

**Section 1. EPP Profile Updates in AIMS**

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**2024 Annual Accreditation Report : Annual Accreditation Report : Section 1. EPP Profile Updates in AIMS**

After reviewing and/or updating the Educator Preparation Provider's (EPP's) Users, EPP Details, EPP Programs, and EPP Locations in AIMS 2.0, answer each question to indicate that the information in the system is up-to-date and accurate.

**1.1. Update Contact Information in AIMS 2.0:**

**1.1.1. 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.**

To update these users, please click on the "Users" tab at the top of the current page or via the left sidebar, then click the pencil shaped icon to edit that user. Please be sure to update the individuals with the correct contact information and to ensure one individual, usually the EPP Primary role, is selected as the **User Access Manager**.

The individuals identified should be authorized by the EPP to receive time-sensitive CAEP accreditation related communications.

- Agree
- Disagree

**1.2. Update EPP Information in AIMS 2.0:**

**Organization Name**

Caldwell University

**EPP Name**

Professional Education L

**Carnegie Classification**

Master's Colleges & U ▼

**Control of Organization**

Private not-for-profit ▼

**Population Served**

Hispanic Serving Inst ▼

**Degree of Urbanization**

Suburban ▼

**Language of Instruction**

English ▼

**Religious Affiliations**

Roman Catholic ▼

**Organizational Accreditation**

Middle States Commission on Accreditation ▼

**Degree Granting**

Yes

No

**Address**

120 Bloomfield Avenue

**Address 2**

**City**

Caldwell

**State**

New Jersey ▼

**Zip**

07006

**Country**

United States ▼

**Phone**

973-618-3000

## Website

www.caldwell.edu	open_in_new
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**1.2.1. I confirm that the above information displayed from 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.**

The questions appearing above need to be updated and verified. The rest of the questions noted on your EPP Details tab are read only.

EPP Locations must be updated on the EPP Locations tab, accessible at the top of this page and via the left sidebar on the "My Locations" page. Your **Main Campus**, which should be reflected in the address information above, needs to be added and saved in your EPP Locations tab.

Any additional campuses also offering your EPP's programs should each be listed in the EPP Locations tab as an **Auxiliary Location**.

- Agree  
 Disagree

**1.2.2. 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.**

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 both filled out and accurate.

- Agree  
 Disagree

**AR Reviewer Question 1.1 Did the EPP provide updated contacts with at least one EPP Primary and one EPP Secondary Contact?**

- Yes  
 No

**AR Reviewer Question 1.2 Did the EPP provide updated EPP Details information including noting all EPP Locations?**

- Yes  
 No

**AR Reviewer Question 1.3 Did the EPP provide updated information for all programs under the EPP Programs section?**

- Yes  
 No

**Section 2. EPP s Program Graduates [Academic Year 2022-2023]**

**2024 Annual Accreditation Report : Annual Accreditation Report :**  
**Section 2. EPP s Program Graduates [Academic Year 2022-2023]**

**2.1. Total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2022-2023. 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](#).

23

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

27

**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](#).

36

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

56

**Total number of program graduates**

59

**Previous Year Total Number of Graduates:**

83

**Change from last year:**

Display calculation Difference between last year and this year

-83

**AR Reviewer Question 2. Comparing the EPP s reported completer numbers from this year to last year, has the EPP changed fee brackets with CAEP? [No EPP action is required, unless the EPP finds the reported numbers to be in error.]**

Fee Brackets based on completer numbers:

1. 0-50
2. 51-150
3. 151-300
4. 301-500
5. 501-1000
6. 1000+
7. International

Yes

No

### 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:**

Middle States Commissioi ▾

**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

**AR Reviewer Question 3. Please provide feedback on the EPP's substantive changes, if any. Type "None" if no substantive changes were identified.**

None

**2024 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:**

4.1) the EPP s current CAEP accreditation status with an accurate listing of the EPP s CAEP (NCATE/TEAC) reviewed programs, and

4.2) the EPP’s data display of the CAEP Accountability Measures for Academic Year 2022-2023

**4.1. EPP s current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs**

**In the box below, please provide a direct URL link to the EPP’s website where information on its current CAEP accreditation status and a list of CAEP-reviewed programs can be found.**

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**4.2. CAEP Accountability Measures [2022-2023 Academic Year]**

Please provide a direct URL link to the EPP’s website where the CAEP Accountability Measures data display is made available to the public. The EPP’s data display must include data relevant to the Four Measures listed below.

**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 a direct URL link to the EPP's CAEP Accountability Measures data for your initial-licensure level programs.

<https://www.caldwell.edu> open\_in\_ne

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

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your advanced level programs. If it is the same as the initial-licensure level link, repeat the link here.

If the same as the initial-licensure level link, please provide the link in this box again.

If your EPP does not have advanced level programs, then please leave this box blank.

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**AR Reviewer Question 4.1. Did the EPP provide a weblink that displays its current accreditation status and an accurate list of programs included during the most recent CAEP (NCATE/TEAC) accreditation review?**

- Yes  
 No

**AR Reviewer Question 4.2. Did the EPP provide a direct weblink to its website where the EPP's display of data for the CAEP Accountability Measures is available to the public?**

- Yes  
 No

**AR Reviewer Question 4.3. Are the CAEP Accountability Measures clearly identified and tagged? (Includes header identifying the CAEP Accountability Measures and sub-headings/tags to each of the four measures as defined by CAEP)**

- Yes  
 No

**AR Reviewer Question 4.4. Do the data, tagged to each of the four CAEP Accountability Measures, appear to be collected using appropriate data collection instruments/procedures for the relevant**

**CAEP Component?**

- Yes  
 No

**AR Reviewer Question 4.5. Does the data for the CAEP Accountability Measures reflect data collected in the 2022-2023 Academic Year? (\*If data are currently unavailable, does the EPP provide a placeholder statement that details why data are unavailable, and an expected timeline for when updated data will be shared?)**

- Yes  
 No

**AR Reviewer Question 4.6. Has the EPP shared and explained the relevance of each of its data measures in a way that can be easily understood by the public?**

- Yes  
 No

**AR Reviewer Question 4.7. Has data been disaggregated and shared at the program level? Did the EPP separate its Initial Level Program data and Advanced Level Program data for the CAEP Accountability Measures? [\*Relevant to EPPs that receive/will receive CAEP accreditation at both the initial and advanced level.]**

- Yes  
 No

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

**2024 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 "2024 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.

**AR Reviewer Question 5. Has the EPP summarized its activities and the outcomes of those activities as they relate to correcting the area cited in the last Accreditation Action/Decision Report? [As a reminder: 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.]**

Yes

No

### AFI/STIPULATION

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

2024 Annual Accreditation Report : Annual Accreditation Report :

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.

Online Hybrid options are expanding (A.3.1, A3.3, R3.3) In an effort to increase enrollment of diverse populations, the Masters in Literacy program is piloting a hybrid or hyflex program where students can attend either in-person and online courses. Classrooms at Caldwell University are outfitted with the necessary equipment to accommodate this type of instruction while meeting the diverse needs of our students. 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 begin providing online hybrid courses. The MA Educational Administration programs and post MA certifications will continue to be offered fully online. Model Classroom/Flexible Collaboration (R6.1, R6.3, R6.4) Two years ago the School of Education was moved to a different building across campus. Expanding on this opportunity, the administration, faculty, and staff of the School of Education have redesigned plans and options for the outdated classroom. The administration continues to seek external funds for the classroom redesign. This redesign is intended to provide a flexible classroom structure for our pre-service teachers to employ in their clinical internships. This setting will also be embedded in the advanced degrees that will highlight the need for this learning environment. 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 Associate Dean of the School of Education held a roundtable meeting to inform local school administrators about the university's desire to continue the 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 reopened 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 the 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 offering of these tutoring services will translate to more students passing the Academic Core Praxis and entering the School of Education programs. Principals Roundtable (R5.2, R5.3, R5.4) The School of Education sponsored community relations committee pairs with over 30 local school district administrators multiple times a year. The collaboration fosters online and in person workshops related to current trends in Education. This year's focus was on School Security and Crisis Communication. Member districts are eligible for tuition discounts in degree granting programs. 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 completed a performance assessment with other universities and this has been approved as a performance assessment tool for initial candidates. 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.

**AR Reviewer Question 6. Has the EPP shared its continuous improvement initiatives, AND (if applicable) provided CAEP with an update regarding the EPP's progress on its advanced level phase-in plans and/or initial level transition plans?**

Yes

No

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

**2024 Annual Accreditation Report : Annual Accreditation Report :**  
**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?**

None

**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**

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

Spring

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

2027

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

Spring ▼

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

2027 ▼

**AR Reviewer Question 7.1. If the EPP asked any questions, please respond to the questions below.**

N/A

**AR Reviewer Question 7.2. The EPP report preparer indicated that they were authorized by the EPP to complete the 2024 EPP Annual Report and that the details provided in this report and linked webpages were up to date and accurate at the time of submission.**

Yes

No