

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](#).

19

Previous Year Number of initial-licensure level Graduates:

17

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](#).

27

Previous Year Number of advanced level Graduates:

29

Total number of program graduates

46.00

Previous Year Total Number of Graduates:

46.00

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:

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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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://www.caldwell.edu>

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://www.caldwell.edu>

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>

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

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.

Caldwell University identifies "Improvement" by taking into consideration input from all stakeholders (prospective students, current students, university supervisors, cooperating teachers, faculty and completers). Below we present information on the feedback of some of our stakeholders and describe methods of intervention and innovation we have put in place.

ETS Praxis scores -

Our undergraduate and post baccalaureate students are required to complete the Praxis prior to entering student teaching (ED475). Unfortunately there are times when students are not able to pass on the first try. After looking at the data, a pivot was made by the Caldwell University Department of Education regarding the role of the Graduate assistant and how this position can support our undergraduates in a different capacity. Prior to 2023 the Graduate assistant would work as a Teacher's Assistant in Clinical Practice Seminar (ED475). After looking at the data the job description changed and the role became one of an online tutor. Thus our graduate assistant began supporting the undergraduates through a Google Meet and providing vouchers through Examedge.com. Unfortunately, the students' Praxis scores did not increase as much as we would have liked. Therefore in Fall of 2024 Caldwell University purchased vouchers from

ETS. These ETS interactive practice tests were more closely related to the concepts and the format that students would see on the Praxis. As a result we have now seen improvement in the scores.

Focus Group Feedback -

An important source of data for us is the feedback of our program graduates. This past year we invited a set of graduates to form part of a focus group where they interacted with one another as part of a guided discussion where the focus was "Are our graduates securing positions in their fields of preparation? How appropriate have they found their instruction at Caldwell?" What follows is a summary of their responses.

Areas of Strengths -

Initial Completers' feedback:

- *Strong support at Caldwell University (Professors at Caldwell University are caring, CU will support you every step of the way)

- *There are structures in place to help you navigate the teaching career

- *Strong technology course that supported infusion of technology into practicum experience

Advanced Completers' feedback:

- *Students felt very supported by their professors (personalized attention, family-oriented institution, fostered their collaborative spirit).

- *Strong support in data analysis in teacher evaluation

- *Strong support was provided in school finance course

- *Effectiveness and time value of the online learning and synchronous option

Areas in Need of Improvement -

Initial Completers' feedback:

- *Support needed in conducting parent teacher conferences

- *Deeper understanding of the HiB process (Harassment, Intimidation or Bullying)

- *Deeper understanding of Tier I Intervention strategies

- *Integrate in-person sessions into online courses

Advanced Completers' feedback:

- *Support needed in tracking discipline incidents

Teacher Practice

Teacher practice in New Jersey is formally measured through the state-approved evaluation instruments that examine methods, strategies, and approaches educators use to provide learning opportunities for students. At Caldwell University, University Supervisors, Cooperating teachers and the candidates themselves evaluate the preservice teachers on a metric known as the Clinical Competency Inventory (CCI). This performance-based assessment instrument measures key competencies aligned to the 2011 InTASC standards and the New Jersey Professional Standards for Teachers. We are pleased to note that students continue to do well in all standards on a scale of 0-4. Please note that for Fall 2024 the EPP had an n=6. For Spring 2025 the EPP had an n=10. Mean scores for each New Jersey Professional Standards for Teachers as measured on the CCI appear below.

Standard 1: Learner Development Fall 2024 = 3.7 Spring 2025 = 4

Standard 2: Learner Differences Fall 2024 = 3.7 Spring 2025 = 3.6

Standard 3: Learner Environment Fall 2024 = 3.7 Spring 2025 = 3.8
Standard 4: Content Knowledge Fall 2024 = 3.7 Spring 2025 = 3.8
Standard 5: Application of Content Fall 2024 = 3.7 Spring 2025 = 3.7
Standard 6: Assessment Knowledge Fall 2024 = 3.7 Spring 2025 = 3.8
Standard 7: Planning for Instruction Fall 2024 = 3.7 Spring 2025 = 3.8
Standard 8: Instructional Strategies Fall 2024 = 3.7 Spring 2025 = 3.9
Standard 9: Professional Learning Fall 2024 = 3.93 Spring 2025 = 3.9
Standard 10: Leadership and Collaboration Fall 2024 = 3.9 Spring 2025 = 4
Standard 11: Ethical Practice Fall 2024 = 3.9 Spring 2025 = 4

Caldwell University prides itself on supporting our students throughout the entire process for obtaining teacher certification. Despite being a smaller institution, we are proud of the success our students have in our program and how prepared they are in the field.

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?

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 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