



Oklahoma Wesleyan University
Bartlesville, Oklahoma

ACCREDITATION DECISION

Accreditation is continued at the initial teacher preparation and advanced preparation levels. The next onsite visit will take place in Spring 2023.

Please refer to the on-site report for strengths of the EPP and for additional information on findings.

STANDARDS SUMMARY

Standards	Initial Teacher Preparation (ITP)	Advanced Preparation (ADV)
★ 1 Candidate Knowledge, Skills, and Professional Dispositions	Met	Met
★ 2 Assessment System and Unit Evaluation	Met	Met
★ 3 Field Experiences and Clinical Practice	Met	Met
★ 4 Diversity	Met	Met
★ 5 Faculty Qualifications, Performance, and Development	Met	Met
★ 6 Unit Governance and Resources	Met	Met

AREAS FOR IMPROVEMENT

The following areas for improvement (AFIs) should be addressed before the provider's next visit. Progress made toward eliminating them should be reported in the EPP Annual Report. The visit team will indicate in its on-site report at the next visit whether the provider has adequately addressed each of the AFIs.

STANDARD 1 - Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1	Advanced program (M.Ed.) candidates are not familiar with professional dispositions delineated in professional, state, and institutional standards.	<input type="checkbox"/> ITP <input type="checkbox"/> ADV
---	---	--

STANDARD 2 - Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

1	The unit has not implemented procedures to eliminate bias and ensure fairness, accuracy, and consistency in the assessment of candidate performance.	<input type="checkbox"/> ITP <input type="checkbox"/> ADV
---	--	--

STANDARD 3 - Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

1	The unit does not systematically ensure diverse field experiences at the initial and advanced levels for all candidates.	<input type="checkbox"/> ITP <input type="checkbox"/> ADV
2	The unit and its school partners do not jointly determine the specific placement of advanced program (M.Ed.) candidates.	<input type="checkbox"/> ITP <input type="checkbox"/> ADV

STANDARD 4 - Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

1	Candidates have limited opportunities to interact with faculty from diverse populations.	<input type="checkbox"/> ITP <input type="checkbox"/> ADV
---	--	--

STANDARD 5 - Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

1	Not all professional education faculty are actively engaged in scholarly work that is appropriate for professionals preparing teachers to work in schools.	<input type="checkbox"/> ITP <input type="checkbox"/> ADV
---	--	--

NOTE: Neither CAEP staff, team members, nor other agents of CAEP are empowered to make or modify Commission decisions. These remain the sole responsibility of the Commission itself. This Accreditation Action Report is available to members of the public upon receipt of a request in writing.