

# 2021 EPP Annual Report

<b>CAEP ID:</b>	10875	<b>AACTE SID:</b>	4900
<b>Institution:</b>	Western Carolina University		
<b>Unit:</b>	College of Education and Allied Professions		

## Section 1. EPP Profile

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

1.1 In AIMS, the following information is current and accurate...

	Agree	Disagree
1.1.1 Contact person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

1.2 [For EPPs seeking Continuing CAEP Accreditation]. Please provide a link to your webpage that demonstrates accurate representation of your Initial-Licensure Level and/or Advanced-Level programs as reviewed and accredited by CAEP (NCATE or TEAC).

[https://www.wcu.edu/WebFiles/PDFs/CEAP\\_NCATE\\_Programs.pdf](https://www.wcu.edu/WebFiles/PDFs/CEAP_NCATE_Programs.pdf)

## 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 licensure<sup>1</sup>

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.)<sup>2</sup>

**Total number of program completers** 329

<sup>1</sup> For a description of the scope for Initial-Licensure Programs, see Policy 3.01 in the Accreditation Policy Manual

<sup>2</sup> For a description of the scope for Advanced-Level Programs, see Policy 3.02 in the Accreditation Policy Manual

## Section 3. Substantive Changes

**Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2019-2020 academic year?**

- 3.1 Changes in the established mission or objectives of the institution/organization or the EPP \_\_\_\_\_
- 3.2 Any change in the legal status, form of control, or ownership of the EPP. \_\_\_\_\_
- 3.3 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited \_\_\_\_\_
- 3.4 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited \_\_\_\_\_
- 3.5 A contract with other providers for direct instructional services, including any teach-out agreements \_\_\_\_\_

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.6 Change in regional accreditation status

3.7 Change in state program approval

## Section 4. Display of Annual Reporting Measures.

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

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

1

**Link:** <https://www.wcu.edu/learn/departments-schools-colleges/ceap/about-the-college/office-of-assesment.aspx>

**Description of data accessible via link:** We address all items related to annual reporting measures on this page

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"/>							
Advanced-Level Programs			<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?*

Note: Due to COVID-19, our state is not providing the annual data normally made available to EPPs. These instances are noted on our data-sharing website.

In reviewing our Annual Reporting Measures over the past three years, we have considered data from each category.

### 1. Impact on P-12 Learning and Development

Over three years of data provided to us from North Carolina Department of Public Instruction IHE reports, our alumni track closely with all beginning teachers in the state on their contributions to student academic success. Percentage of WCU alumni who do not meet expected growth has fluctuated over this time frame, but are generally close to beginning teachers across the state. One area of some improvement is in the percentage of WCU alumni who exceed expected growth. This has been rising and was higher than the state percentage for the first time in 2017-2018 and continued to be so in 2018-2019. It remains to be seen if this is a trend, but could indicate WCU is producing a number of students who are able to achieve strong growth rates.

### 2. Indicators of Teaching Effectiveness

One indicator of teaching effectiveness is beginning teacher performance ratings in North Carolina public schools. The ratings

completed by principals are performance areas aligned to state teaching standards:

- Standard 1: Teachers Demonstrate Leadership
- Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students
- Standard 3: Teachers Know the Content They Teach
- Standard 4: Teachers Facilitate Learning for Their Students
- Standard 5: Teachers Reflect on Their Practice

The data show our alumni track closely with all beginning teachers in the state on their rated performance. High percentages (95% and up) of our alumni are proficient or higher on the standards and percentages have increased in this three-year period. In all five standards, the most recent data shows our candidates are rated the same or higher on average than all beginning teachers statewide.

### 3. Satisfaction of Employers and Employment Milestones

The NC Employer Survey has been developed by the North Carolina Department of Public Instruction and the Education Policy Initiative at Carolina (EPIC). The survey requires NC principals or assistant principals to rate all beginning teachers on 21 items that are aligned to the state's professional teaching standards. This survey was first administered in 2017 and the current results show WCU as comparable to other preparation paths. One area that has slightly lower numbers is working with English Language Learners.

In the 2019-2020 academic year, our advanced programs piloted a survey of the satisfaction of employers with our recent graduates (graduates in the range of 2016-2019) they have hired. These results indicate employers are satisfied with our recent graduates with mean ratings scoring over 4 on a 5-point scale for all factors (apply skill and knowledge, apply research, lead collaborations, professional communication, professional standards and ethics, respect diversity, prepared for career path, and overall satisfaction). A relative strength is professional standards and ethics and a slightly lower average that may warrant attention, yet still over 4 on the 5-point scale, is the ability to apply research. These data do not indicate a significant area of weakness to address.

### 4. Satisfaction of Program Completers

The NC Department of Public Instruction administers beginning teacher surveys. The data compare teachers who are WCU alumni, teachers prepared by all other campuses in the UNC System, and all teachers prepared by private NC universities. This data has been collected since 2016. Our analysis indicates that WCU graduates have responses generally comparable to other beginning teachers in the state. Beginning teachers from WCU most highly value student teaching, field work, and faculty.

In the 2019-2020 academic year, our advanced programs piloted a survey of the satisfaction of recent graduates with our programs. These results indicate graduates are satisfied with our programs with ratings averaging 4.5 and above on a 5-point scale on all factors (apply skill and knowledge, apply research, lead collaborations, professional standards/ethics, respect diversity, faculty support, field experiences, curriculum, and overall satisfaction). These data do not indicate a clear area of weakness to address.

### 5. Graduation Rates

With respect to graduation rates, students may enter the university intending to major in one area of teacher education, but eventually select another teacher education major. Thus, we are reporting a single graduation rate for all programs in aggregate. We disaggregate only on cohort (calendar year of first enrollment at the university) and undergraduate vs. graduate degree. Our Office of Institutional Planning and Effectiveness has just begun to compile program-level graduation rates and we do not yet have information for other programs for comparison. In addition, we have no state-level comparative data. We will monitor this and compare to benchmark data when available.

#### Undergraduate Program Graduation Rates

Undergraduate program graduation rates range from 33 to 38% within four years of enrollment and 41 to 47% within six years of enrollment. For example, of all students who enrolled at WCU for the first time in 2012 AND who declared a teacher education major at some point in their time at WCU, 36% graduated in a teacher education program within four years of enrollment and 47% graduated in a teacher education program within six years of enrollment. Note that the percentage of teacher education graduates dips in 2010 but rises again after this. It is difficult to point to a single factor, but it should be noted that pass rates on exams required for licensure have risen over time in parallel.

#### Graduate Program Graduation Rates

Graduate programs graduation rates have been relatively steady since 2011 and range from 77 to 80%.

### 6. Abilities of Completers to be Licensed

Our percentage of program graduates who hold a NC teaching license one year after graduation fluctuates and ranges between 81 and 88 percent. The numbers are generally comparable to state averages. WCU graduates have had a higher licensure rate than all universities combined for the most recent two annual cohorts. Recent testing requirements for some programs such as elementary and special education have impacted percentages of graduates who are licensed. We have created a Test Preparation Task Force to address related issues and have implemented related workshops and gathered resources to support our students. In spring 2019, North Carolina has changed these testing requirements and we expect to see higher licensure exam passing rates in these areas, and thus higher licensure rates overall.

Most Advanced level programs, such as the MAED in Comprehensive Education and Masters of School Administration are designed so that at the completion of the program, the graduate has met all requirements for state licensure. We do not receive direct reports from DPI on this data, but are able to estimate based on requests from DPI to confirm eligibility for a license for our

graduates. This rate is steady over time, holding between 77% to 79%.

#### 7. Abilities of Completers to be Hired

Once again, our percentages fluctuate and are generally comparable to state averages. The percentage of program graduates who hold a NC teaching position one year after graduate ranges from 60 to 72 percent. We have anecdotal knowledge that a number of our completers plan to teach outside of North Carolina after graduation. We do not have data on hiring numbers for our completers outside of North Carolina.

We are in the planning stage for acquiring and reporting this information for graduates of our advanced-level programs.

#### 8. Consumer Information

Western Carolina University is an NC Promise campus, where we aim to address college affordability by reducing the cost of tuition with funding from the state of North Carolina. This ensures the same high-quality educational experience for an even greater value. Tuition rates are reviewed and set annually by the North Carolina legislature. Beginning in Fall 2018 semester, all undergraduate students, both residential and online, attending WCU receive dramatically reduced student tuition costs as part of a new program from the State of North Carolina called the NC Promise Tuition Plan.

The current default rate for all WCU students entering repayment is 6.5. This rate encompasses both undergraduate and graduate students that have gone into default. We are not able to accurately determine this rate by major, and thus are not able to separate out only programs accredited by CAEP.

These data are shared on our college's assessment website and with governing bodies in the college, including the Professional Education Council (a university committee that governs teacher education curriculum), the CEAP Leadership Council, and the CEAP Assessment Committee. The data are provided to these groups and a summary presentation is provided during meetings for discussion and action. Data that can be disaggregated is provided to individual programs through their assessment folders on the university's secure network drive. These data are discussed among programs on the annual Assessment Day and at other times during the academic year and used in our continuous improvement efforts. An example is licensure exam data leading to content back mapping and curricular revision in programs such as Social Science, Inclusive, and Elementary Education.

## 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 have limited opportunities to interact with diverse candidates.**

**(ITP) (ADV)**

Since our NCATE Legacy visit in 2015, our EPP has prioritized efforts related to increasing opportunities to interact with diverse candidates. These efforts include recruitment of a diverse pool of candidates, retention and successful completion of candidates, and integration of curriculum, pedagogy, and events to promote, embrace, and advocate for diversity and inclusivity. A valuable recent step has been establishing two faculty leadership roles, a facilitator for diversity in teacher education recruitment and a teacher education Diversity, Equity, and Inclusion coordinator.

In 2015, our EPP created a five-year university-wide plan for teacher recruitment for the University of North Carolina System Office. Over the past year, we analyzed our progress and used data to create a new five-year plan. Our 2020-2025 goals focus on:

1. Increased number of initial licensure teacher education program declared majors and program completers, especially in high needs areas including math, science, inclusive education, and middle grades.
2. Increased racial and ethnic diversity of candidates and sustained or increased diversity as represented by socio-economic status and first-generation college students.
3. Improved passing rates on required exams.

Specific strategies have been identified in consultation with community partners through collaborative efforts between faculty, staff, administrators, and students, and informed by feedback from participants. Related to diversity, we acknowledge our responsibility to address a national shortage of African American male teacher candidates and have become the first North Carolina Call Me MiSTER (Mentors Instructing Students Toward Effective Role Models) chapter. Our mission is to increase the pool of male teachers of color in the Western Carolina region and across the state. The project provides tuition assistance, academic support, a cohort system for social and cultural support, and job placement assistance. Our first cohort will be on campus in Fall 2021.

An additional new initiative, in collaboration with Wayne State College in Nebraska, is launching STEP at WCU [Students to Teachers through Education Pathways]. This recruitment initiative includes partnerships to support high school students who have the potential for collegiate success, focuses on African American, Latinx, and Indigenous communities, and includes providing two college-credit courses and co-curricular programming.

Additional diversity-related recruitment strategies include:

- offering college access workshops in high schools
- campus-wide programs for undeclared students who might be interested in education
- continuing to seek out needs-based scholarship donors with the goal of increasing the scholarship dollars by 5% annually
- visits to high schools, community colleges, teacher professional development events, and community events to provide

information and resources related to college access and teacher education

- conference-style events at WCU, recruitment fairs, and advertising our programs through websites, social media, videos, and mailings
- partnering with larger initiatives focused on recruitment of a more diverse pool of teacher candidates, especially in high needs areas. For example, in February 2019 WCU joined an inaugural cohort of teacher preparation programs to partner with BestNC on an initiative called Teach NC, which aims to inspire interest in the teaching profession and generate a stronger, more diverse pool of applicants to Educator Preparation Programs (EPPs), and ultimately to school districts in North Carolina.
- a working group of faculty and staff tasked with exploring options for new initiatives for recruiting and retaining underrepresented students into our teacher education programs.

We prioritize academic excellence and supporting all students to successfully complete programs. Our teacher education programs are supported by the Suite 201 Student Success Center, the primary hub for teacher education candidates from recruitment through retention and early career development. The Suite provides academic advisors that specialize in teacher education, an Office of Field Experience that supports candidates from early field experiences through internships, a licensure officer that guides candidates through the licensure process, and test preparation and technology support for candidates.

We are currently co-creating teacher education diversity, equity, and inclusion principles with the intent for them to permeate throughout our program informing culture, curriculum, and pedagogy. Plans are underway to create a student organization whose mission is to support students of color in and surrounding our teacher education programs. We provide diversity, equity, and inclusion training for faculty and staff and engage in statewide teacher education diversity initiatives.

Co-curricular opportunities provide additional experiences with poverty and ethnic diversity. For example, the Transformative Rural-Urban Exchange, a collaboration between WCU and NC Agricultural and Technical State University, allows students to spend a week at their partner university and, in turn, host their counterparts at their home university. TRUE provides candidates with experience working with diverse faculty, candidates, and P-12 students and teachers. Because poverty can be difficult to understand unless you have experienced it, we also facilitate an interactive, immersive poverty simulation. Our college Diversity Committee facilitates a Diversity Speaker series, Diversity Dialogues, and book studies.

The university and college have prioritized actions to create a more diverse and inclusive student, faculty, and staff community and to provide an environment in which all can be successful academically and professionally.

## 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?

Western Carolina University's programs operate within a Quality Assurance System that prioritizes systematic and regular assessment and continuous improvement. All WCU programs have established assessment plans that include goals, measurable outcomes, and assessment methods, targets, and implementation plans. These are dynamic documents that are informed by relevant standards and evidence-based practices. Within our education programs, they are accompanied by curriculum maps created by faculty in consultation with program advisory councils, the College of Education and Allied Professions Director of Assessment, Assessment Committee, and Associate Dean, and the Western Carolina University Director of Assessment. While there are program-specific curriculum maps and assessment plans, within our initial-level programs there are common assessments and evidences used to measure our performance.

All programs and faculty are engaged in an annual assessment process and progress towards goals is used to continue, modify, or reinforce aspects of our programs in order to ensure continuous improvement in program quality. To help facilitate this process, the College of Education and Allied Professions facilitates three annual events including a strategic planning day, an assessment day, and a partnership forum. This dedicated time helps faculty, staff, and partners develop shared understanding of our efforts to improve student learning and development and think intentionally about programmatic learning design. We are able to dive deeply into goals, outcomes, and continuous improvement efforts. In addition to our efforts within programs, our continuous improvement takes places across programs. Two examples from this past year follow.

#### Actions Fostering Diversity:

In 2019-2020, 85% of our enrolled candidates were White with the next largest populations being Hispanic/Latino (5.9%), two or more races (3.3%), and African American (3.0%). We recognize this is not in close alignment with our state as a whole, nor the state K-12 pupil demographics. Efforts to recruit and retain diverse candidates are high priority. Over the past year, we have established two faculty leadership roles, a facilitator for diversity in teacher education recruitment and a teacher education Diversity, Equity, and Inclusion (DEI) coordinator. We are currently co-creating Diversity, Equity, and Inclusion principles with the intent for them permeate throughout our programs, informing culture, curriculum, and pedagogy. We are focused on holistic student supports that include academic, social, and cultural aspects. As a community, we are engaged in continuous learning to explore our own experiences and identities, examine our own prejudices, and grow in our abilities to advocate for a more just and equitable society. We are also launching two significant initiatives.

Acknowledging our responsibility to address a national shortage of African American male teacher candidates, we have become the first North Carolina Call Me MiSTER (Mentors Instructing Students Toward Effective Role Models) chapter. Our mission is to increase the pool of male teachers of color in the Western Carolina region and across the state. The project provides tuition assistance, academic support, a cohort system for social and cultural support, and job placement assistance. Our first cohort will be on campus in Fall 2021.

The second major initiative, in collaboration with Wayne State College in Nebraska, is launching STEP at WCU (Students to Teachers through Education Pathways). This recruitment initiative includes partnerships to support high school students who have the potential for collegiate success, focuses on African American, Latinx, and Indigenous communities, and includes providing two college-credit courses and co-curricular programming. Our first partner high school has been identified and high school students will begin this pathway program in Fall 2021.

#### Praxis Core and Licensure Exams Driving Change:

We regularly review exam scores across all programs. North Carolina requires that candidates receive passing scores on Praxis Core exams to be admitted into teacher education programs, although this requirement was waived this past year through July 2021 due to the pandemic. Since some candidates have struggled to pass these exams, our Professional Education Council established a Teacher Education Test Prep Task Force. Based upon pass rate data, the most significant need identified was preparation for the Praxis Core Math test and a series of workshops focused on the required mathematics content was developed and offered beginning in Spring 2019. Since offering these workshops, first time pass rates increased from 47% in 2018-2019 (before the workshops would impact data) to 75.5% in 2019-2020 on the new Praxis Core math exam. (It should be noted that over this period of time that the Praxis Core Math content was updated, and our results may in part reflect this change.) We are now adding an online component to these test preparation workshops in order to make them more accessible to candidates and increase participation. In looking at our data over the past year, we identified the Praxis Core Writing exam as the next area to address as the pass rate between 2014-2018 averaged 46%. At this time, an asynchronous online resource for students is being prepared for the Praxis Core Writing exam with plans to offer it beginning in Fall 2021.

We also identified two licensure exams that had lower than typical ratings in Spring 2020, the Praxis Music exam with a pass rate of 58.3% (n=12) and the Health and Physical Education exam with a pass rate of 75.0% (n=8). Both of these rates are slightly higher than the 2019-2020 state pass rates of 51.28% and 70.24% respectively and are anomalies compared to prior semesters. (We do not consider it valid to compare these results to very small numbers of test takers available from Fall 2020.) While we suspect these drops are connected to challenges faced by the COVID-19 pandemic and will continue to support our candidates and monitor this data, continuous improvement efforts are underway. These include deepening faculty knowledge of the exams through collaborative investigation of test preparation materials as well as faculty taking the exams themselves and using this increased

knowledge to ensure needed content is integrated into coursework. Additional new resources include providing online interactive practice exams for candidates.

Tag the standard(s) or component(s) to which the data or changes apply.

- 1.1 Understanding of InTASC Standards
- 3.1 Recruits and supports high-quality and diverse candidate pool
- 3.4 Creates and monitors candidate progress
- 5.3 Results for continuous program improvement are used
- 5.5 Relevant stakeholders are involved in program evaluation
- x.1 Diversity
- x.4 Previous AFI / Weaknesses

Upload data results or documentation of data-driven changes.

 **WCU\_Diversity\_Data.pdf**

 **WCU\_Exam\_Continuous\_Improvement\_Data.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

N/A

### Section 7: Transition

In the transition from legacy standards and principles to the CAEP standards, CAEP wishes to support a success 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 progre 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 lev 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

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

Not applicable

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.

N/A

## 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: Patricia Bricker

Position: Associate Dean for Academic Affairs

Phone: 8282273352

E-mail: bricker@wcu.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 complete 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**