

2022 Annual Accreditation Report

CAEP ID:	14503	AACTE SID:	1435
Institution:	Heidelberg University		
Unit:	School of Education		

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

24

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

0

Total number of program completers 24

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:

Ohio Department of Higher Education

Status:

full approval, next program review Spring 2024

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.heidelberg.edu/academics/programs/the-schools/school-of-education>

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.heidelberg.edu/academics/programs/the-schools/school-of-education>

[CAEP Accountability Measures \(Advanced\) \[LINK\]](#) [No Link Provided](#)

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.

CAEP: Areas for Improvement (ITP)

3 Candidate Quality, Recruitment, And Selectivity

The EPP's Recruitment Plan does not include goals to recruit and support high-quality candidates from a broad range of diverse backgrounds, and does not include efforts to address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields. (Component 3.1)

3.1 Heidelberg EPP Expands Community Partnerships: Grant with Fremont City Schools

As the result of a program prioritization process begun at the university-level in early 2020, the Heidelberg EPP developed a strategic action plan focused on continuous improvement. A key objective in the plan is to increase the number of teachers of color in the field of education. Action steps included establishing a partnership with local, diverse districts.. On January 29, 2021, a meeting with administrators from a regional school district, Fremont City Schools, reached out to Heidelberg's EPP to support their grow-your-own approach to diversifying their workforce and reached out to the EPP for help. Heidelberg and Fremont City Schools shared an objective of increasing the number of teachers of color leading to successfully getting a state grant to start an Educator Rising (ER) chapter in the district. Activities funded by the \$12,000 grant include recruitment of middle school students through a two-week summer Math Camp experience, establishment of a middle school ER chapter and coordination of the chapter with a Classroom to Careers program at the high school level. Evidence of the impact on students involved in partnership activities include micro-credentials that they earn through the ER curriculum as well as pre-and post test scores on measures of student achievement and problem-solving ability. More specific information regarding partnership activities is included in the grant application submitted along with this narrative.

3.1 Curriculum changes to support the recruitment of the shortage of Math educators

In the 2020-21 academic year, faculty representatives of Heidelberg's EPP in collaboration with the Heidelberg's math department continued the work of curriculum revisions begun in the 2019-2020 year. Analysis of OAE math content tests in alignment to CAEP and NCTM standards demonstrating a gap in geometry across middle and AYA licensure areas. This resulted in the development of a new course, MTH 203: Sacred Geometry, a course to be added to the Middle and AYA licensure candidates' curriculum map, starting in Fall 2021. This curriculum change based on a collaboration with stakeholders in Heidelberg's math department aligned Heidelberg's curriculum to additional TAG courses (Transfer Assurance Guide Courses). This addition of a TAG course supports transfer students from both community college and other universities, supporting recruitment goals, specific to shortages of math educators in Ohio and nationally.

See document submitted to Heidelberg's University Curriculum Committee for course approval and syllabus: MTH 203 Secrets of Sacred Geometry and MTH 203 Syllabus.

MTH 203 Secrets of Sacred Geometry (1).pdf

MTH 203 Syllabus (1).pdf

3.1 STEAM collaboration and STEAM identities in the primary education classroom as a recruitment tool

Education preparation programs often focus on middle and AYA licensure areas when addressing the shortage in science educators. Heidelberg's EPP recognizes the research demonstrating that STEM identities develop in elementary and by the ages of 10-14 (Archer, DeWitt, Osborne, Dillon, Willis & Wong, 2012). Heidelberg EPP's response to this is to strengthen our science and math curriculum for our primary teacher educators in order to build STEM identities in primary students. This connects directly to Heidelberg's TEACH-n-STEAM initiative, officially established in 2018-19 and funded by a Martha Holden Jennings grant for the 2018-19 and 2019-2020 academic years. TEACH-n-STEAM worked collaboratively with K-5 primary educators to embed STEAM curriculum into their respective classroom. Primary teacher candidates were then placed within STEAM classrooms. Heidelberg's EPP believes that if we want to address the shortage of STEM majors overall and increase the number of individuals going into Science education long term, we need to build capacity for the implementation of science and other STEAM curriculum within K-5 classrooms. K-5 students do not have enough exposure to science curriculum and inquiry in the K-5 classroom. Our TEACH-n-STEAM collaboration is an integral component of our recruitment plan targeting potential primary and middle school licensure candidates (see website <https://www.heidelberg.edu/academics/programs/the-schools/school-of-education/teach-n-steam>). Curriculum changes have been made to further support our teacher candidates' understanding of science and math.

CAEP: Areas for Improvement (ITP)

3 Candidate Quality, Recruitment, And Selectivity

The EPP's commitment to the theme of diversity is not evident in outreach efforts for a more able and diverse candidate pool. (Component 3.1)

3.1 Recruitment Action Plan and COVID Outreach

The 2020-2021 academic year proved difficult in terms of recruitment due to COVID restrictions and many unknowns. In alignment with the above recruiting efforts, we began to develop our Diversity, Equity, Inclusion and Civic Responsibility 5 Year Action Plan focused on:

Recruiting teacher candidates from a broad range of backgrounds and diverse populations

Recruiting teacher candidates in fields with shortages (Math/Science) and STEAM

Diversifying EPP faculty

Establishing effective partnerships that would provide diverse clinical experiences for teacher candidates

Evaluating EPP curriculum and EIS 267 (diversity experience) to make revisions to better prepare our candidates for the diversity of America's P-12 students.

2021-22 actions taken:

Diversify EPP faculty

In the fall of 2020 Dr. Brian Haley, Professor of Education with a concentration in history and social studies, announced his retirement effective December 2020. This provided an opportunity for Heidelberg to diversify the EPP faculty with a high quality candidate. In the Spring of 2021 Heidelberg's EPP posted the position of Assistant Professor of Education with experience and expertise in social studies and/or science for the 2021-2022 academic year. (See job description document). This led to the hiring of Dr. Nichole Griffin in the Spring of 2021 (start date 2022). Dr. Griffin brings to our EPP a diversity of experiences including working in urban city schools and helping teachers in Botswana implement differentiated instruction. (see article on Dr. Griffin)

Grow Your Own Grant collaboration between Heidelberg University and Fremont City Schools

Heidelberg and Fremont City Schools shared an objective of increasing the number of teachers of color leading to successfully getting a state grant to start an Educator Rising (ER) chapter in the district. Activities funded by the \$12,000 grant include recruitment of middle school students through a two-week summer Math Camp experience, establishment of a middle school ER chapter and coordination of the chapter with a Classroom to Careers program at the high school level.

HUCTM

Heidelberg University's Council of Teachers of Mathematics (HUCTM) is a student affiliate of the Ohio Council of Teachers of Mathematics. This co-curricular student group strives to be a distinguished team of inspiring mentors who lead empowering, engaging, and memorable mathematical learning experiences for communities seeking to create high-energy, positive learning environments. Due to COVID restrictions, they were unable to host any face-to-face events which led to the development of a virtual speaker event. See below.

The virtual speaker series in the 2020-2021 academic year

provided online, professional development experiences for our teacher candidates;

built upon and established community partners (i.e. March 25, 2021 event, Lebron James IPromise School Panel)

engaged stakeholders in improving our students' experience during COVID (i.e. March 11, 2021 Enya Granados, Heidelberg alumna, AYA educator, and HECAP member and April 21, 2021 Shaun Gunnell, Heidelberg University Coordinator of

Multicultural Student Affairs and HECAP member starting Spring 2021) and

supported our Diversity, Equity, Inclusion and Civic Responsibility Initiative with topics on racism and white privilege (November 17, 2020) and Multicultural Phenomena Based Teaching (March 11, 2021). (components 2.1/ 5.5) (see PDF of invitations)

CAEP: Areas for Improvement (ITP)

5 Provider Quality Assurance and Continuous Improvement

The EPP provided limited evidence of program changes and modifications that are directly related to evidence/data with specific examples. (component 5.4)

In August of 2018, the state of Ohio changed the licensure for early childhood candidates, expanding the grade range of licensure from PreK-3 to PreK-5. This shift in licensure was required to be fully implemented by the Fall 2020 semester. The Heidelberg EPP took this shift as an opportunity to review and revise our curriculum across all of our licensure programs. The second wave of curriculum changes began in the summer of 2020 through Spring of 2021 with an extensive review of the middle and AYA math program. OAE scores were shared with members of the University's mathematics department additional curricular changes were submitted and approved by UCC in the Spring of 2021 for implementation in Fall, 2021. One specific example of the use of achievement data in the second round of curriculum changes (Component 1.3 / 5.4 / 5.5) is the use of OAE scores to inform the creation of a new geometry course: MTH 203: Sacred Geometry. EPP faculty representatives met with faculty from the Math department in the 2019-2020 and 2020-2021 academic years. Action agendas from these meetings demonstrate these internal stakeholders were actively involved in aligning the curriculum to CAEP and NCTM standards, as well as OAE Math content tests. One need that was identified based on assessment data was the need for a geometry course for multiple licensure areas. Additional changes to the math education curriculum are still being discussed between EPP and MTH faculty and administrative representatives. Assessment data specific to middle and AYA math candidates will be collected beginning Spring 2023 following the implementation of MTH 203.

Another outcome of the licensure change from PK-3 to PK-5 led to discussions with the science department around redesigning the primary educator candidates' curriculum based on new licensure for primary education. The 2019-2020 transition from PK-3 (early childhood education) to PK-5 (primary education) in the state of Ohio resulted in Heidelberg's EPP analyzing content knowledge in alignment to CAEP's K-6 content standards and thinking about how to build STEM capacity in our primary candidates that would then translate to PK-5 students.. EPP faculty representatives began to meet with faculty from Heidelberg's science department to assure our primary candidates were taking content specific courses that aligned to curriculum changes. Due to COVID, these discussions were halted. During the 2020-21 academic year, Heidelberg's EPP with Heidelberg's science department revisited these curricular discussions. An alignment chart was developed by Heidelberg's EPP faculty representatives that aligned CAEP K-6 standards, Ohio Department of Education science standards PK-5, EDU courses, and other primary, license specific courses with accompanying assessments. This was shared with Heidelberg science faculty in

February 2021 to begin making additional curricular changes to develop primary education maps that assured content alignment and support for primary teacher candidates and addressed gaps. Due to COVID, these would be addressed more intentionally in the 2021-22 academic year and led to the development of new CHM course designed aligned to CAEP K-6 standards for primary education candidates. See alignment chart shared with science faculty.

documentation can be found in assessment calendar and program changes and improvement table

CAEP: Stipulation (ITP)

5 Provider Quality Assurance and Continuous Improvement

The EPP provided no evidence of diverse stakeholder involvement for program improvement. (component 5.5)

In September, 2019 the Heidelberg EPP established Heidelberg Educators Community Advisory Partnership (HECAP) and recruited specifically-chosen, diverse stakeholders already invested in our EPP on some level. The 24 current HECAP members include alumni, Heidelberg faculty across departments, mentor teachers, local administrators, and current teacher candidates. During our May 25, 2021 HECAP meeting, we established a formal document clearly outlining HECAP's role, length of terms for members, regular meeting schedule, and an overview of agenda items. In the academic year 2020-21 we held two, virtual meetings on November 11, 2020 and on May 25, 2021. We had a 36% attendance rate for these two meetings.

At the November 11, 2020 meeting HECAP members and Heidelberg EPP discussed:

CAEP timeline and stipulation report;

Diversity experience revisions and pilot book study;

University data on low AYA licensure program numbers;

Recruitment and retention goals;

Collaborative partnership between Heidelberg EPP and Fremont City Schools for Grow Your Own Grant

At the May 25, 2021 meeting HECAP members and Heidelberg EPP discussed:

Standard 3.1 specific to recruitment plan and the Grow your Own Grant with Fremont City Schools

Established the 5 year Diversity, Equity, Inclusion and Civic Engagement initiative

EPP's strategic plan

Announcement of new faculty member, Dr. Nichole Griffin to begin August, 2021

See agendas for evidence

Math and Science Curricular Changes:

Curriculum changes began in the summer of 2020 with an extensive review of the middle and AYA math program. OAE scores were shared with members of the University's mathematics department additional curricular changes were submitted and approved by UCC in the Spring of 2021 for implementation in Fall, 2021. Changes are detailed in the attached documents. The middle and AYA English/Language Arts curriculum had been reviewed just prior to the P-5 conversion, so no changes were made to those programs at this time. Collaboration with humanities and science departments will take place during the 2021-22 year as we review the middle and AYA social studies and science programs. Stakeholders involved in data review and all curriculum change decisions include HECAP members; content specific Heidelberg faculty (i.e. Math, Science and English departments); teacher candidates and alumni. EPP faculty representatives met with faculty from the Science department to assure our early childhood/primary candidates were taking content specific courses that aligned to CAEP K-6 standards and the Ohio Department of Education Science Standards for PreK-5. With the science faculty we discussed which of their courses most matched the content knowledge required. An alignment chart was developed demonstrating what standards our candidates' education courses covered, discussed gaps and OAE content test domains. The science faculty shared the course syllabi for courses under consideration and it was determined at the time that students would be able to select from GEO 101, BIO 110, or ENS 101 (syllabus not provided). See Primary 4 Year Map. These courses were determined to most align to the standards at this time. The intent is to return to this discussion with the science department upon the release of the new OAE Primary Test for PreK-5 licensure candidates once it is released in Ohio.

Heidelberg website redesign:

Heidelberg's EPP recognized the need for revisions to our website that clearly show external stakeholders:

Our current licensure programs;

the work of our EPP and community outreach;

Indication of how our program successfully prepares new teachers in alignment with CAEP measures;

Our continuous improvement plan;

And our annual reports.

Additional materials to further enhance our website and inform external stakeholders are:

Heidelberg EPP handbook;

Our assessment calendar;

Current initiatives, data and outcomes.

See 5.5 Stipulation report and results for additional information

documentation can be found in assessment calendar and program changes and improvement table

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.

The Heidelberg EPP has targeted Standard 5 as our overarching standard for continuous improvement with the understanding that quality assurance provides the umbrella under which all other CAEP standards fall. The work of Heidelberg' EPP during the 2020-21 academic year included:

5.1 / 5.2 / 5.3 / 5.4 / 5.5: Curricular revisions with Heidelberg science faculty to assure alignment to CAEP K-6 standards and content specific science knowledge for primary education candidates;

1.1 1.2: Curricular revisions with Heidelberg math faculty using OAE licensure math content exams for middle and AYA candidates to address a gap in content and the design and approval of a new course MTH 203: Secrets of Sacred Geometry;

2.1, 2.2, 3.1, 5.5: Strengthening continued community partnerships (for example HUCTM) and building new partnerships to support recruitment (Grant with Fremont City Schools);

1.1 / 1.2 /3.1: Develop a 5 year Diversity, Equity, Inclusion and Civic Responsibility Initiative plan to support curriculum, recruitment and retention;

5.4 Continue to develop a clear, specific and systematic way to analyze, share, and use data to support program changes and our continuous improvement plan.

5.4 .5.5 HECAP initiatives and action items

HECAP agendas demonstrate how members were involved in decision making, program changes and improvements to our EPP such as:

External mandates to change programming (5.5, 1.2, 1.4);

Review of teacher candidate data (ACT scores and OAE pass rates - components 5.5, 3.2, 3.4, 3.5)

EPP Initiatives: Recruitment and retention data, goals and timeline and Diversity, Equity, Inclusion and Civic Responsibility 5 Year Plan and Steering Sub-Committee (2021-05-25 HECAP Action Agenda - components 5.5, 3.1)

The 2020-21 academic year with COVID proved challenging for all education preparation programs and this was no different for Heidelberg, but two major efforts we made that are in direct correlation to our continuous improvement directly connected to data are:

Heidelberg EPP Expands Community Partnerships: Grant with Fremont City Schools (Components 3.1 / 5.4 / 5/5)

As the result of a program prioritization process begun at the university-level in early 2020, the Heidelberg EPP developed a strategic action plan focused on continuous improvement. A key objective in the plan is to increase the number of teachers of color in the field of education. Action steps included establishing a partnership with Fostoria City Schools, but after several meetings beginning on November 4, 2020, the partnership was tabled due to the district's involvement in working on grants with other community groups.

On January 29, 2021, however, a meeting with administrators from another regional school district, Fremont City Schools, was much more fruitful. The district is taking a grow-your-own approach to diversifying their workforce and reached out to the EPP for help. The two entities' shared objective of increasing the number of teachers of color was a primary contributor to the successful collaboration on a state grant to start an Educator Rising (ER) chapter in the district. Activities funded by the \$12,000 grant include recruitment of middle school students through a two-week summer Math Camp experience, establishment of a middle school ER chapter and coordination of the chapter with a Classroom to Careers program at the high school level.

Evidence of the impact on students involved in partnership activities include micro-credentials that they earn through the ER curriculum as well as pre-and post test scores on measures of student achievement and problem-solving ability. More specific information regarding partnership activities is included in the grant application submitted along with this narrative.

Fremont City Schools and Heidelberg EPP Grant.pdf

Diversity, Equity, Inclusion and Civic Engagement 5-year initiative

Heidelberg's EPP prioritized Diversity, Equity, Inclusion and Civic Engagement (please note: civic engagement was added in Spring 2021 following certain events in January). As an EPP we began to develop a five year action plan focused on targeted goals specific to our areas of improvement, but also building on initiatives and work that was already in progress within our EPP.

The focus was on:

Recruiting teacher candidates from a a broad range of backgrounds and diverse populations;

Recruiting teacher candidates in fields with shortages (Math/Science) and STEAM;

Diversify EPP faculty;

Establishing effective partnership that would provide diverse clinical experiences for teacher candidates;

Evaluating EPP curriculum and EIS 267 (diversity experience) to make revisions to better prepare our teacher candidates for the diversity of America's P-12 students

Due to these new initiatives, data are still to be generated.

Directly correlated to this is that Heidelberg's EPP has become more systematic in documenting changes and creating an assessment calendar to guide our continuous improvement plan. See documentation. (Assessment calendar/changes and improvement table)

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
A.3.1 Admission of Diverse Candidates Who Meet Employment Needs
A.5.1 Quality and Strategic Evaluation
A.5.2 Quality and Strategic Evaluation
A.5.4 Continuous Improvement
A.5.5 Continuous Improvement
R1.2 Content
R3.1 Recruitment
R5.4 Continuous Improvement
x.1 Diversity
x.4 Previous AFI / Weaknesses

Upload data results or documentation of data-driven changes.

 (PEL)_Primary_Education_2121_(1)_2).pdf

 20210525_HECAP_Action_Agenda_(1)_1)_2).pdf

 CAEP_K6_Standard_2__PEL_Science_(2).pdf

 Copy_of_20201111_HECAP_Action_Agenda_(1)_1).pdf



 Dr._Nichole_Griffin__Living_her_faith_through_teaching__Heidelberg_University_(1).pdf

 HECAP_Guide_5252021__(1)_1)_1).pdf



 HECAP_Member_List_Attendance__202021__HECAP_Members_202021_(1)_3).pdf

 HUCTM_202021_Fall_Virtual_Speaker_Series.pdf

 Job_Description_2021__Asst_Prof_Social_Studies_Education.docx_(1).pdf

 MTH_203_Secrets_of_Sacred_Geometry_(1)_2).pdf



 Standard_5.4_and_5.5_Program_Changes_and_Improvements_Table_(1)_1).pdf

 TEACHNSTEAM__Heidelberg_University.pdf

 Fremont_City_Schools_and_Heidelberg_EPP_Grant.pdf



**Standard_5.4_and_5.5_Program_Changes_and_Improvements_Table_(1)_
(1).pdf**

 **2021_22_Heidelberg_EPP_Assessment_Calendar.pdf**

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?

Spring 2026

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

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: Dr. Stacey Pistorova

Position: Assistant Faculty of Elementary Education/Accreditation Coordinator

Phone: 419-448-2328

E-mail: spistoro@heidelberg.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.

Acknowledge