Northern Kentucky University
2024 Annual Accreditation Report
Printed Date: 2024-04-25

Council for the
Accreditation of
Educator Preparation

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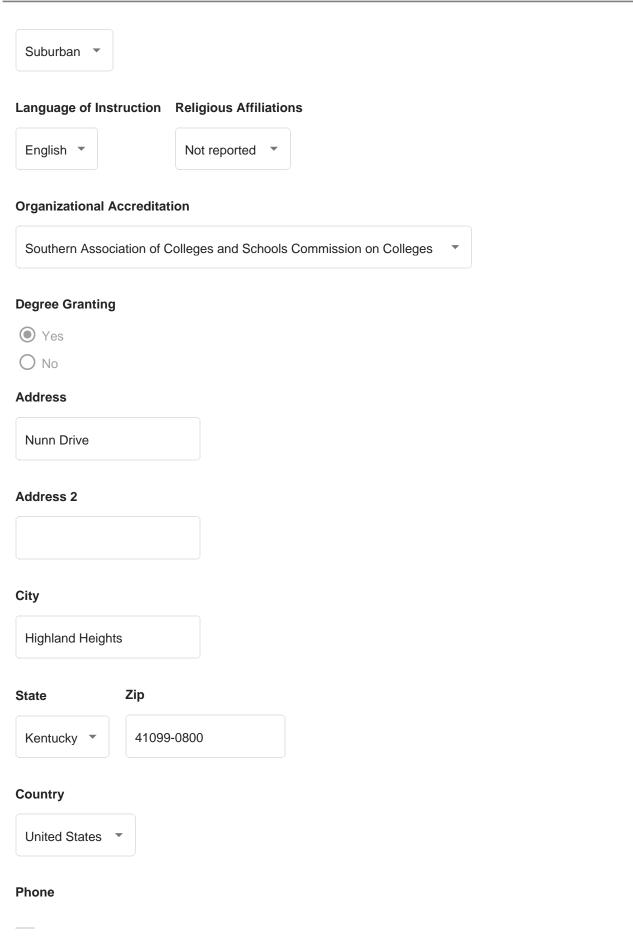
The individuals identified should be authorized by the EPP to receive time-sensitive CAEP accreditation related communications.

- ◉ Agree
- ○ Disagree

1.2. Update EPP Information in AIMS 2.0:

Organization Name

Northern Kentucky Unive

EPP Name

College of Education

Carnegie Classification

Master's Colleges & Universities: Larger Programs ▾

Control of Organization

Public ▾

Population Served

Not Applicable ▾

Degree of Urbanization

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

Zip

Kentucky ▾

41099-0800

Country

United States ▾

Phone

859-572-6069

Website

https://nku.edu/academics

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

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 .

121

Previous Year Number of initial-licensure level Graduates:

159

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 .

104

Previous Year Number of advanced level Graduates:

106

Total number of program graduates

225

Previous Year Total Number of Graduates:

265

Change from last year:

Display calculation Difference between last year and this year

-40

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CAEP

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Section 3. Substantive Changes

2024 Annual Accreditation Report : Annual Accreditation Report : Section 3. Substantive Changes

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:

Southern Association of Colleges and Schools Commission on Colleges-SACSCOC ▼

3.4.2. Institutional Accreditation Status:

Accredited/Accreditation Reaffirmed ▼

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

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.

https://www.nku.edu/acac

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.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
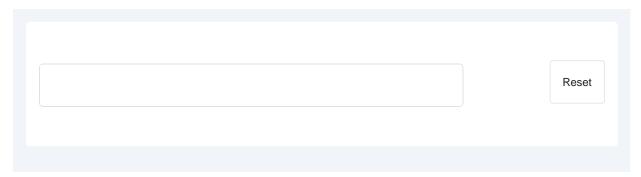
Section 5: Areas for Improvement and/or Stipulations

2024 Annual Accreditation Repoı : Annual Accreditation Repoı : Section 5: Areas for Improvement and/or Stipulatic

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.

AFI/STIPULATION

Reset

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), completer 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

2024 Annual Accreditation Re : Annual Accreditation Re : Section 7: Feedback for CAEP & Report Preparer's Auth

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

Spring ▼

Next Visit Date [Year] - Initial-Licensure Level

2025 ▼

Next Visit Date [Semester] - Advanced Level

Spring ▼

Next Visit Date [Year] - Advanced Level

2025 ▼