

2023 Annual Accreditation Report

CAEP ID:	14843	AACTE SID:	
Institution:	Caldwell University		
Unit:	Professional Education Unit		

Section 1. EPP Profile Updates in AIMS

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information in the system is up-to-date and accurate.

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 be authorized to receive time-sensitive CAEP-accreditation related communications.]

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 is primarily assigned the role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head and should be authorized by the EPP to receive CAEP-accreditation related communications.]

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 at least two distinct contact persons to ensure that automatic communications sent from AIMS are received by the EPP in the event of personnel 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 licensure area listings (including program title, licensure level, degree or certificate level, licensure(program) category, and program review option) are up to date and accurately reflected in AIMS under Program Options, for all licensure areas that fall within CAEP's scope of accreditation; (programs outside of CAEP's scope of accreditation should either be marked as non-CAEP review or archived, as applicable, in AIMS).

Agree Disagree



Section 2. EPP's Program Graduates [Academic Year 2021-2022]

2.1 What is the total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2021-2022?

Enter a numeric value for each textbox.

2.1.1 Number of graduates in programs leading to initial teacher certification or licensure¹

27

2.1.2 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 (Do not include those completers counted above.)²

56

Total number of program graduates 83

¹In Section 2 of the Annual Report, the EPP will provide the total number of graduates who finished the program and licensing requirements in the academic year specified.

² 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 2021-2022 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:

MIDDLE STATES COMMISSION ON HIGHER EDUCATION - Master's Colleges &

Status:

Accreditation Reaffirmed

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 2021-2022.

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.caldwell.edu/academics/academic-departments/school-of-education/accreditation-and-performance-review/>

4.2. CAEP Accountability Measures (for CHEA Requirements) [2021-2022 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 2021-2022 academic year, are clearly tagged, explained, and available to the public.

[CAEP Accountability Measures \(for CHEA Requirements\) \[2021-2022 Academic Year\]](#)

- **Measure 1 (Initial): Completer³ 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.)

³For the CAEP Accountability Measures, the EPP will share information on the website pertaining to completer data per CAEP's definition of the term completer: "A candidate who successfully satisfied all program requirements of a preparation program at least six months previously and who is employed in a position for which they were prepared for state licensure."

[CAEP Accountability Measures \(Initial\) \[LINK\] https://www.caldwell.edu/wp-content/uploads/2023/04/2023-CAEP-Accountability-Measures-Measure-4-Initial.pdf](https://www.caldwell.edu/wp-content/uploads/2023/04/2023-CAEP-Accountability-Measures-Measure-4-Initial.pdf)

[CAEP Accountability Measures \(Advanced\) \[LINK\] https://www.caldwell.edu/wp-content/uploads/2023/04/2023-CAEP-Accountability-Measures-Measure-4-Advanced.pdf](https://www.caldwell.edu/wp-content/uploads/2023/04/2023-CAEP-Accountability-Measures-Measure-4-Advanced.pdf)

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.

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.

Online Hybrid options are expanding (A.3.1, A3.3, R3.3)

In an effort to increase enrollment and diverse populations, the Masters in Literacy program is piloting a hybrid program where students can attend either in-person and online courses for graduate students as a pilot program. Classrooms at Caldwell University are equipped with the necessary equipment to accommodate this type of instruction while meeting the needs of a diverse population. The School of Education anticipates that enrollment will expand when online options are provided. It is likely that with the success of such expansion that our Masters in Special Education and our LDTC program will also pilot online hybrid courses.

Model Classroom/Flexible Collaboration (R6.1, R6.3, R6.4)

Two years ago the School of Education was moved to a different building on campus. Expanding on this opportunity, the administration, faculty, and staff of the School of Education have redesigned the older classroom to provide collaboration with other disciplines on campus while also supporting the structures our pre-service teachers will employ in their clinical internships. This effort has been rooted in research to demonstrate that classroom design promotes academic achievement (Cheryan et al, 2014).

Connecting with our local school districts and communities(A.2.1, A2.2, R.2.1, R2.2, R2.3)

COVID had numerous negative experiences on elementary school age children. Recent studies cite the growing learning gap in literacy and math scores among elementary age children. Caldwell University recognizes these gaps and the importance of being a resource for our school partners. The Dean of the School of Education held a roundtable meeting to inform local school administrators about the university's desire to open a literacy center that would help provide hands-on multi-sensory literacy instruction to elementary aged students. In the Fall of 2022 a needs assessment was conducted by the Coordinator of the Masters in Literacy program. The survey was emailed to local school administrators to determine their need for a tutoring center outside of classroom hours. The results were positive and included feedback from administrators in public and private schools districts. The Literacy Center at Caldwell University opened to meet the needs of local school children in the Spring of 2023. Currently the center services 10 elementary students for weekly 90 minute tutoring sessions on campus. Tutors are graduate students seeking their New Jersey Reading Certification and Masters in Literacy. It is anticipated that The Literacy Center at Caldwell University will be open one day a week in the summer to support even more elementary students. A survey will be administered to determine if any changes need to be made for this new program.

Online Tutoring for Praxis (A.1.1, A1.2, R.1.1, R1.2, R1.3, R1.4)

The state of New Jersey requires that pre-service teachers demonstrate basic reading, writing and math proficiency before formally being accepted into an education program at any university. The test can become a barrier for some potential pre-service candidates as it contains concepts that they are no longer familiar with such as Algebra II. The School of Education at Caldwell University recognizes that this has made it difficult for some minority students, as they often select a different major when they are unable to financially afford to take the test numerous times in order to pass the Academic Core Praxis. To meet the needs of our pre-service candidates in the School of Education, free virtual tutoring is provided by a Caldwell University Graduate Assistant and is offered weekly both during the day and in the evening. Our students have been taking advantage of this opportunity and it is our hope that the tutoring services will transfer to more and more students passing the Academic Core Praxis and entering the School of Education.

Principals' Roundtable (R5.2, R5.3, R5.4)

The School of Education sponsored community relations committee pairs with 22 local school district administrators multiple times a year. The collaboration fosters online and in person workshops related to current trends in Education. These have included School Security and Crisis Communication and Professional developments options. Member districts are eligible for tuition discounts.

New Jersey Legislation eliminates edTPA (Teacher Assessment portfolio) (A.1.1, A.1.2, R.1.1, R1.2, R1.3,R1.4)

In December of 2022, the New Jersey Department of Education eliminated the previously mandatory edTPA assessment. The Dean of the School of Education and the Director of Field Based Education partnered with multiple NJ institutions of higher education to explore a measurement for our preservice teachers going forward. The Clinical Competency Inventory (CCI) has been determined to be a valid and reliable instrument. In addition the faculty at Caldwell University have created a rubric and sample ePortfolio (teacher work sample) and Reflection assignment with content validity for use with our clinical interns in their final semester of student teaching. Students are eager to showcase the units, lessons and projects that were created and executed throughout their preservice time. Most advantageous to students is that they receive feedback on their ePortfolio when they meet with local school administrators during our mock interviews in their final semester. The School of Education will work with other

universities to design an instrument to meet the required performance assessment for the New Jersey Department of Education regulation.

Dual Enrollment (R.3.1, A3.3, R3.3)

The School of Education plans to partner in a Dual Enrollment initiative with qualified high school students. The students will be non-matriculated and may enroll in an introductory education curriculum.

Noyce STEM Grant (A.3.1,A3.3)

Science and Education majors that meet the grant's requirements are eligible for \$16,000 a year for the last two years of their undergraduate program. In exchange students will commit to working in a high needs district for two years for every year that they take advantage of the scholarship. Students that take the \$16,000 for one year will be required to work in a high needs district for two years, while a student that takes the scholarship for two years will be required to work in a high needs district for four years.

References

Cheryan, S., Ziegler, S., Plaut, V. & Meltzoff, A. (2014). Designing classrooms to maximize student achievement. Policy Insights from the Behavioral and Brain Sciences. 1, 4-12.

6.1.2 Optional Comments

- A.1.1 Candidate Knowledge, Skills, and Professional Dispositions**
- A.1.2 Provider Responsibilities**
- A.2.1 Partnerships for Clinical Preparation**
- A.2.2 Clinical Experiences**
- A.3.1 Admission of Diverse Candidates Who Meet Employment Needs**
- A.3.3 Selectivity During Preparation**
- R1.1 The Learner and Learning**
- R1.2 Content**
- R1.3 Instructional Practice**
- R1.4 Professional Responsibility**
- R2.1 Partnerships for Clinical Preparation**
- R2.2 Clinical Educators**
- R2.3 Clinical Experiences**
- R3.3 Competency at Completion**
- R5.2 Data Quality**
- R5.3 Stakeholder Involvement**
- R5.4 Continuous Improvement**
- R6.1 Fiscal Resources**
- R6.3 Faculty Resources**
- R6.4 Infrastructure**
- x.2 Technology**

Upload data results or documentation of progress on phase-in/transition plans if applicable (This is optional and for the EPP's records as it prepares for the next CAEP review).

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

No

8.2 Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2023 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

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Secondary Contact Person for Annual Report Feedback*(Notification of Annual Report Feedback will be sent to the report preparer and the secondary contact person listed to ensure receipt of feedback in the event of EPP turnover.)*

Name: Juliann Meletta

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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 Policy](#)

Acknowledge