

Section 1. EPP Profile Updates in AIMS

2026 Annual Accreditation Report : Annual Accreditation Report : Section 1. EPP Profile Updates in AIMS

1.1. I confirm that the EPP has listed the correct contact information for both individuals designated as "EPP Primary" and "EPP Secondary" under the Role section for the EPP.

- Agree
 Disagree

1.2. I confirm that the information displayed in the EPP Details tab (including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation) is up-to-date and accurately reflected in AIMS 2.0. Additionally, I confirm that the EPP Locations tab accurately reflects the EPP's main campus, as well as any associated branch campuses or auxiliary locations.

- Agree
 Disagree

1.3. I confirm that EPP's licensure area listings [including program name, degree level, licensure level, licensure (program) category, and selected program review option for your CAEP Review] are up-to-date and accurately reflected in AIMS 2.0 for all licensure areas that fall within CAEP's scope of accreditation.

- Agree
 Disagree

1.4. Does your EPP recommend candidates for licensure in more than one state/country?

- Yes - The EPP recommends candidates for licensure in more than one state/country.
 No - The EPP recommends candidates for licensure in only one state/country.

1.5. Please select all states/countries in which your EPP recommends candidates for licensure.

- Alabama-AL
 Alaska-AK
 Arizona-AZ
 Arkansas-AR
 California-CA
 Colorado-CO
 Connecticut-CT
 Delaware-DE
 District of Columbia-DC
 Florida-FL

Georgia-GA

- Hawaii-HI
- Idaho-ID
- Illinois-IL
- Indiana-IN
- Iowa-IA
- Kansas-KS
- Kentucky-KY
- Louisiana-LA
- Maine-ME
- Maryland-MD
- Massachusetts-MA
- Michigan-MI
- Minnesota-MN
- Mississippi-MS
- Missouri-MO
- Montana-MT
- Nebraska-NE
- Nevada-NV
- New Hampshire-NH
- New Jersey-NJ
- New Mexico-NM
- New York-NY
- North Carolina-NC
- North Dakota-ND
- Ohio-OH
- Oklahoma-OK
- Oregon-OR
- Pennsylvania-PA
- Rhode Island-RI
- South Carolina-SC
- South Dakota-SD
- Tennessee-TN
- Texas-TX
- Utah-UT
- Vermont-VT
- Virginia-VA
- Washington-WA
- West Virginia-WV
- Wisconsin-WI
- Wyoming-WY
- Puerto Rico-PR
-

Bahrain-BH

- Indonesia-IND
- Jordan-JO
- Kuwait-KW
- Oman-OM
- Qatar-QA
- Scotland-UK-SC
- United Arab Emirates-UAE

Section 2. EPP's Program Graduates [Academic Year 2024-2025]

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Section 2. EPP's Program Graduates [Academic Year 2024-2025]

2.1. Total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2024-2025. Enter a numeric value for each textbox below. Note that some fields will be automatically calculated or prepopulated with last year's data.

2.1.1 What is the number of graduates in programs leading to initial teacher certification or licensure?

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

60

Previous Year Number of initial-licensure level Graduates:

55

2.1.2 What is the number of graduates in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools? Please do not include those completers counted above.

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

17

Previous Year Number of advanced level Graduates:

9

Total number of program graduates

77.00

Previous Year Total Number of Graduates:

64.00

Section 3. Substantive Changes

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Please report on any of the following substantive changes that may have occurred at your Educator Preparation Provider (EPP) or institution/organization since the submission of the prior year's Annual Accreditation Report.

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 institution's current regional accreditation status?

3.4.1. Institutional Accreditation Agency:

Higher Learning Commiss ▾

3.4.2. Institutional Accreditation Status:

Accredited/Accreditation F ▼

3.4.3. 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?

Please see Policy V.4.01 of the [CAEP Accreditation Policies and Procedures](#) document for CAEP's definition of substantive changes.

- Change
 No Change / Not Applicable

Section 4. CAEP Accreditation Details on EPP's Website

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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 reviewed programs, and
2. the EPP's reported data for each of the required CAEP Accountability Measures for the 2024-2025 Academic Year.

4.1. URL Link for EPP's current CAEP Accreditation Status & Reviewed Programs

In the box below, please provide the direct URL link to the EPP's public facing webpage where its current CAEP accreditation status and a list of CAEP-reviewed programs are available.

<https://northern.edu/aca>

4.2. CAEP Accountability Measures [2024-2025 Academic Year]

EPPs are required to provide data addressing the four CAEP Accountability Measures. These data must be

collected or reported for the 2024-2025 Academic Year (September 1, 2024 - August 31, 2025) and be relevant to the requirements outlined below. Data should be clearly labeled to each of the four CAEP Accountability Measures and made publicly available with explanations that are easily understood by a general audience.

- **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).**
 - Data provided may come from various sources, including state or EPP collected data related to completers' employment in teaching positions for which they were prepared.

4.2.1. URL Link for EPP's Data Display of CAEP Accountability Measures - Initial-Licensure Level

In the box below, please provide the direct URL link to the EPP's public facing webpage where data for the required CAEP Accountability Measures for initial-licensure level programs are available. If the EPP does not offer initial-licensure level programs, then please leave this box blank.

<https://northern.edu/aca>

4.2.2. URL Link for EPP's Data Display of CAEP Accountability Measures - Advanced Level

In the box below, please provide the direct URL link to the EPP's public facing webpage where data for the required CAEP Accountability Measures for advanced level programs are available. If the link is the same as for the initial-licensure level, please provide it again in this box. If the EPP does not offer advanced-level programs, then please leave this box blank.

<https://northern.edu/aca>

Section 5: Areas for Improvement and/or Stipulations

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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) and/or stipulations until the EPP’s next CAEP Accreditation Site Review.

To write your summary, please click the edit button next to each AFI/stipulation to edit the AFI/stipulation. Once there, please provide narrative in the "2026 Annual Accreditation Report Summary/Narrative and Supporting Documents" box at the bottom of the page.

If you do not have any AFIs or stipulations listed, please mark this section complete.

AFI/Stipulation

Component	Type	Status	Rationale
A.1.2 Provider Responsibilities	AFI	Open	The EPP provided an insufficient plan aligning assessments to the CAEP standards.
A.4.1 Satisfaction of Employers	AFI	Open	The EPP provided a plan that did not meet CAEP sufficiency criteria.
A.1.1 Candidate Knowledge, Skills, and Professional Dispositions	AFI	Open	The EPP provided an insufficient plan aligning assessments to the CAEP standards.
A.2.2 Clinical Experiences	AFI	Open	The EPP provided an insufficient plan to allow opportunities for candidates to practice applications of content knowledge and skills emphasized in the program.
1.2 Provider Responsibilities	AFI	Open	The EPP provided insufficient evidence of assessments to support candidates’ use of research and evidence to support candidates’ in measuring their P-12 students’ progress and their own professional practice.
A.2.1 Partnerships for Clinical Preparation	AFI	Open	The EPP provided an insufficient plan detailing mutually agreeable expectations for advanced program candidates and ensuring that theory and practice are linked

1.1 Candidate Knowledge,
Skills, and Professional
Dispositions

AFI

Open

The EPP provided minimal interpretation in its data or analysis to show how candidates demonstrate an understanding of InTASC standards at the appropriate progression levels for each program.

Items per page: 10

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

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Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure 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, progress with any Transition Plans (initial-licensure level) and/or Phase-in Plans (advanced level), and studying the results of those changes.

During the 2024 2025 academic year, the EPP engaged in two major data-informed continuous improvement efforts focused on strengthening clinical experiences and improving assessment systems across both initial and advanced preparation programs. The first major initiative involved planning for a comprehensive redesign of clinical placement and assessment management within the initial preparation program. Through internal review of placement processes, assessment completion rates, communication challenges, and feedback from candidates, cooperating teachers, university supervisors, and school partners, the EPP identified several operational inefficiencies within its existing systems. In response, the EPP spent the academic year researching, evaluating, and preparing for the implementation of a new clinical management platform (Exxat), which was launched during the 2025-26 academic year. Planning efforts included redesigning placement workflows, evaluating assessment processes, identifying communication gaps, and developing more efficient systems for managing cooperating teacher information and candidate placements. This proactive planning process positioned the EPP for stronger clinical coordination and more efficient data collection moving forward. The advanced program will be added to Exxat beginning in the upcoming 2026-27 academic year. The second major initiative focused on strengthening the advanced Leadership and

Administration program through improved clinical assessment alignment. Review of program data and prior accreditation feedback identified the need for stronger alignment between internship experiences and National Educational Leadership Preparation (NELP) standards. In response, the program implemented a revised internship evaluation system modeled after the EPP's established CFAST structure used in initial preparation. The new process includes evaluations from candidates, site mentors, and university supervisors, as well as formal triad meetings at the beginning conclusion of each of the two required internship experiences. Additionally, candidates now complete a portfolio aligned to NELP standards to provide direct evidence of competency. These changes have strengthened consistency, improved documentation of candidate performance, and created clearer connections between coursework, clinical practice, and leadership standards. These efforts reflect the EPP's commitment to using data, stakeholder feedback, and accreditation findings to drive continuous improvement across programs.

Section 7: Feedback for CAEP & Report Preparer's Authorization

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7.1. [OPTIONAL] Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

Not tat this time but I do have to add a note that the updates to our posted documents on the EPP webpage have been requested and are in progress, but not yet completed as of this moment. I have requested that the updates be finalized by the end of this week, preferably by the 30th, but our tech partners are processing many requests at this time, so I cannot guarantee that the updates will be done by April 30.

7.2. Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2026 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.

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.

See [CAEP Accreditation Policies and Procedures](#).

Acknowledge

Semester of EPP's next CAEP Site Review

This is listed for informational purposes only. If you notice an issue with this information, please reach out to CAEP staff.

Next Visit Date [Semester] - Initial-Licensure Level

Next Visit Date [Year] - Initial-Licensure Level

Next Visit Date [Semester] - Advanced Level

Next Visit Date [Year] - Advanced Level