towards our colleagues and our profession. Dispositions assessments are completed for all initial certification candidates at least 3 times at program transition points. (TP 1- first field experience, TP 2- program admission, TP- 3 acceptance to clinical internship, and TP 4- end of program, Note: Initial Alternative A programs have 3 transition points due to abbreviated program length and do not
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homogeneous, the partnership is advantageous for both entities. Some co- constructed events are Young Author's Conference, Diversity Dialogues and
Multicultural Fair at Epic Elementary School. In addition, the issue is outlined in the EPP's Diversity 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?

Data provided to faculty for review in the fall of each year:
1. Alabama State Licensure Exams and/or Content Knowledge Assessment
2. Planning Assessment
3. Clinical Internship or Residency Evaluation
4. Effect on Student Learning Assessment
5. Dispositions Assessments
6. Technology Integration Assessment
7. Diversity Assessment
8. Program Completer (Exit) Survey
9. Program Completer Employer Survey
In October, 2017 faculty met to evaluation data from fall 2016 through spring 2017.
- Our initial program employer surveys and exit surveys have been redesigned and based around InTASC standards. Comments from faculty showed a renewed interest in ways to improve our response rates in order to gather additional data for both the exit and employer surveys. Advanced program faculty have already made changes to the instructional leadership survey to reflect ELCC standards in order to gather more specific, meaningful data regarding their completers.
- Advanced program faculty identified a weakness in the instructional leadership program and are planning to implement an additional field experience related to ELCC 6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.
- Initial faculty found one clear strength exhibited by our candidates is in professionalism and believe this due to our shared expectation for professionalism in the classroom and the many authentic experiences for students to grow in this area through field experiences.
- Faculty identified an area for improvement for secondary alternative master's candidates in the area of instructional practice. As a result, the required time in the field doubled from 4 to 8 days.

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.
3.5 Candidate positive impacts on P-12 students
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.4.1 Satisfaction of Employers
A.4.2 Satisfaction of Completers
A.5.1 Quality and Strategic Evaluation
A.5.2 Quality and Strategic Evaluation
A.5.3 Continuous Improvement
A.5.4 Continuous Improvement
A.5.5 Continuous Improvement

Upload data results or documentation of data-driven changes.

📎 **5.1.3_Initial_Program_Measures_Adjustments_and_Additions.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

Section 7: Transition

In the transition from legacy standards and principles to the CAEP standards, CAEP wishes to support a succe
transition to CAEP Accreditation. The EPP Annual Report offers an opportunity for rigorous and thoughtful r
regarding progress in demonstrating evidence toward CAEP Accreditation. To this end, CAEP asks for the fo
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 m
addressing those gaps. This is an opportunity to share the EPP's assessment of its evidence. It may help to use
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 visit in the text box below and tag the standard or component to which the text ap

In the absence of comprehensive instruments and data from the state, we are creating "suites of evidence" to support standards 4 and 5

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

4.1 Completer impact on student growth and learning
4.2 Completer effectiveness via observations and/or student surveys
5.4 Measures of completer impact are analyzed, shared and used in decision-making
A.4.2 Satisfaction of Completers

7.2 I certify to the best of my knowledge that the EPP continues to meet legacy NCATE Standards or TEAC (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 Stand 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 2019 EPP Annual Report.*

☑ **I am authorized to complete this report.**

Report Preparer's Information

Name:	Amy Hoaglund
Position:	CAEP Coordinator
Phone:	(205) 726-4284
E-mail:	aehoaglu@samford.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 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**