

# 2017 EPP Annual Report

<b>CAEP ID:</b>	12117	<b>AACTE SID:</b>	3525
<b>Institution:</b>	Northern State University		
<b>Unit:</b>	School of Education		

## Section 1. AIMS 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"/>

## 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 2015-2016 ?

Enter a numeric value for each textbox.

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

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.)

Total number of program completers 105

**\*2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.**

Yes, a program or programs leading to initial teacher certification is currently being offered.

## Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2015-2016 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP  
No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited  
No Change / Not Applicable

3.3 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  
No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements  
No Change / Not Applicable

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

3.5 Change in regional accreditation status  
No Change / Not Applicable

3.6 Change in state program approval  
No Change / Not Applicable

## Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

Reports by department, school, and major:

<http://www.northern.edu/about/pages/ir/longitudinal.aspx>

## Section 6. 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.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

1.	Candidates have limited opportunities to interact with faculty from diverse cultural backgrounds.	(ITP)	(ADV)
2.	Candidates have limited opportunities to interact with diverse peers.	(ITP)	(ADV)

The Millicent Atkins School of Education recognizes the importance of diverse candidate and faculty populations. The new strategic plan places a strong emphasis on development of a diverse campus. With increased institutional support of diversely and multicultural initiatives, the unit hopes to attract more culturally diverse faculty and candidate applicant pools. The unit is working with the admissions department to explore options for the creation of a more targeted recruitment plan for underrepresented populations in teacher education. Additionally, the unit works to recruit faculty from diverse backgrounds through the solicitation of applicants on a national scale. Advertisements clearly state the university's commitment to the recruitment of underrepresented groups.

## Section 7. Accreditation Pathway

Selected Improvement. Summarize progress on the Selected Improvement plan for the standard(s) or component(s) selected.

The unit has been engaged in the process of redesigning the traditional student teaching experience from a one semester experience to a year-long residency experience. This work has involved significant collaboration with the PK-12 community as well as revisions to the coursework and means of assessment that have traditionally been utilized. Furthermore, we are working on major curriculum changes in order to better comply with the new CAEP standards. One area of particular focus will be providing more instruction on professionalism and ethics in teaching. We will also to add more opportunities for technology focused and diversity rich training, instruction, and experiences across the program.

## 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 2017 EPP Annual Report.

I am authorized to complete this report.

Report Preparer's Information

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward 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.