

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]

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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](#).

Previous Year Number of initial-licensure level Graduates:

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](#).

Previous Year Number of advanced level Graduates:

Total number of program graduates

Previous Year Total Number of Graduates:

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 Commission

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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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://www.caldwell.edu> open_in_new

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://www.caldwell.edu> 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://www.caldwell.edu> open in new window

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 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

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.

CAEP Annual Report Narrative Section 6 Spring 2025

Online Hybrid options are expanding (A 3.1, A 3.3, R 3.3)

Based on trends in graduate programs highlighted in the Hanover report conducted for the university, the Master's in Special Education program will transition to a hybrid format. This shift will offer both synchronous and asynchronous options in seven-week course sessions, providing greater flexibility for students. By allowing students to choose between in-person and online attendance each semester, the program aims to attract a more diverse student population and increase enrollment. Since Caldwell University classrooms are already equipped for hybrid instruction, students can seamlessly adjust their learning environment as needed. The School of Education expects enrollment to grow with the introduction of online options.

New Jersey Student Learning Standards (NJSLS) updated in October 2023 for English Language Arts and were set to take effect in September of 2024. (R1.1, R1.2, R 1.3)

As a result of the shift in focus to enhance foundational reading skills in elementary schools, the faculty of the Department of Education updated their lecture notes, research, assignments and classroom activities in both our undergraduate and graduate programs. These adjustments included a stronger emphasis on the importance of foundational reading skills such as decoding, encoding, phonological awareness, phonics, and analysis of word parts to support educators instruction in grades K-5. Similar changes were also made to align with the state's emphasis on writing standards that expanded to include sound-symbol relationships, letter formation, spelling, grammar and the writing process. Many of the changes to syllabi and faculty coursework align with the Science of Reading as professional development has become mandated for all New Jersey public school educators. Through these efforts Caldwell University seeks to provide evidence based instruction to our students while meeting the academic standards and supporting the recent legislation.

Hispanic Serving Institution (A.3.3)

<https://www.caldwell.edu/caldwell-university-is-designated-an-hispanic-serving-institution/>

Literacy Center Receives Large Book Donation and Continued Support from Alumni (5.3)

Caroline Romans, a nationally renowned book expert on Children's Literature and 1968 Caldwell University Alumni, has generously donated her children's literature book collection to the Jennings Library. The collection of 2,000 books encompasses a variety of genres, award

winning books and some signed by the author! Through her generous efforts, the collection has been shipped, cataloged and shelved for students in the undergraduate and graduate programs to incorporate into their literacy lessons both on campus in our Literacy Lab or in their clinical field experience. Most recently Ms. Romans has committed to maintaining this collection by purchasing every Caldecott and Newbery Award winning book to add to the collection. In addition, Ms. Romans has recently purchased a much needed guided reading series for use with our K-3 population in our Literacy Center that serves local elementary students.

Caroline Romans Book Donation - https://www.caldwell.edu/wp-content/uploads/2021/09/22417-8-Magazine_Fall-2021_Linked-Rev-9.27.pdf

Caroline Romans Children's Literature Collection - <https://libguides.caldwell.edu/childrensliterature/caroline-romans>

Restructuring/Organization: Caldwell University Education Department is now a part of the School of Arts and Science (A5.3) During the 2023-2024 academic year, Caldwell University reorganized its academic disciplines into a more streamlined structure. The School of Arts and Sciences now offers majors in art, humanities, education, and the social sciences, providing students with opportunities to double major or pursue minors in various fields across the university.

STEM conference for classroom teachers (R 1.1, R 1.3, R 1.4)

For the second year in a row, Caldwell University faculty served on the planning board of the STEM conference. The free on-campus professional development event centered on Science, Technology, Engineering and Math (STEM) for K-12 educators. To celebrate the month-long observance of STEM month, educators throughout the state participated in self-selected workshops varying from how to incorporate STEM into existing curriculum to how to write grant proposals that help obtain funding for STEM projects. Keynote speakers have included the Department of Science Education at the state level and most recently, Business and Technology Chair at Christian Brothers Academy, Michael Tomaino. After remarks from the keynote speaker, participants attended hands on morning sessions followed by lunch which included a panel discussion highlighting opportunities to ask questions regarding STEM activity throughout the state.

STEM FLYER - <https://drive.google.com/file/d/16eVWYI7HwYhn8OXUJLyW3NhYLSz8KnYA/view>

10th annual doctoral program reunion (R 4.1, R 5.4)

Started in 2013, the Caldwell University Educational Leadership doctoral program celebrated its 10th anniversary. Providing students with candidates with the tools to strategically plan, analyze, synthesize, and evaluate circumstances with informed models of decision-making, the program prepares tomorrow's school leaders for K-12, Special Education or Higher Education Leadership. Through hybrid synchronous and asynchronous formats, the unique program is designed to develop candidates into leaders, and to have the most current research and a blend of best leadership practices from across the United States. Attendees celebrated their personal successes with those of current students for this on campus celebration.

Promethean Board Training (R 1.3, R 1.4)

Faculty members of the Department of Education received two "hands on" professional development sessions with instructors from Promethean. Training included how to enable professors to access the mobile smart board in their classrooms to enhance student engagement, expose them to technology they would see in the field, and provide opportunities for undergraduate and graduate students to utilize the board in preparation for their clinical

internship experiences.

Social Justice Symposium (R 3.3)

Faculty members of the Department of Education at Caldwell University presented at the 3rd annual Social Justice Symposium on campus. The workshop entitled, "Teaching Social Justice through Literature at the K-12 level" was attended by many educators, school administrators and librarians. Focus included an introduction of global young adult and children's literature, coupled with digitized primary source documents. Participants were supported with instructional methodology and resources to introduce students to issues such as diversity, tolerance, and acceptance through the lens of literature. Presenters sought to enhance attendees' understanding of how to utilize literature to foster deeper understanding of social justice issues while pondering solutions affecting students to increase engagement, discussion, participation and comprehension.

Professional Development on AI (R 1.1, R 1.4)

In an effort to stay abreast of current practices in AI, the Education Faculty took part in a plethora of professional development opportunities provided on campus by the Faculty Development Committee. The 4 week professional development "Lunch and Learn" style focused on a variety of topics related to AI including an introduction to AI, the legality of AI, the role of AI in classrooms and the future of AI. This served as a springboard for faculty to begin to include AI opportunities in their coursework and syllabi.

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

2025 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?

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

2027 ▼

Next Visit Date [Semester] - Advanced Level

Spring ▼

Next Visit Date [Year] - Advanced Level

2027 ▼