

## Section 1. EPP Profile Updates in AIMS

### 2025 Annual Accreditation Report : Annual Accreditation Report : Section 1. EPP Profile Updates in AIMS

After reviewing and updating the Educator Preparation Provider's (EPP's) information in AIMS 2.0, ensure the following sections are accurate and up-to-date:

1. **EPP Details:** Verify and update the EPP details including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation.
2. **Users:** Review the list of AIMS 2.0 users associated with your EPP. Ensure all users are accurate and have the correct roles. To update users, click on the "Users" tab at the top of the page or the left sidebar, then click the "Edit" button to edit that user.
3. **EPP Programs:** Confirm that the list of programs offered by your EPP is accurate. Update including program name, degree level, licensure level, program/specialty area name, and selected program review as necessary. The listing of programs can be found on the EPP Programs tab, or via the My Programs page on the left sidebar. Please click into each program to ensure all program information is complete and accurate.
4. **EPP Locations:** Check the accuracy of your EPP's location information, ensuring that the Main campus is listed. Branch or Auxiliary campuses may be added if applicable. EPP Locations must be updated on the EPP Locations tab, accessible at the top of the page or via the left sidebar on the "My Locations" page.

After completing these updates, answer each of the corresponding questions below to confirm that all information is current and correct.

**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

## Section 2. EPP's Program Graduates [Academic Year 2023-2024]

**2025 Annual Accreditation Report : Annual Accreditation Report :**  
**Section 2. EPP's Program Graduates [Academic Year 2023-2024]**

**2.1. Total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2023-2024. 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](#).

55

**Previous Year Number of initial-licensure level Graduates:**

71

**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](#).

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**Previous Year Number of advanced level Graduates:**

10

**Total number of program graduates**

64.00

**Previous Year Total Number of Graduates:**

81.00

**Section 3. Substantive Changes**

## 2025 Annual Accreditation Report : Annual Accreditation Report : Section 3. Substantive Changes

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

### 2025 Annual Accreditation Report : Annual Accreditation Report : 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 2023-2024 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> open in new window

#### 4.2. CAEP Accountability Measures [2023-2024 Academic Year]

EPPs are required to provide data addressing the four CAEP Accountability Measures. These data must be collected or reported for the 2023-2024 Academic Year (September 1, 2023 – August 31, 2024) 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> open in new window

#### 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> open in new window

### Section 5: Areas for Improvement and/or Stipulations

#### 2025 Annual Accreditation Report : Annual Accreditation Report : Section 5: Areas for Improvement 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) and/or stipulations until the EPP's next CAEP Accreditation Site Review.**

To write your summary, please click on the pencil icon next to each AFI/stipulation to edit the AFI/stipulation. Once there, please provide narrative in the "2025 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
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.
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.1.1 Candidate Knowledge, Skills, and Professional Dispositions	AFI	Open	The EPP provided an insufficient plan aligning assessments to the CAEP standards.
A.1.2 Provider Responsibilities	AFI	Open	The EPP provided an insufficient plan aligning assessments to the CAEP standards.
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
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.
A.4.1 Satisfaction of Employers	AFI	Open	The EPP provided a plan that did not meet CAEP sufficiency criteria.

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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.

Over the past academic year, the EPP focused on two significant, data-driven initiatives designed to strengthen alignment with CAEP standards and support continuous improvement across initial and advanced programs.

#### 1. Initial Programs Forty-Mile Radius (FMR) Project - NSU P-12 Impact Report

In response to longstanding challenges in accessing state-provided completer impact data, the EPP completed a multi-year project to develop its own method for analyzing P-12 student assessment results in relation to program completers. Using public report card data from the state, the EPP matched completers to employing districts within a Forty-Mile Radius (FMR) of the institution and analyzed student performance trends in ELA, math, and science over a three-year period. These results are now being used to evaluate program impact under CAEP Standard 4 and inform targeted program refinements. The FMR project was developed as part of the EPP's transition plan and represents a sustainable, replicable model for demonstrating completer effectiveness in rural and mid-sized communities.

#### 2. Advanced Programs Assessment Redesign and Clinical Evaluation System

For the Leadership and Administration program, the EPP implemented major changes to its assessment system to align with NELP and CAEP expectations. These changes were made in direct response to AFIs received during the last review. The EPP eliminated a written final exam and adopted the Praxis 5412 as a standardized outcome measure. Additionally, it developed a NELP-aligned Internship Evaluation Rubric, completed collaboratively by site mentors and faculty supervisors, and a new portfolio rubric to assess candidate growth and program-level outcomes. These instruments have strengthened the program's ability to measure performance consistently and track candidate progression across key leadership domains. A LEAD-focused companion to the FMR Project is also now underway, projected to be ready for next years annual report.

Both initiatives reflect the EPP's sustained commitment to continuous improvement, stakeholder feedback, and the meaningful use of data to guide program quality and compliance.

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

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

*Insert text here ...*

**7.2. Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2024 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**

Spring

**Next Visit Date [Year] - Initial-Licensure Level**

2028

**Next Visit Date [Semester] - Advanced Level**

Spring

**Next Visit Date [Year] - Advanced Level**

2028