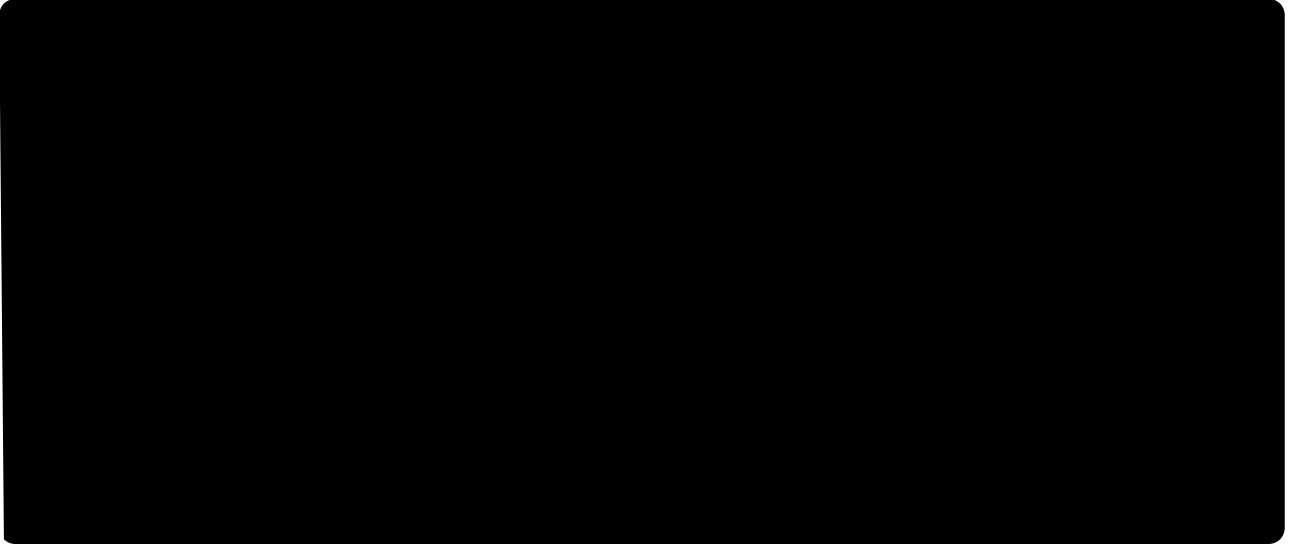


1.1. Update Contact Information in AIMS 2.0:



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](#) .

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](#) .

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

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:

3.4.2. Institutional Accreditation Status:

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 pe

- Change
- No Change / Not Applicable

none

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)

open_in_ne

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

Yes

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

Name

Email

IsActive

Items per page:

10

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.

For our 2022-2023 Annual Report, we would like to highlight three EPP improvements aligned with standard three. The first improvement is in connection with component R3.2/RA3.3, where we have redesigned our process for monitoring and supporting student progress. For our second improvement, we piloted a new method for collecting the evidence needed to demonstrate student competency at completion R3.3/RA3.4. The third improvement, the creation of a demographic survey that allows for extensive data disaggregation, is also connected to student monitoring (R3.2/RA3.3) and competency at completion (R3.3/RA3.4). We will discuss these in detail in the information that follows and also review the progress on our phase-in plans.

Monitoring and Supporting Student Progress

During the 2022-2023 academic year, program faculty, staff, and leadership collaborated to redevelop the EPP's method for monitoring and supporting student progress (R3.2/RA3.3). Supporting student progress is essential to the EPP's value of academic excellence: The College of Education is committed to rigorous academic standards in an environment that is centered on student support and growth through evidence- and research-based pedagogies. While the EPP had a process in place, it needed to be rethought to ensure the focus was on student support through consistency, oversight, and follow-through.

The previous process was initiated when a teaching or dispositional concern arose with a student. The EPP and school partner stakeholders addressed the concern by developing a support plan and meeting with the student. The process required using one of two forms, depending on the extent of the concern: 1) a Cause for Concern Form and a 2) Professional Development Plan. The purpose of the Cause for Concern Form was to focus a student's attention on areas requiring development, whether it

Yes

No

7.1. [OPTIONAL] Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

Though nothing has changed with our program locations since our last CAEP visit, the new system and Accreditation Policies and Procedures manual request that we identify auxiliary locations. We have added those in the AIMS 2.0 this year, but we were unsure if this were a substantive change since it isn't a change for us.

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.

Thank you for updating the EPP's location in AIMS 2.0. No additional action is requested.

The EPPs website (<https://ung.edu/college-of-education/accreditation-and-reporting.php#:~:text=The%20Council%20for%20the%20Accreditation,and%20leader%20preparation%20programs%2C%20which>) accurately listed programs and current accreditation status.

AR Reviewer Question 7.2. The EPP report preparer indicated that they were authorized by the EPP to

Yes

No