

The CAEP Accreditation Council is the accrediting body of CAEP. It determines the accreditation status of educator preparation providers (EPPs) and appoints volunteers to serve in roles related to the accreditation process.

At the spring 2017 meeting, on April 22-24, 2017, the following actions were taken.

ACCREDITATION COUNCIL ACTIONS

CAEP STANDARDS

The recent meeting of CAEP's Accreditation Council culminates several years of preparation and deliberation on the part of both the EPPs seeking accreditation and CAEP. Beginning with the self-study process and ending with the deliberation of the Council, much thought and effort goes into the accreditation process. CAEP accepts and relies on the decisions made by its site teams and the Council. EPPs were examined as required throughout each stage of the accreditation process to determine the degree to which each of the CAEP Standards were met. Meeting the CAEP Standards requires comprehensive self-evaluation and demonstration through evidence in each of the following areas: 1) content and pedagogical knowledge, 2) clinical partnerships and practice, 3) candidate quality, recruitment, and selectivity, 4) program impact, and 5) provider quality assurance, continuous improvement, and capacity.

INITIAL ACCREDITATION:

CAEP STANDARDS

Accreditation for seven (7) years is granted if the EPP meets all of the CAEP Standards and required components, even if areas for improvement (AFIs) are identified in the final report of the Accreditation Council.

Teach-Now

District of Columbia

ACCREDITATION:

CAEP STANDARDS

Accreditation for seven (7) years is granted if the EPP meets all of the CAEP Standards and required components, even if areas for improvement (AFIs) are identified in the final report of the Accreditation Council.

School of Education
Campbell University
North Carolina

School of Education & Human Services
Canisius College
New York

Professional Education Unit
Central Michigan University
Michigan

College of Education
Cleveland State University
Ohio

School of Education
Indiana University Kokomo
Indiana

College of Education and Human
Services
Murray State University
Kentucky

Teacher Education Program (TEP)
**Oklahoma Panhandle State
University**
Oklahoma

Education Department
Randolph College
Virginia

School of Education and Health
Sciences
The University of Dayton
Ohio

Teacher Education
**The University of Science and Arts of
Oklahoma**
Oklahoma

College of Education and Human
Development
University of Louisville
Kentucky

Teacher Education Program
University of Mount Union
Ohio

School of Education
University of Wisconsin-Stout
Wisconsin

ACCREDITATION WITH STIPULATION(S) GRANTED: CAEP STANDARDS

Accreditation with stipulations is granted if an EPP receives one (1) stipulation on a nonrequired component under any one (1) standard. Failure to submit a response to the stipulation within a two (2)-year time frames results in automatic denial. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in denial.

Department of Education
The University of Virginia's College at Wise
Virginia

In the action report accompanying accreditation with stipulations, the CAEP Accreditation Council has required issues in each of the following CAEP Standards be addressed.

Met standards with stipulation(s):

- Standard 1 (Content and Pedagogical Knowledge)
- Standard 5 (Provider Quality Assurance and Continuous Improvement)

PROBATIONARY ACCREDITATION DECISIONS:
CAEP STANDARDS

Probationary accreditation is granted for two (2) years when an EPP does not meet one (1) of the CAEP Standards, or when the EPP fails to meet not more than one required component under any one (1) standard. Failure to submit a response to the stipulation within a two (2)-year time frame results in automatic revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation.

College of Education
Troy University
Alabama

In the action report accompanying probationary accreditation, the CAEP Accreditation Council has required issues in each of the following CAEP Standards be addressed.

Unmet standard, with stipulation(s):

- Standard 4 (Program Impact)

Met standards, with stipulation(s):

- Standard 1 (Content and Pedagogical Knowledge)
- Standard 5 (Provider Quality Assurance, Continuous Improvement, and Capacity)

DENIAL OF ACCREDITATION:
CAEP STANDARDS

Denial of accreditation for a full term occurs if the EPP fails to meet one or more of the CAEP Standards. In a case where accreditation is denied, the EPP no longer holds the status of CAEP eligible. The EPP can begin the application process after one (1) calendar year from the date of the final decision.

Department of Education in College of Education and Social Sciences
West Texas A&M University
Texas

In the action report accompanying denial of accreditation, the CAEP Accreditation Council has required issues in each of the following CAEP Standards be addressed.

Unmet standards, with stipulation(s):

- Standard 1 (Content and Pedagogical Knowledge)
- Standard 4 (Program Impact)
- Standard 5 (Provider Quality Assurance, Continuous Improvement, and Capacity)

Met standard, with stipulation(s):

- Standard 2 (Clinical Partnerships and Practice)

DEFERRED DECISIONS:
CAEP STANDARDS

The following decisions were deferred until the fall 2017 meeting of the CAEP Accreditation Council.

Teacher Education
Washington and Lee University
Virginia

Division of Education and Counseling
Xavier University of Louisiana
Louisiana

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At the spring 2017 meeting, on April 22-24, 2017, the following actions were taken for providers seeking accreditation through legacy NCATE Standards.

NCATE STANDARDS

The recent meeting of CAEP's Accreditation Council culminates several years of preparation and examination of the EPPs seeking NCATE accreditation. Beginning with the institutional-reporting process and ending with the deliberation of the Council, much thought and effort goes into the accreditation process. EPPs were examined as required throughout each stage of the accreditation process to determine the degree to which each of the NCATE Standards were met. Meeting the NCATE Standards requires comprehensive self-evaluation and demonstration in each of the following areas: 1) candidate knowledge, skills, and professional dispositions; 2) assessment system and unit evaluation; 3) field experiences and clinical practice; 4) diversity; 5) faculty qualifications, performance, and development; and 6) unit governance and resources.

CONTINUING ACCREDITATION:

NCATE STANDARDS

When all standards have been met and no serious problems exist across standards, the next review is scheduled for five or seven years (determined by the state) from the semester of the onsite visit.

College of Education
Grambling State University
Louisiana

CONTINUING ACCREDITATION AFTER A FULL OR FOCUSED VISIT:

NCATE STANDARDS

Accreditation for the duration of an institution's seven-year accreditation cycle is confirmed after a **full** or **focused visit** is conducted to remove previous problems or concerns.

Accreditation for two years with a focused visit

When one or more standard(s) is not met and concerns center on the unmet standard(s), the Commission will request a visit focused on that standard(s) within two years of the semester of the onsite visit.

Accreditation for two years with a full visit

When one or more standard(s) is not met and problems exist across standards, the Commission will request a visit addressing all standards within two years of the semester of the onsite visit.

College of Education
Argosy University
California

School of Education & Professional
Studies
Eastern Connecticut State University
Connecticut

College of Education
Middle Tennessee State University
Tennessee

Julia S. Tutwiler College of Education
The University of West Alabama
Alabama

The CAEP Accreditation Council is the accrediting body of CAEP. It determines the accreditation status of educator preparation providers (EPPs) and appoints volunteers to serve in roles related to the accreditation process.

At the spring 2017 meeting, on April 22-24, 2017, the following actions were taken for programs at providers seeking accreditation through legacy TEAC Quality Principles.

TEAC QUALITY PRINCIPLES

The recent meeting of CAEP's Accreditation Council culminates several years of preparation and examination of the EPPs seeking accreditation. Beginning with the inquiry process and ending with the deliberation of the Council, much thought and effort goes into the accreditation process. EPP programs were examined, as required, throughout each stage of the accreditation process to determine the degree to which each of the TEAC Quality Principles were met. Meeting the TEAC Quality Principles requires a comprehensive audit and demonstration in each of the following areas: 1) evidence of candidate learning, 2) evidence of faculty learning and inquiry, and 3) evidence of institutional commitment and capacity for program quality.

CONTINUING ACCREDITATION AFTER STIPULATION REMOVAL: TEAC QUALITY PRINCIPLES

Programs that submit an *Inquiry Brief* and successfully complete the accreditation process with all the requirements of TEAC's quality principles met earn accreditation for seven years. Programs that hold an accreditation status for seven years are required to submit an *Inquiry Brief* in the seventh year.

Health and Physical Education Program
Long Island University C.W. Post
New York

Initial and Continuing Teacher
Education Program
University of Southern Maine
Maine