Section 1. AIMS Profile

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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]

181

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]

18

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[1] For a description of the scope for Initial-Licensure Programs, see Policy 3.01 in the Accreditation Policy

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

As described in the previous annual report, the following program change continues to be noted: Added Early Childhood and Elementary Education Double Major as a separate program to the list of programs offered.

The Early Childhood and Elementary Education Double Major is not a new program, but it is now included as a separate program because the revised curriculum requires the candidates to complete an extra semester. Section 4. The state reque that the double major be reported as a separate program. Previously, these candidates were counted as elementary education majors.

3.5 A contract with other providers for direct instructional services, including any teach-out agreements

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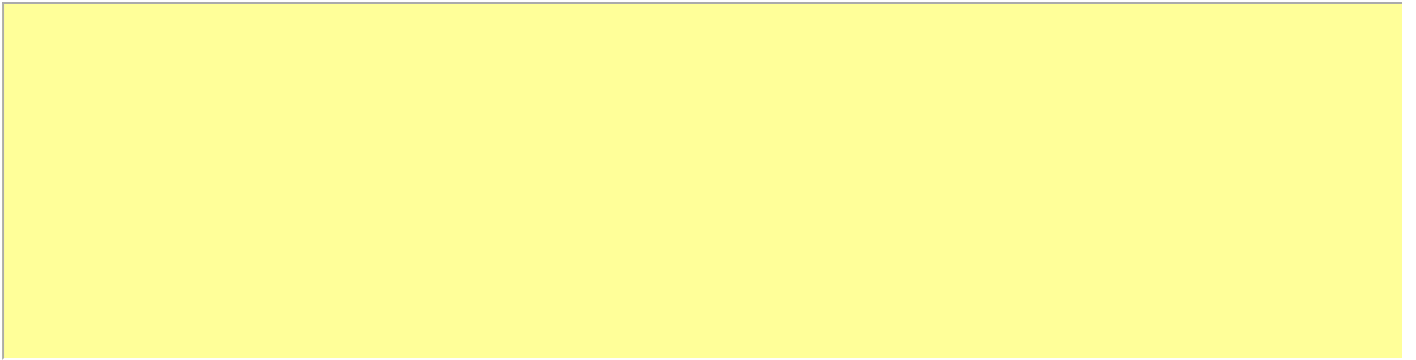
*improvement that is sustained and evidence-*
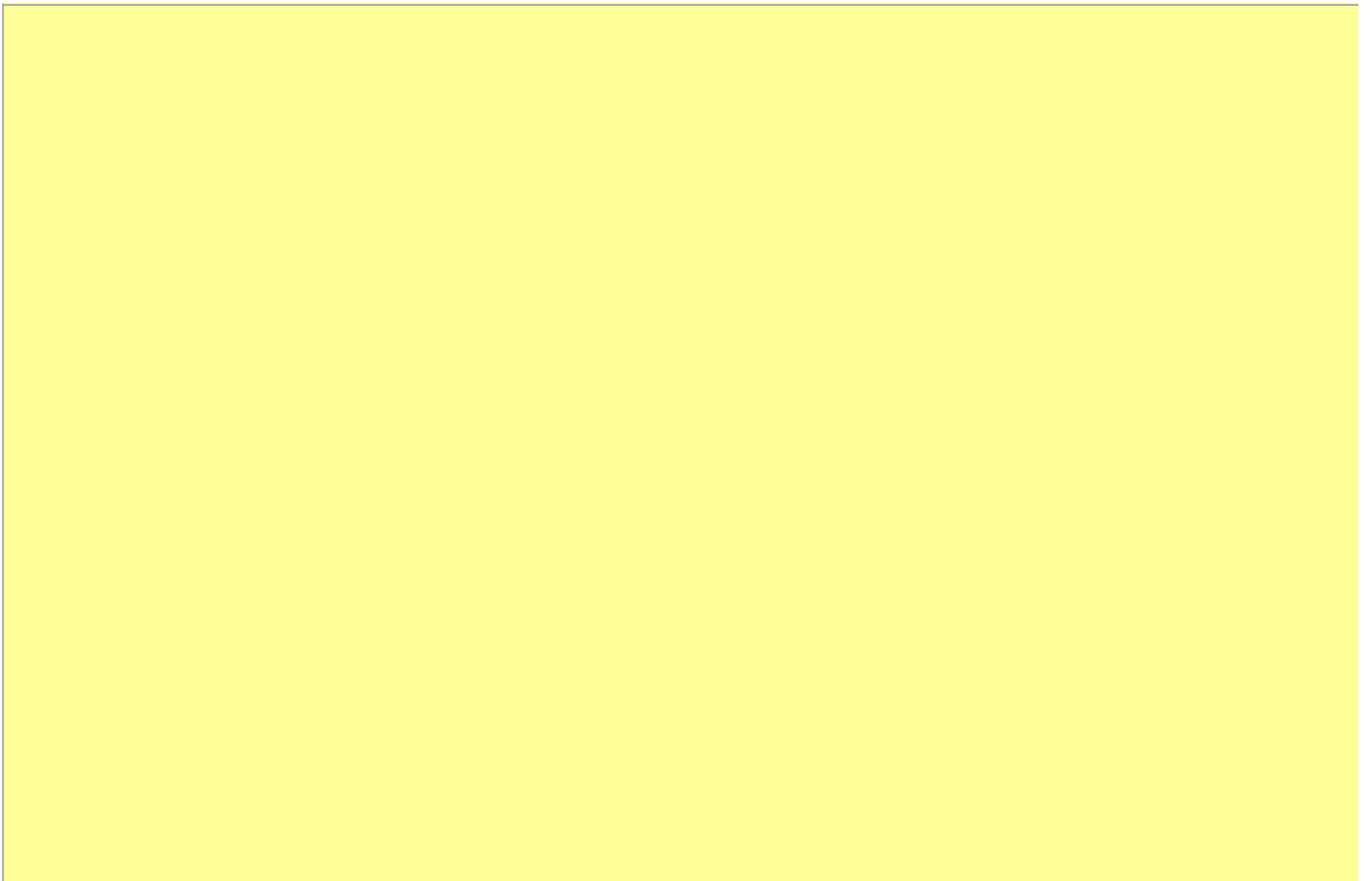
Social Studies:
Following the release of the new National Standards for the Preparation of Social Studies Teachers by the National Council for the Social Studies, the History/Secondary Education program made wide-ranging revisions to key assessments. Previous assessments did not yiel rd /Seco e

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

1.1 Understanding of InTASC Standards
1.3 Application of content and pedagogical knowledge
1.5 Model and apply technology standards
2.3 Partners design high-quality clinical experiences
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
A.1.1 Candidate Knowledge, Skills, and Professional Dispositions
A.3.2 Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully
A.3.3 Selectivity during Preparation
A.5.3 Continuous Improvement
A.5.4 Continuous Improvement
A.5.5 Continuous Improvement
x.1 Diversity
x.2 Technology
x.4 Previous AFI / Weaknesses
x.5 State Standards (if applicable)

Upload data results or documentation of data-driven changes.

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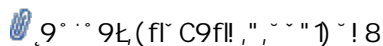
6.2 Would the provider be willing to share highlights, new initiatives, assessments, research, scholarship, or s
activities during a CAEP Conference or in other CAEP Communications?

○ **Yes** ◉ **No**

6.3 Optional Comments

Not applicable

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**
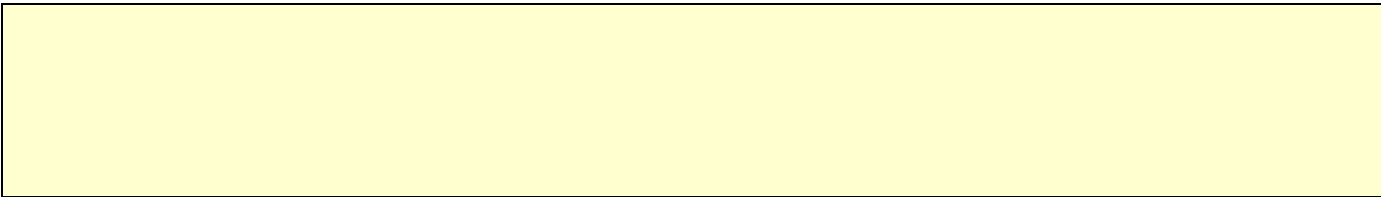
Name: **Starlin D. Weaver**

Position: **Associate Dean for Academic Affairs**

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E-mail: **sdweaver@salisbury.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

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 data. 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 complete