



# EPP Annual Accreditation Report

CONTENT GUIDE

2026

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# Introduction

## What is the CAEP Annual Accreditation Report?

The Annual Accreditation Report (Annual Report) is a structured template submitted by Educator Preparation Providers (EPPs) to CAEP each year. It includes updates on enrollment, data related to outcomes aligned with CAEP standards, and responses to any Areas For Improvement (AFIs) or Stipulations identified during the accreditation process.

## Why is the Annual Report Required?

The Annual Report process is used to monitor and evaluate an EPP's continued compliance with CAEP's Standards and accreditation requirements. CAEP's annual monitoring and evaluation expectations for EPPs are periodically revisited, as appropriate, to meet the requirements of CAEP policy, recognition guidelines of the Council for Higher Education Accreditation, and federal accreditor recognition requirements.

The Annual Report requires that EPPs provide, at a minimum:

- a) Information demonstrating that the EPP is correcting or has corrected any conditions leading to the identification of Areas for Improvement and Stipulations from prior accreditation decisions;
- b) Data measuring completers' effectiveness and impact on P-12 student learning;
- c) Enrollment, including total number of candidates who graduated from EPP programs during the specified academic year, which will be used to monitor overall growth of the EPP; and
- d) Substantive changes that may affect an EPPs accreditation status or eligibility for CAEP accreditation.

## EPP and CAEP Responsibilities

Every year, around the end of January or early February, CAEP will notify EPPs that the Annual Accreditation Report has been opened. No later than 90 days after receiving access to the Annual Report template, an EPP must submit a complete Annual Accreditation Report. EPPs are also required to publicly post data on the EPP's website, demonstrating transparency and accountability to stakeholders, including the general public. All EPPs are required to submit an Annual Report. An EPP's Annual Report is reviewed and evaluated by CAEP staff and feedback is provided on a rolling, first-come first-served basis. Upon receiving feedback, an EPP must take timely action to address deficiencies identified in the feedback report, if any, and respond to CAEP within 30 days of being notified. Failure to submit an Annual Accreditation Report may result in issuance of a Corrective Action notice, pursuant to [Policy VII.6.03, or Adverse Action](#).

# Data and Reporting Requirements

## Deadline for Annual Report Submission

The deadline to submit the Annual Report is **April 30, 2026**, by 11:59pm EST.

## Data Collection Period

Data reported in the Annual Report should be collected from the **2024-2025 Academic Year**, from September 1, 2024 to August 31, 2025.

## Overview of Reporting Requirements by Annual Report Section

All EPPs are required to submit an Annual Report. The table below outlines which sections of the Annual Report are applicable to EPPs based on current accreditation status. Different templates and/or submission requirements may be used for EPPs having different accreditation status designations or at different points in the term of accreditation.

| Report Section  | EPPs holding applicant or eligible status | EPPs who have completed a CAEP Site Review in Fall 2025 or Spring 2026 | EPPs currently accredited by CAEP with a site review Fall 2026 or after |
|---|---|--|---|
| <b>Section 1.</b> EPP Profile Updates in AIMS 2.0   | ✓   | ✓  | ✓   |
| <b>Section 2.</b> EPP's Program Graduates   | ✓   | ✓  | ✓   |
| <b>Section 3.</b> Substantive Changes   |   | ✓  | ✓   |
| <b>Section 4.</b> CAEP Accreditation Details on EPP's Website   |   | ✓  | ✓   |
| <b>Section 5.</b> Areas for Improvement and/or Stipulations   |   |  | ✓   |
| <b>Section 6.</b> EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans |   |  | ✓   |
| <b>Section 7:</b> Feedback for CAEP & Report Preparer's Authorization   | ✓   | ✓  | ✓   |

*NOTE: The absence of deficiencies in the Annual Report or an EPP's attempt to address Annual Report feedback may not be considered an automatic meeting of CAEP accreditation standards for the next CAEP review. An Evaluation Team assigned to conduct an EPP's accreditation review and the Accreditation Council may refer to an EPP's Annual Reports to make any accreditation decision or institute a Warning Action.*

## 2026 EPP Annual Report Content Guide | Page 4

8. Click “Start” to open a section of the Annual Report template.

*Note: Not all EPPs will have all sections of the report displayed. Only the sections that appear within the Annual Report template are required to be completed by the EPP.*

Annual Accreditation Report

| Section  |       |
|--|-------|
| Section 1. EPP Profile Updates in AIMS   | Start |
| Section 2. EPP's Program Graduates   | Start |
| Section 3. Substantive Changes   | Start |
| Section 4. CAEP Accreditation Details on EPP's Website   | Start |
| Section 5: Areas for Improvement and/or Stipulations   | Start |
| Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans | Start |
| Section 7: Feedback for CAEP & Report Preparer's Authorization   | Start |

9. Upon completing a section, click “Mark Section Complete”.



10. All sections of the Annual Report must be “Marked as Completed” before the report can be submitted.

| Action              |      |
|---------------------|------|
| Marked as Completed |      |
| Reopen              | View |
| Resume              |      |

- To resume editing an incomplete section, click “Resume” next to the section to be edited.
- To edit a section that has been marked as completed, click “Reopen”. Clicking “View” will open a read-only version of the section. ‘
- To submit the Annual Report, click “Submit Annual Report”.



## Section 1. EPP Profile Updates in AIMS 2.0

### EPP Details

The EPP Details page includes basic information about the EPP including name, mailing address, and other organizational details.

Verify and update the EPP details, as needed, including:

- **Carnegie Classification:** Ensure the Carnegie classification is correct. If the current classification is incorrect or incomplete, please update.
- **Control of Organization:** Select the option that best fits the EPP's status from the list provided.
- **Degree of Urbanization:** Select the option that best fits the EPP's status from the list provided.
- **Degree Granting:** Select 'yes' or 'no'.
- **Language of Instruction:** Select the primary language of instruction used by the EPP.
- **Organizational Accreditation:** Select the current, CHEA-recognized regional accrediting agency for the institution. If the institution's accrediting agency is not listed, select "Other (please specify in comment box)" and list the agency recognizing or approving the institution.
- **Population Served:** Select the option that best fits the EPP's status from the list provided.
- **Religious Affiliations:** Select the option that aligns with the EPP's religious affiliation from the list provided. EPP's and institutions not having religious affiliations should select "Not Religiously Affiliated".
- **Address:** List the EPP's physical address.
- **Phone:** List the EPP's current contact number.
- **Website:** List the EPP's main webpage.

Organization Name, EPP Name, and CAEP Accreditation details are automatically populated and cannot be changed within this section. To update this information, please contact CAEP Staff at [eppannualreport@caepnet.org](mailto:eppannualreport@caepnet.org).

### Users

The EPP Users page includes all current users associated with your EPP with access to AIMS 2.0. It is requested that EPPs have at least two distinct users/contact individuals to ensure that important accreditation-related communications are received by the EPP.

Review the list to ensure all users are accurate and have the correct roles. User roles include:

- **EPP Primary:** This individual serves as the primary contact for CAEP, typically the dean or director, and is responsible for receiving and responding to sensitive communications related to the EPP’s CAEP accreditation. This role can also add and remove EPP users.
  - **EPP Secondary:** Generally, the CAEP Coordinator, this individual assists with coordinating accreditation-related activities and is copied on communications sent to the EPP Primary. This role can also add and remove EPP users.
  - **EPP Other:** This role is for individuals who may need access to AIMS 2.0, as needed, to support the EPP but does not regularly receive accreditation-related communications.
- To update users, click on "Users" at the top of the page or the left sidebar. Click the “Edit” button next to the users name to edit the individual user.
  - To add a new user, click the “Add New User” button. Add the users information in the boxes listed.

**Important:** An email address is required for the username.

- Enter a current and accurate email address for the user in the ‘email’ and ‘username’ fields.
  - Enter a temporary password. The user will be prompted to reset their password prior to logging in for the first time.
  - Select the Organization.
  - Choose the appropriate role for the user from the list.
  - Click “Save” to save the user information.
- To remove an existing user, click the “Remove” button.

## EPP Programs

The EPP Programs page contains a list of all current programs (planned sequences of academic courses and experiences) leading to recommendations for P-12 professional state licensure, certification, and/or endorsement that fall within the scope of CAEP accreditation. Please refer to CAEP’s Scope of Accreditation under *Policy II.2.01 Levels of Preparation* within the [CAEP Accreditation Policies and Procedures](#) for guidance as needed.



Review the list and confirm the accuracy of programs including:

- **Program Status:** Select ‘active’ for programs with current enrollment, or ‘inactive’ for programs that are no longer offered or have no enrollment.
- **Program Name:** List the name of the program.
- **Program/Specialty Area Name:** Select the option that best aligns with the program area from the list provided.
- **Degree Level:** Select an option from the list provided.
- **Licensure Level:** Select an option from the list provided.
- **Selected Program Review Option:** Select one of the following options from the list:

*Note: For each program review option, additional questions may be populated and should be completed based on the selection.*

- a) **CAEP Evidence Review of Standard R1/RA1**
  - *Select this option if the EPP will submit evidence for CAEP Standard R1/RA1 as part of the Self-Study Report.*
- b) **Specialized Professional Association (SPA) Review**
  - *Select this option if the EPP will submit evidence using SPA program report templates. Select the SPA name from the list when prompted.*
- c) **State Review**
  - *Select this option if the EPP will submit evidence using a state-defined process.*
- d) **Accredited by another specialized accrediting agency recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation (CHEA)**
  - *Select this option if the EPP will provide evidence from the most recent accreditation review by another USED or CHEA-recognized accrediting agency. Select a response when prompted about whether a program accredited by a CHEA or USDOE entity is to be included in the EPP’s CAEP accreditation review. Please also include the most recent accreditation approval letter.*

Additional program details are optional and may be included for EPP record-keeping purposes or as required by state or Specialized Professional Associations (SPAs).

- To update an existing program, click the “Edit” button.
- To add a new program, click the “Add New Program” button.
- To delete a program, click the “Delete” button.

## EPP Locations

The EPP Locations page contains details about the EPP's campus sites.

Review the accuracy of your EPP's location information, ensuring that a Main Campus is listed. Branch or Auxiliary campuses may be added if applicable.

- To add a Location, click "Add New Location".

CAEP College of Education

Annual Report(s) EPP Details Users EPP Programs **EPP Locations** AFI/Stipulations

Search

Add New Location

| Location Type | Campus Name |   |
|---------------|-------------|---|
| Main Campus   |             | Ensure a Main Campus is listed. Edit Delete |

Items per page: 1 1 - 1 of 1

After reviewing and updating the EPP's Profile information, EPPs should address the following questions:

- **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.
- **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.
- **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.
- **1.4.** Does your EPP recommend candidates for licensure in more than one state/country?
- **1.5.** Please select all states/countries in which your EPP recommends candidates for licensure.

**Note:** Questions 1.4 and 1.5 refer to any state or country in which the EPP submits or verifies licensure recommendations. Select all applicable states and/or countries where the EPP recommends candidates for licensure. Do not include locations where graduates may independently seek licensure.

## Section 2. EPP's Program Graduates

### EPP Program Graduates

Enter the total number of graduates in the boxes provided (numerical values only) for initial-licensure level graduates and advanced level graduates.

*Note that some fields will be automatically calculated or prepopulated with last year's data.*

2.1. Total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year . 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](#).

36 Enter the total number of initial-licensure level program graduates.

Previous Year Number of initial-licensure level Graduates:

29

This will auto-populate.

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](#).

7 Enter the total number of advanced level program graduates.

Previous Year Number of advanced level Graduates:

5

This will auto-populate.

Total number of program graduates

43.00

Previous Year Total Number of Graduates:

34.00

Change from last year:

Display calculation Difference between last year and this year

43.00

#### **Note on Graduates vs. Completers:**

*In Section 2, CAEP uses the term 'graduate' to specifically refer to those recommended for licensure/certification. Section 4 uses the term 'completers' to refer to those who have completed all program requirements at least six months previously and are employed in a position for which they were prepared.*

*For Section 2, EPPs should report only the number of graduates recommended for licensure/certification.*

## Section 3. Substantive Changes

Indicate any changes that have occurred with the EPP, institution, or organizational level in the current academic year. EPPs should address the following questions:

- **3.1.** Has there been any change in the EPP's legal status, form of control, or ownership?
  - **3.2.** Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?
  - **3.3.** Since the last reporting cycle, has the EPP seen a change in state program approval?
  - **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?
  - **3.5.** Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per CAEP's Accreditation Policy?
- If no changes have occurred, select "No Change/Not Applicable".
- If any changes have occurred, select "Change". In the box provided, indicate contextual information to summarize the nature of the change, including rationale for the change, timeline (when the change has or will take place), and any other relevant information.

⚠ Hitting the back button without saving your changes will result in loss of data

Please report on any of the following substantive changes that have occurred with the institution/organization since the submission of the prior year's report.

**3.1. Has there been any change in the EPP's legal status, form of control, or ownership?**

☒ Change

☐ No Change/Not Applicable

Change

## Section 4. CAEP Accreditation Details on EPP’s Website

### CAEP Accountability Measures (for CHEA Requirements)

As part of the Annual Reporting process EPPs are required to publicly post:

- 1) their current accreditation status;
- 2) a listing of the EPP’s CAEP approved programs; and
- 3) data related to the CAEP Accountability Measures on the EPP’s website

demonstrating transparency and accountability to stakeholders, including the general public.

The CAEP Accountability Measures include:

| CAEP Accountability Measures   |   |
|--|---|
| Impact Measures  | Outcome Measures  |
| <b>Measure 1</b> (Initial). Completer effectiveness and Impact on P-12 learning and development<br>(Component R4.1)                    | <b>Measure 3</b> (Initial and/or Advanced). Candidate competency at program completion<br>(Component R3.3   RA3.4)                    |
| <b>Measure 2</b> (Initial and/or Advanced). Satisfaction of employers and stakeholder involvement<br>(Components R4.2   R5.3   RA.4.1) | <b>Measure 4</b> (Initial and/or Advanced). The ability of completers to be hired in education positions for which they have prepared |

EPPs must provide evidence of the following:

- **4.1. EPP’s Current CAEP Accreditation Status & Reviewed Programs**

- 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.

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://caepnet.org/>



- **4.2. CAEP Accountability Measures**

- 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). 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.

- **4.2.1. URL Link for EPP's Reporting of CAEP Accountability Measures - Initial-Licensure Level**

- 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, leave this question box blank.

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.

[www.caepnet.org/accreditation](http://www.caepnet.org/accreditation) 

- **4.2.2. URL Link for EPP's Reporting of CAEP Accountability Measures - Advanced Level**

- 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, leave this question box blank.

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.

[www.caepnet.org/accreditation](http://www.caepnet.org/accreditation) 

## **Best Practices for Reporting CAEP Accountability Measures**

CAEP will review the information that the EPP annually updates and shares with the public through its public-facing website, including the CAEP Accountability Measures, accreditation status, and updated program listing. The EPP should regularly monitor and analyze data trends on each of the CAEP Accountability Measures. This allows the EPP to gradually prepare for writing the CAEP Self-Study Report and to use the information from the Annual Report as a repository for addressing relevant components for Standards R3, R4, and R5.

While there are no specific guidelines on formatting, CAEP recommends that when displaying data on the CAEP Accountability Measures, EPPs consider the following:

- **Data are located on the EPP's public-facing website:** Data and relevant information for the CAEP Accountability Measures should be easily visible and accessible to the public. Please note that the CAEP Annual Report Template in AIMS 2.0 is not public information. EPPs may choose to share the Annual Report template

once completed. However, data for each of the CAEP Accountability Measures must be publicly displayed. If the EPP chooses to add attachments, ensure that the attachments are visible and accessible without needing special permission.

- **Data are clearly tagged and labeled:** The EPP should title the data presented as “CAEP Accountability Measures”. Data should also be organized and tagged using the following headers:
  - Measure 1: Completer Impact and Effectiveness
  - Measure 2: Satisfaction of Employers and Stakeholder Involvement
  - Measure 3: Candidate Competency at Program Completion
  - Measure 4: Ability of Completers to be Hired in Education Positions for Which They Have Been Prepared
- **Data collection instruments and methods are clear:** The methodology and instruments used to collect data on each of the CAEP Accountability Measures are clearly stated, indicating what instruments are used, when and how often data are collected, and include accurate interpretation of the results.
- **Data are current for the reporting year:** Data presented on the EPP’s public-facing website should be collected or reported for the 2024-2025 Academic Year (September 1, 2024 – August 31, 2025).
  - If data are unavailable for the reporting period, the EPP needs to specify on its website the rationale for why data are unavailable and an expected timeline for when the information will be posted. The EPP can include a relevant placeholder statement on the website such as:  
*“Data is currently unavailable due to [indicate reason]. Data for this measure is expected to become available to the public by [indicate date]”.*
- **Data are disaggregated by program level:** Data presented should be disaggregated by initial-licensure level and/or advanced level as applicable for the EPP’s programs.
- **Data are relevant to each of the CAEP Accountability Measures:** Data presented should be aligned and relevant to each of the required CAEP Accountability Measures. Sources of data may vary by EPP, but may include examples of the following:
  - **Measure 1: Completer Effectiveness**
    - Data on completer effectiveness and impact directly align with CAEP Component R4. The EPP should be sure to provide data related to completer effectiveness and impact. Please see the [CAEP Revised 2022 Standards Workbook](#) or the [CAEP Standard R4 Resource Guide](#) for additional guidance related to Component R4.1.



- **Measure 2: Satisfaction of employers and stakeholder involvement**
  - Data on satisfaction of employers and stakeholder involvement may come from sources such as employer satisfaction surveys, case studies, focus groups or interviews, or data on the involvement of stakeholders in program design, evaluation or continuous improvement processes. Please see the [CAEP Revised 2022 Standards Workbook](#) or the [CAEP Standard R4 Resource Guide](#) for additional guidance related to Component R4.2.
- **Measure 3: Candidate competency at completion**
  - Data on candidate competency at completion directly align with CAEP Components R3.3 and RA3.4. Data may include EPP-created measures, required licensure measures, proprietary measures (edTPA, Praxis), or other means. Please see the [CAEP Revised 2022 Standards Workbook](#) for additional guidance related to Components R3.3 and RA3.4.
- **Measure 4: Ability of completers to be hired in education positions for which they have been prepared**
  - Data for Measure 4 may come from various sources, including state or EPP collected data related to completers' employment in teaching positions for which they were prepared.

**Note:** Measures 1, 2, and 4 focus on program completer data, not candidates. Completers are individuals who successfully graduated and satisfied all program requirements of a preparation program at least six months before and are employed in a position for which they were prepared (as defined in the [glossary](#) on CAEP's website).

Below are examples of how EPP's have publicly displayed data related to the CAEP Accountability Measures (shared with permission).

- [Adelphi University](#)
- [Liberty University](#)
- [The University of Kansas](#)
- [Troy University](#)
- [University of Southern Maine](#)



## Section 5. Areas for Improvement and/or Stipulations

The EPP's Areas for Improvement (AFIs) and/or Stipulations will be automatically populated within Section 5 of the Annual Report template based on the EPP's previous accreditation action or decision report.

If no AFIs or Stipulations were cited, Section 5 will be blank. Please mark this section as complete and continue to the next section of the report.

EPPs should detail specific actions taken during the past academic year, including activities and outcomes to resolve the AFIs and/or Stipulations. All programs within the EPP for which the AFIs and/or Stipulations were cited should be considered when responding.

- To respond to progress made on AFIs/Stipulations, click the “Edit” button next to the AFI or Stipulation.


| Standard                                       | Component                     | Type | Status |   |
|--|-------------------------------|------|--------|---|
| R1 Content and Pedagogical Knowledge           | R1.1 The Learner and Learning | AFI  | Open   |   |
| Standard 2. Clinical Partnerships and Practice | 2.3 Clinical Experiences      | AFI  | Open   |    |

- In the box titled “Annual Accreditation Report Summary/Narrative”, describe the work the EPP has completed to correct the AFI/Stipulation. Each AFI/Stipulation will need to be edited individually.

Annual Accreditation Report Summary/Narrative

Please describe the work the EPP has completed to correct the above citation. This narrative should include both past actions as well as any future plans to continue to show sufficiency for this component.

Please note that this narrative will be stored within this survey until after the EPP's next accreditation review, during which it will be available to the EPP's review team. Furthermore, the Annual Accreditation Report in future years will ask the EPP to add to this information in a new narrative box, but the information need not be repeated or rewritten.





C/AEP College of Education has actively worked to resolve the identified AFI related to limited evidence of candidates' ability to meet the needs of diverse learners and create inclusive learning environments. Below is a summary of our progress:

The EPP reviewed and revised course content across foundational education courses to strengthen candidate preparation in understanding diverse learning needs. A new course, Equity and Inclusion in P-12 Classrooms, was introduced and integrated into the core curriculum. This course emphasizes strategies for differentiating instruction, managing diverse classrooms, and supporting learners with exceptionalities. Additionally, a professional development series on culturally responsive teaching practices was implemented for faculty and clinical supervisors. The series aimed to ensure that mentoring and evaluation during clinical experiences align with the EPP's goals for preparing candidates to address diverse learners' needs effectively.

- Click “Save” to save the narrative.
- Click “Back” to navigate back to the list of all AFIs/Stipulations.

experiences align with the EPP's goals for preparing candidates to address diverse learners' needs effectively.

- Once all AFIs/Stipulations have been responded to, click “Mark Section Complete”.

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

Section 6 of the Annual Report is designed to prepare EPPs for addressing Standard R5, particularly Component R5.4, in the Self-Study Report. EPPs are encouraged to use the Annual Report as an opportunity to reflect on and highlight examples of how the EPP's Quality Assurance System (QAS) informs changes to programs and how the EPP effectively monitors the degree of specified changes or improvements. The narrative should highlight changes or improvements the EPP is particularly proud of and may pertain to either all programs or specific programs within the EPP.

EPPs should address the following question:

- **6.1.** Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year.
  - Focus on one to two examples or major efforts the EPP has accomplished.

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

The final section of the Annual Report requests input from the EPP regarding any support CAEP can provide to assist with the accreditation process.

EPPs can optionally choose to respond to the following:

- **7.1. [OPTIONAL]** Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?
  - There is no required answer for this question. This question is offered to provide an opportunity for the EPP to state any questions or concerns related to CAEP accreditation standards, process, or policy. EPPs can choose to leave this question blank or provide a question for CAEP staff to respond to.

Additionally, The EPP's Annual report preparer must submit an acknowledgment that they are authorized to complete the Annual Accreditation Report on the EPP's behalf and demonstrate that they understand and agree to CAEP policy on annual reporting.

## Annual Report Revisions

Annual Reports are reviewed and evaluated by CAEP staff and feedback is provided on a rolling, first-come first-served basis. Upon receiving feedback, an EPP must take timely action to address deficiencies identified in the feedback report, if any, and respond within 30 days of being notified.

EPPs will be notified if the Annual Report has been either:

- a) Approved and no further changes are needed.
- b) Requires revisions, to which a response is required within 30 days of being notified.

To review the Annual Report feedback, EPPs should access the Annual Report template. Feedback will be located directly with the report template itself within each specific section of the report in green boxes.

- CAEP staff will provide comments in the green feedback boxes for areas within the Annual Report that require revisions.
- For questions that are marked “No”, EPPs must address the feedback as specified within the comments.
- For questions marked “Yes” and do not have comments from CAEP staff, an EPP response is not required as this area was successfully addressed within the report.

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.

AR Reviewer Question 4.1. Did the EPP provide a weblink that displays its current accreditation status and an accurate list of programs included during the most recent CAEP (NCATE/TEAC) accreditation review?

- ☐ Yes  
☒ No

Please provide additional comments:

The link provided by the EPP does not display the CAEP Accountability Measures for the current academic year. Please provide an updated link where the required data for the CAEP Accountability Measures can be accessed.

Please respond within 30 days of being notified.

**Feedback from CAEP Staff will be in the green feedback boxes.**

AR Reviewer Question 4.2. Did the EPP provide a direct weblink to its website where the EPP's display of data for the CAEP Accountability Measures is available to the public?

- ☒ Yes  
☐ No

**Questions marked “Yes” and do not have comments from CAEP staff do not require an EPP response.**

- EPPs can respond by making revisions directly within the report template. Upon completing a section, click “Mark Section Complete”.

[← Back](#) [Save Changes](#) [Mark Section Complete](#)

- Once all report revisions have been made, click “Submit Revisions”. The EPP should submit revisions to CAEP within 30 days of being notified.

## Additional Resources

### AIMS 2.0 Resources

- General information and resources including videos on using AIMS 2.0 can be found on the CAEP website under “AIMS” and selecting “AIMS 2.0 Resources”.

<https://caepnet.org/aims-2-0/>

### Annual Report Resources

- Additional resources including videos on completing the Annual Report can be found on the CAEP website under “AIMS” and selecting “AIMS 2.0 Annual Report”.

<https://caepnet.org/aims-2-0-annual-report/>

- For questions or assistance regarding the Annual Report, contact CAEP Staff at [eppannualreport@caepnet.org](mailto:eppannualreport@caepnet.org).