

2022 Annual Accreditation Report

CAEP ID:	11414	AACTE SID:	9265
Institution:	Bethel University		
Unit:	Education Department		

Section 1. EPP Profile Updates in AIMS

Please review the Educator Preparation Provider's (EPP's) profile in AIMS and update the following information for: Contact Persons, EPP Characteristics, Program Listings. [See the Annual Report Technical Guide for additional guidance.]

1.1 Update Contact Information in AIMS:

1.1.1 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "EPP Head."

[The individual(s) identified as the EPP head should have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP.]

Agree Disagree



1.1.2 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "CAEP Coordinator".

[The individual(s) identified as the CAEP Coordinator should have a role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head.]

Agree Disagree



1.1.3 I confirm that the EPP has provided updated contact information for two distinct people for these roles.

[CAEP requires that EPPs provide information for two distinct contact persons to ensure that automatic communications sent from AIMS are received by the EPP in the event of personal turnover.]

Agree Disagree



1.2 Update EPP Information in AIMS:

1.2.1 *Basic Information* - I confirm that the EPP's basic information (including mailing address and EPP name) are up to date and accurately reflected in AIMS.

[The individual(s) identified as the EPP head should have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP.]

Agree Disagree



1.2.2 *EPP Characteristics and Affiliations* - I confirm that the EPP characteristics and affiliations (including Carnegie classification, EPP type, religious affiliation, language of instruction, institutional accreditation, and branch campuses/sites) are up to date and accurately reflected in AIMS

[The individual(s) identified as the CAEP Coordinator should have a role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head.]

Agree Disagree



1.2.3 *Program Options* - I confirm that EPP's program listings (including program name, program

review level, certificate level, program category, and program review option) are up to date and accurately reflected in AIMS for all EPP programs that fall within CAEP's scope of accreditation; (programs outside of CAEP's scope of accreditation should be archived and not listed in AIMS).

Agree Disagree



Section 2. EPP's Program Completers [Academic Year 2020-2021]

2.1 How many candidates completed programs that prepared them to work in P-12 settings during Academic Year 2020-2021?

Enter a numeric value for each textbox.

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

50

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

15

Total number of program completers 65

¹ For a description of the scope for Initial and Advanced programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#)

Section 3. Substantive Changes

Please report on any substantive changes that have occurred at the EPP/Institution or Organization, as well as the EPP's current regional accreditation status.

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2020-2021 academic year?

3.1 Has there been any change in the EPP's legal status, form of control, or ownership?

Change No Change / Not Applicable

3.2 Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

Change No Change / Not Applicable

3.3 Since the last reporting cycle, has the EPP seen a change in state program approval?

Change No Change / Not Applicable

3.4. What is the EPP's current regional accreditation status?

Accreditation Agency:

HLC (Higher Learning Commission)

Status:

Approved to offer our programs and grant licensure at the initial and advanced levels.

Does this represent a change in status from the prior year?

Change No Change / Not Applicable

3.5 Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per CAEP's Accreditation Policy?

Change No Change / Not Applicable

Section 4. CAEP Accreditation Details on EPP's Website

Please update the EPP's public facing website to include: 1) the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP (NCATE, or TEAC) reviewed programs, and 2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2020-2021.

4.1. EPP's current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs

4.1 Provider shares a direct link to the EPP's website where information relevant to the EPP's current accreditation status is provided along with an accurate list of programs included during the most recent CAEP (NCATE or TEAC) accreditation review.

<https://www.betheluniversity.edu/academics/degrees/education/accreditation>

4.2. CAEP Accountability Measures (for CHEA Requirements) [2020-2021 Academic Year]

Provider shares a direct link to its website where the EPP's display of data for the CAEP Accountability Measures, as gathered during the 2020-2021 academic year, are clearly tagged, explained, and available to the public.

[CAEP Accountability Measures \(for CHEA Requirements\) \[2020-2021 Academic Year\]](#)

- **Measure 1 (Initial): Completer effectiveness. (R4.1)** Data must address: (a) completer impact in contributing to P-12 student-learning growth **AND** (b) completer effectiveness in applying professional knowledge, skills, and dispositions.
- **Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2|R5.3| RA4.1)**
Data provided should be collected on employers' satisfaction with program completers.
- **Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)**
Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)
- **Measure 4 (Initial and Advanced): Ability of completers to be hired** (in positions for which they have prepared.)

[CAEP Accountability Measures \(Initial\) \[LINK\]](#)

<https://www.betheluniversity.edu/academics/degrees/education/accreditation>

[CAEP Accountability Measures \(Advanced\) \[LINK\]](#)

<https://www.betheluniversity.edu/academics/degrees/education/accreditation>

Section 5. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report. The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP's next CAEP Accreditation Site Review.

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 faculty members. (ITP) (ADV)

Based on evidence cited in our SSR, the EPP concludes that our candidates are well-prepared for teaching and leading in P-12 schools and to have a positive impact on student learning. The EPP strives to recruit and support underrepresented candidates and faculty while infusing programs with diversity training and assessing candidates' ability to teach in diverse settings. In addition, the EPP addresses diversity-related proficiencies in the curriculum, candidate demonstration of proficiencies during preparation, and provides evidence on how diversity undergirds our quality assurance processes.

The EPP ensures the infusion of diversity throughout preparation programs. The EPP developed an undergraduate required course, EDUC204, Diversity in the Classroom, and a companion graduate course (EDTR502 or EDUC541). Candidates are introduced to the Diversity Survey in this course; the survey is administered three additional times throughout the candidates' educational journey to show growth and development in understanding the significant diversity components as documented in the InTASC Standards.

The EPP Alignment Chart details course assignments and experiences aligned to the EPP's commitment to ensuring candidates are prepared to demonstrate their ability to work with diverse P-12 students and their families effectively. Course assignments are mapped to demonstrate extensive diversity content. In addition, critical theoretical frameworks are used for preparing candidates to participate as citizens and work with diverse populations. This foundation is based on the InTASC Standards, the social justice standards, and the research and work of several leaders in the field. The findings of James Banks are used as the groundwork for the multicultural lesson plan in EDUC204; Ruby Payne, Kathleen M. Budge, and William H. Parrett provide critical insight into poverty and supply strategies to meet all students' needs; Zaretta Hammond's landmark work, Culturally Responsive Teaching and the Brain, is also part of the underpinning that is laid to ensure candidates have the knowledge, skills, and dispositions to work effectively with P-12 students and their families. Candidates report a salient feature of EDUC204, Diversity in the Classroom, was an activity where they were asked to examine their own biases and prejudices for all areas of diversity (not just race and ethnicity). Research supports this activity as critical for pre-service teachers to engage early in their program; it allows candidates to reflect at the early stages of development and then continue to increase their knowledge, skills, and experiences working with diverse learners. A member of our Department, Dr. Kim Meyer, conducted extensive research into this area. Her findings support Hammond's work and the broad activities in our program designed to demonstrate candidates' ability to effectively work with diverse P-12 students and their families.

Most recently, the EPP has focused on several key works in the field of diversity to provide context for our efforts to ensure our program provides needed skills and knowledge when working with diverse P-12 students and their families: 1) I'm Still Here: Black Dignity in a World Made for Whiteness (Brown, 2018); 2) Closing the Attitude Gap (Kafele, 2013); 3) Beyond Colorblind: Redeeming Our Ethnic Journey (Shin, 2017); and 4) Healing Racial Trauma: The Road to Resilience (Wise-Rowe, 2020). The Department used these as book studies to broaden faculty members' understanding and ability to incorporate critical components of diversity into all courses. In addition, the EPP purchased Beyond Colorblind: Redeeming Our Ethnic Journey for all candidates to promote an understanding of self and others and to encourage support, tolerance, and acceptance.

The EPP Recruitment and Retention Plan reflects an intentional focus on increasing enrollment and completion for candidates from diverse backgrounds. The new Coordinator of the Field Scholar Program, Lifase Milima, ensures that staff supports the matriculation of candidates from diverse backgrounds. The Field Scholar program targets first-generation college students and those candidates from diverse backgrounds who are historically underserved through teacher preparation. Advanced programs target the recruitment of candidates from diverse backgrounds (race/ethnicity, gender, age, and geographic region). Quality assurance procedures ensure recruitment and admissions data are disaggregated by applicant demographics to guide planning for the recruitment of diverse candidates.

The EPP works diligently to recruit faculty from underrepresented backgrounds to incorporate diverse perspectives into content knowledge and pedagogy. Efforts to change the faculty composition in the Department have been mixed; the Department has not been able to add a full-time member who represents traditionally underrepresented groups (there have been no new hires). The Department uses many other means to ensure candidates are exposed to a diverse group of educators with rich and varied backgrounds – e.g., bringing in guest speakers, adjunct faculty, special guest speakers, etc. These are ways the Department has exposed candidates to leaders in the field who symbolize traditionally underrepresented populations.

The VP for Acad Serv provides ongoing professional development related to DEI. The DEI team works under his guidance and leads campus-wide initiatives to celebrate diversity and broaden faculty members' understanding. The team has organized events to celebrate different groups on campus. They have organized the Campus Reads program, focusing all students, faculty, and staff on critical issues related to diversity, equity and inclusion. The team has sponsored a Civil Rights Heritage trip and brought in guest speakers. In 2020-21, 46% of the speakers focused on DEI topics to broaden the Bethel community's collective understanding.

Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-level) Transition Plans

Please share any continuous improvement initiatives at the EPP, AND (if applicable) provide CAEP with an update on the EPP's progress on its advanced level phase-in plans and/or initial level transition plans.

6.1 Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year.

This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.

Over the course of the last two years, we have made slight adjustments to one of our Key Assessments - the Portfolio. It is used to demonstrate candidate mastery of InTASC Standards by highlighting artifacts and experiences that candidates have had throughout their tenure at Bethel University. It also allows the EPP to assess the embedded themes/standards woven throughout the program and clinical experiences and helps faculty ensure that candidates understand the profession's expectations.

In general, we were disappointed with our data from the Portfolio. When we reviewed the data, we believe it reflected problems with how we integrate the Portfolio and supported its implementation rather than weaknesses in candidates' knowledge, skills, and understandings. For example, across all programs, candidates' ability to ensure all required artifacts were included was not meeting our expectations; this required "remediation sessions" to ensure candidates were able to meet minimal expectations. Because these data do not correlate with our larger, externally evaluated performance assessments, we determined that the main problem was in our implementation. Over the past two or four semesters, EPP faculty have integrated more workshop time into their courses for candidates to reflect on key knowledge and skills, discuss with one another, and write the Rationale Statements that accompany each artifact. Faculty have also integrated periodic "check-ins" during the semester to ensure candidates are making sufficient progress on the Portfolio. In addition, the EPP has revised the Professional Portfolio Handbook to address issues raised in the early stages of implementation. Senior advising sessions have also been incorporated to ensure that as candidates approach completer status, their Portfolio "Meets Expectations." The data from our candidates have improved. In reviewing this issue, EPP faculty have implemented the following activities to better support candidates:

- Review the portfolio requirements early, and often in each course to ensure candidates have sufficient time to plan.
- Include more formative assessment of the portfolio throughout the program.
- Incorporate review during advising sessions for seniors.
- Implement the standard that any individual criterion marked "below expectations" must be revised.

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

Yes No

6.1.3 Optional Comments

A.1.1 Candidate Knowledge, Skills, and Professional Dispositions
R1.1 The Learner and Learning
R1.2 Content
R1.3 Instructional Practice
R1.4 Professional Responsibility

Upload data results or documentation of data-driven changes.

Section 7: Legacy Transition to CAEP

EPPs transitioning to CAEP Standards from NCATE or TEAC Legacy accreditation should report any gaps in the EPP's current ability to meet CAEP standards, and report on plans to address these gaps prior to the CAEP site visit.

7.1 Assess and identify gaps (if any) in the EPP's evidence relating to the CAEP standards and the progress made on addressing those gaps. This is an opportunity to share the EPP's assessment of its evidence.

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 apply.

Any gaps identified by the EPP relate to the Advanced Standards and are addressed in our Phase-In Plans.

Phase-In Plan for RA1.1 - - - This plan document addresses the key assessments for the Educational Administration and Special Education graduate programs and their alignment to CAEP component RA1.1 Candidate Knowledge, Skills and Professional Dispositions. In reviewing our assessment methods across the two programs, we found that they were lacking alignment to the key proficiencies outlined in CAEP RA1.1.

Phase-In Plan RA2.1 and RA2.2 - This plan document addresses the collection of evidence for advanced certification programs related to clinical partnerships and experiences. Based on a gap analysis related to the new CAEP Advanced Standards, the faculty developed a single Phase-in Plan for all advanced programs to address Standard RA.2. The EPP organized plans to formalize the co-construction of effective clinical experiences and refinement of assessment procedures and practices.

Phase-In Plan for RA3.1 - The Phase-in Plan for this advanced component reflects the EPP's ongoing efforts to monitor prospective and current candidates in relation to local and national employment trends and priorities. The existing recruitment plan for the EPP lacks data on existing student demographics as well as how those demographics compare against their local employment needs as well as national trends. In addition, this plan will lay out a review process and schedule for the analysis of this diversity data.

Phase-In Plan for RA3.3 - The EPP has identified four transition points, which we call Checkpoints, for all advanced certification candidates. These Checkpoints are currently monitored on the individual candidate level by program faculty as part of the advising process. The EPP does not currently have an adequate system in place to review data related to candidate checkpoints at the program or EPP level. This phase-in plan is designed to organize candidate data for each Checkpoint so that it can be reviewed by faculty and partners as it relates to recruitment goals and overall candidate progression.

Phase-In Plan for RA4.1/RA4.2 - The EPP currently utilizes satisfaction surveys for both completers and employers. Unfortunately, the low response rates coupled with small program sizes have yielded the data for this standard insufficient for use in continuous improvement. The EPP plans to use this phase-in plan to increase response rates.

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

A.1.1 Candidate Knowledge, Skills, and Professional Dispositions
A.2.1 Partnerships for Clinical Preparation
A.2.2 Clinical Experiences
A.3.1 Admission of Diverse Candidates Who Meet Employment Needs
A.3.3 Selectivity During Preparation
A.4.1 Satisfaction of Employers
A.4.1 Satisfaction of Employers
A.4.2 Satisfaction of Completers

7.2.1 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: Feedback for CAEP & Report Preparer's Authorization

8.1 . [OPTIONAL] Just as CAEP asks EPPs to reflect on their work towards continuous improvement, CAEP endeavors to improve its own practices. To this end, CAEP asks for the following information to identify areas of priority in assisting EPPs.

8.1.1 What semester is your next accreditation visit?

Fall 2022

8.1.2 Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

Not at this time.

8.2 Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2022 EPP Annual Report, and that the details provided in this report and linked webpages are up to date and accurate at the time of submission..*

I am authorized to complete this report.

Report Preparer's Information

Name: Jim Bennett

Position: Program Director & Department Chair - Education

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

Acknowledge