

Section 1. EPP Profile Updates in AIMS

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

EPP Name

Northern Kentucky Unive

College of Education

Carnegie Classification

Master's Colleges & Universities: Larger Programs ▼



Suburban ▾

Language of Instruction **Religious Affiliations**

English ▾

Not reported ▾

Organizational Accreditation

Southern Association of Colleges and Schools Commission on Colleges ▾

Degree Granting

- Yes
- No

Address

Nunn Drive

Address 2

City

Highland Heights

State

Kentucky ▾

Zip

41099-0800

Country

United States ▾

Phone

—

859-572-6069

Website

https://nku.edu/academic:

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,

- Agree
- Disagree

Section 4. CAEP Accreditation Details on EPP s Website

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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

your initial-licensure level programs.

<https://www.nku.edu/acac>

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 put "N/A".

<https://www.nku.edu/acac>

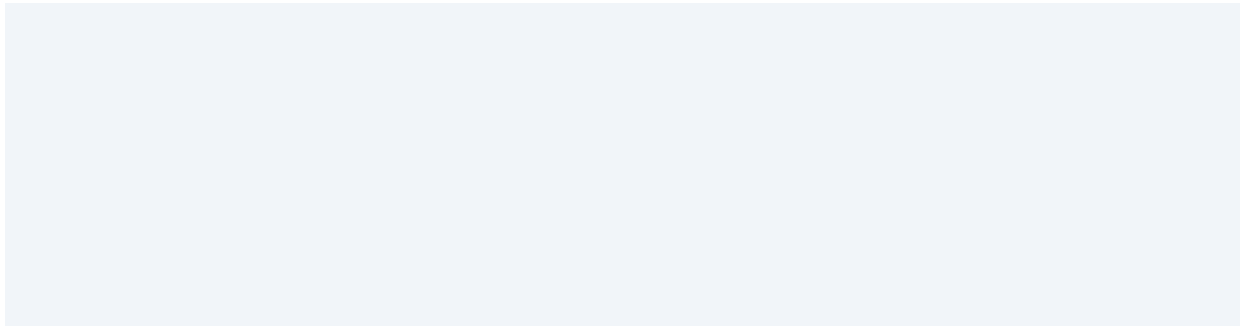
Section 5: Areas for Improvement and/or Stipulations

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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 "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.





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

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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.

Special Education Single Major

Since its inception, the Special Education program has been an add-on to a general education program such as Elementary, Middle Grades, or Secondary Education. Initially it was only a certification program but several years ago the program evolved into a double major. To be a Special Education major required the double major. Based on feedback during Advisory meetings (2020, 2021, 2022), a meeting with the regional Special Education Directors (2021), completion survey data (2020, 2021), and state, regional and national data trends for special education (2022, 2023), the development of a 122-credit hour single major in special education for mild to moderate disabilities was initiated (2023) and approved (2024). The program is scheduled to begin in Fall 2024 and will be offered in tandem with the double major, providing more options and flexibility for teacher candidates.

Revised Disposition Form

In 2022, the EPP formed a committee to revise the disposition evaluation form. The EPP approved and implemented new evaluation criteria for candidates' professional dispositions within Foliotek. The new evaluative criteria reflect P-12 partners' input regarding critical factors for the success of EPP candidates, research on candidates' dispositions, and InTASC standards. During all field experiences, P-12 Clinical Educators (PCE) rate candidates' professional behaviors at the semester midpoint and candidates' dispositions at the end point. For the professional behaviors mid-point evaluation, evaluators rate candidates as being on track to be first-year profession-ready or not

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?

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

Next Visit Date [Year] - Initial-Licensure Level

Next Visit Date [Semester] - Advanced Level