Section 1. EPP Profile Updates in AIMS

2025 Annual Accreditation Report : Annual Accreditation Report : Section 1. EPP Profile Updates in AIMS

After reviewing and updating the Educator Preparation Provider's (EPP's) information in AIMS 2.0, ensure the following sections are accurate and up-to-date:

1. **EPP Details:** Verify and update the EPP details including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation.
2. **Users:** Review the list of AIMS 2.0 users associated with your EPP. Ensure all users are accurate and have the correct roles. To update users, click on the "Users" tab at the top of the page or the left sidebar, then click the Edit button to edit that user.
3. **EPP Programs:** Confirm that the list of programs offered by your EPP is accurate. Update including program name, degree level, licensure level, program/specialty area name, and selected program review as necessary. 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 complete and accurate.
4. **EPP Locations:** Check the accuracy of your EPP s location information, ensuring that the Main campus is listed. Branch or Auxiliary campuses may be added if applicable. EPP Locations must be updated on the EPP Locations tab, accessible at the top of the page or via the left sidebar on the "My Locations" page.

After completing these updates, answer each of the corresponding questions below to confirm that all information is current and correct.

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

AR Reviewer Question 1.1 Did the EPP provide updated contacts with at least one EPP Primary and

one EPP Secondary Contact?

◉ Yes

◯ No

AR Reviewer Question 1.2 Did the EPP provide updated EPP Details information including noting all EPP Locations?

◉ Yes

◯ No

AR Reviewer Question 1.3 Did the EPP provide updated information for all programs under the EPP Programs section?

◉ Yes

◯ No

Section 2. EPP s Program Graduates [Academic Year 2023-2024]

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Section 2. EPP s Program Graduates [Academic Year 2023-2024]

2.1. Total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2023-2024. 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.

31

Previous Year Number of initial-licensure level Graduates:

48

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:

36

Total number of program graduates

58.00

Previous Year Total Number of Graduates:

84.00

AR Reviewer Question 2.1. 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

Section 3. Substantive Changes

2025 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:

Higher Learning Commiss ▼

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

AR Reviewer Question 3.1. Please provide feedback on the EPP's substantive changes, if any. Type

"None" if no substantive changes were identified.

Insert text here ...

Section 4. CAEP Accreditation Details on EPP s Website

**2025 Annual Accreditation Report : Annual Accreditation Report :
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 2023-2024 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://betheluniversity.e open_in_ne

4.2. CAEP Accountability Measures [2023-2024 Academic Year]

EPPs are required to provide data addressing the four CAEP Accountability Measures. These data must be collected or reported for the 2023-2024 Academic Year (September 1, 2023 August 31, 2024) 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://betheluniversity.e open_in_ne

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://betheluniversity.e open_in_ne

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

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

AR Reviewer Question 4.3. Are the CAEP Accountability Measures clearly identified and tagged? (Includes header identifying the CAEP Accountability Measures and sub-headings/tags to each of the four measures as defined by CAEP)

- ◉ Yes
- ◯ No

AR Reviewer Question 4.4. Do the data, tagged to each of the four CAEP Accountability Measures, appear to be collected using appropriate data collection instruments/procedures for the relevant CAEP Component?

- ◉ Yes
- ◯ No

AR Reviewer Question 4.5. Does the data for the CAEP Accountability Measures reflect data collected in the 2023-2024 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

AR Reviewer Question 4.7. Has data been disaggregated and shared at the program level? Did the EPP separate its Initial Level Program data and Advanced Level Program data for the CAEP Accountability Measures? [*Relevant to EPPs that receive/will receive CAEP accreditation at both the initial and advanced level.]

- ◉ Yes
- ◯ No

Section 5: Areas for Improvement and/or Stipulations

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 "2025 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 5.1. 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

AFI/Stipulation

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.

> For Continuous Improvement purposes, based on the data collected throughout the past three

academic years (2022-23, 2023-24, and 2024-25), targeted continuous improvement efforts our EPP is proud of, as well as the progress the EPP is making with Transition Plans (initial-licensure level) and/or Phase-in Plans (advanced level), follows.

1.   Focus on developing CLASSROOM MANAGEMENT and behavior management strategies before the final clinical experience / throughout the candidates' program;

2.   A better foundation of DIFFERENTIATION and/or UNIVERSAL DESIGN FOR LEARNING elements in LESSON PLANNING throughout the curriculum;

3.   Improving CONSISTENCY and timeliness of ORAL AND WRITTEN COMMUNICATION between and among Bethel staff, faculty, students, departments, and into the community (districts, schools, etc.).

4.   CASE STUDY: The EPP continues to employ the Case Study methodology to harvest data to measure the effect of our completers on their students' learning growth.

Recent EPP efforts to address some of the highlighted concerns:

1.   CLASSROOM MANAGEMENT: The EPP revised course expectations to include an additional focus on classroom management strategies and practical/authentic opportunities for candidates to respond.

2.   DIFFERENTIATION: The EPP has an enhanced focus on meeting the needs of neurodiverse learners, English Language Learners, Multilingual Learners, and others with varying needs. Faculty have done extensive revisions to ensure that all courses align with this focus and ensure that candidates have adequate practice.

3.   ORAL AND WRITTEN COMMUNICATION: All aspects of the program have been (or are in the process of being) examined to ensure consistent and effective oral and written communication as demonstrated by:

§   All program-based supervising teachers and classroom cooperating teachers who observe/host teacher candidates consistently receive substantive training to measurable standards for reliability and rater agreement on methods and practices of observation and oral and written feedback.

§   Accurate written and oral feedback after each required observation consistently has a clear and direct link to evidence of student learning during the observed lesson, strategically builds on previous feedback, and identifies key action steps for improvement.

§   EPP faculty, leadership and their district/school partners have and consistently communicate clearly aligned and high-quality expectations about the goals and outcomes of clinical placement of teacher candidates through an organized system or strategy; these consistently high goals for performance for teacher candidates and positive learning outcomes for all students are shared by supervising teachers and classroom cooperating teachers; program monitoring ensures these aligned expectations result in strong feedback that is consistently accurate and highly relevant to teacher candidates' needs.

4.   CASE STUDY: The Case Study is currently in progress and will be posted to the CAEP website when completed. The anticipated completion date is summer 2025.

Advanced Programs (Phase-In Plans)

§   Advanced program candidates in School Administration, SPED, and ENL programs successfully apply knowledge and skills appropriate to their field of specialization. Graduate evidence projects collected across all programs align with CAEP A1.1 proficiencies, Indiana Professional Teaching Standards, and/or discipline-specific standards. The School Administration program ensures that administration

and leadership candidates provide irrefutable evidence to meet the Indiana Principal and licensure guidelines (capstone project and licensure). The EPP has identified areas for improvement related to assessment validity and reliability, and has addressed this via Phase-in Plans to revise and validate advanced program performance assessments. In addition, the EPP has worked to address the plan by documenting key assessments for the advanced programs and ensuring their alignment to CAEP component RA1.1 Candidate Knowledge, Skills and Professional Dispositions.

§   The EPP continuously engages in high-quality clinical practice for the development of advanced candidate proficiencies. Clinical experiences lead to culminating experiences, where candidates clearly demonstrate their advanced proficiencies in their field of specialization. These advanced proficiencies mutually benefit the candidates, the EPP, and partner districts. As documented in the Phase-In Plan, the EPP organized plans to formalize the co-construction of effective clinical experiences and refinement of assessment procedures and practices

§   Advanced programs within the EPP strive to admit high-quality candidates and are working to increase the diversity of admitted candidates. They work diligently to admit candidates who can be successful in the program, monitor and support candidates to ensure they successfully matriculate through the program, and ensure that candidates have demonstrated competence at completion. The EPP has established a plan to review and analyze these data.

§   Bethel University EPP seeks to build upon existing partnerships with districts and completers to create standard, reliable mechanisms that yield quality feedback from both employers and completers. The EPP will use completer input to inform continuous improvement efforts and ensure that our advanced candidates receive the best possible preparation for leadership and/or specialty-area positions in the field.

§   Initial and advanced programs use multiple valid and consistent measures to assess candidate performance and examine program effectiveness continuously. Through systematic data analysis and extensive stakeholder involvement, the EPP consistently innovates to ensure that candidates are prepared to positively impact P-12 student learning.

AR Reviewer Question 6.1. Has the EPP shared its continuous improvement initiatives, AND (if applicable) provided CAEP with an update regarding the EPP's progress on its advanced level phase-in plans and/or initial level transition plans?

◉ Yes

◯ No

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

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 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

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

Fall ▾

Next Visit Date [Year] - Initial-Licensure Level

2029 ▾

Next Visit Date [Semester] - Advanced Level

Fall ▾

Next Visit Date [Year] - Advanced Level

2029 ▾

> **AR Reviewer Question 7.1. If the EPP asked any questions, please respond to the questions below.**

Insert text here ...

AR Reviewer Question 7.2. The EPP report preparer indicated that they were authorized by the EPP to complete the 2024 EPP Annual Report and that the details provided in this report and linked webpages were up to date and accurate at the time of submission.

⦿ Yes

◯ No