

Accreditation Council Actions

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 2018 meeting, on April 30, 2018, the following actions were taken.

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.

Accreditation Granted:

CAEP Standards

Accreditation 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.

The following EPP is receiving national accreditation in educator for the first time:

Central Baptist Teacher Education Program
Central Baptist College
Arkansas

These EPPs have earned national accreditation in educator preparation after previously earning accreditation through National Council for Accreditation of Teacher Education (NCATE) Standard or Teacher Education Accreditation Council (TEAC) Quality Principles.

Teacher Education Program
Aquinas College
Michigan

Professional Education Unit
Arkansas State University
Arkansas

Education Department
Bluffton University
Ohio

Teacher Education
Concordia University Chicago
Illinois

College of Education
Eastern Kentucky University
Kentucky

College of Education
Eastern Michigan University
Michigan

Department of Education
Elizabeth City State University
North Carolina

College of Arts, Sciences and Education
Florida International University
Florida

Education Department
Hiram College
Ohio

School of Education
**Indiana University Purdue University
– Indianapolis**
Indiana

Education Unit
Indiana Wesleyan University
Indiana

Helen DeVos College of Education
Lee University
Tennessee

Education Department
Mariette College
Ohio

Burton College of Education
McNeese State University
Louisiana

Division of Education
Molloy College
New York

Education Department
Muskingum University
Ohio

Instructional Certificate
New Jersey City University
New Jersey

College of Education
New Mexico State University
New Mexico

Professional Education
Northern Illinois University
Illinois

College of Education
Pittsburg State University
Kansas

School of Education
Saint Louis University
Missouri

Education Department
Saint Mary's College
Indiana

College of Education and Human
Services
Seton Hall University
New Jersey

Professional Education Unit –
Department of Education
The College of Wooster
Ohio

Teacher Prep. Program of Sec. Schools
**Universidad de Puerto Rico de
Mayaguez**
Puerto Rico

College of Arts, Education, and
Sciences
University of Louisiana at Monroe
Louisiana

Pott College of Science, Engineering,
and Education
University of Southern Indiana
Indiana

School of Education
University of Arkansas at Little Rock
Arkansas

School of Education
University of Indianapolis
Indiana

College of Education, Health &
Rehabilitation
University of Maine at Farmington
Maine

College of Education
University of South Carolina
South Carolina

College of Education, Health and
Behavioral Sciences
University of Tennessee at Martin
Tennessee

College of Education
Wichita State University
Kansas

ACCREDITATION WITH STIPULATION(S) GRANTED:
CAEP STANDARDS

Accreditation with stipulations is granted if an EPP receives one (1) stipulation on a required or nonrequired component(s) and all standards are met. 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 revocation, denial or probationary accreditation.

Undergraduate Teacher Education
Calvin College
Michigan

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 standard with a stipulation:

- Standard 5 (Provider Quality Assurance and Continuous Improvement)

Indiana University Purdue University - Columbus

Indiana

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 standard with a stipulation:

- Standard 5 (Provider Quality Assurance and Continuous Improvement)

College of Education

Kean University

New Jersey

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 standard with a stipulation:

- Standard 5 (Provider Quality Assurance and Continuous Improvement)

Professional Education Unit

Shepherd University

West 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 standard with a stipulation:

- Standard 2 (Clinical Partnerships and Practice)

Department of Pedagogy

Universidad de Puerto Rico de Cayey

Puerto Rico

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 standard with a stipulation:

- Standard 5 (Provider Quality Assurance and Continuous Improvement)

LIFF College of Education

University of Akron

Ohio

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 standard with a stipulation:

- Standard 5 (Provider Quality Assurance and Continuous Improvement)

College of Education

University of Nebraska at Kearney

Nebraska

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 standard with a stipulation:

- Standard 2 (Clinical Partnerships and Practice)

Bunce School of Education

University of Rio Grande

Ohio

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 standard with a stipulation:

- Standard 4 (Program Impact)
- Standard 5 (Provider Quality Assurance and Continuous Improvement)

Accreditation with Stipulations Granted After Reconsideration: *CAEP Standards*

The Accreditation Council changed the accreditation decision of the following list from Probationary Accreditation to Accreditation with Stipulations. The term of the accreditation remains October 2017 – December 2019. Accreditation with stipulations is granted if an EPP receives one (1) stipulation on a required or nonrequired component(s) and all standards are met. 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 revocation, denial or probationary accreditation.

College of Arts, Education, and
Sciences
University of Louisiana at Lafayette
Louisiana

College of Liberal Arts and Education
University of Detroit Mercy
Michigan

Probationary Accreditation Granted:

CAEP Standards

Probationary accreditation is granted for two (2) years when an EPP does not meet one (1) of the CAEP Standards. Failure to correct the condition leading to the unmet standard within the specified two (2)-year period results in revocation or denial.

Dwight Schar College of Education
Ashland University
Ohio

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 stipulations:

- Standard 5 (Provider Quality Assurance and Continuous Improvement)

School of Education
Heidelberg University
Ohio

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 stipulations:

- Standard 5 (Provider Quality Assurance and Continuous Improvement)

Teacher Education
Morris College
South Carolina

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 a stipulation:

- Standard 5 (Provider Quality Assurance and Continuous Improvement)

School of Education
Pace University
New York

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 stipulations:

- Standard 5 (Provider Quality Assurance and Continuous Improvement)

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At the spring 2018 meeting, on April 30, 2018, 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 After a Full or Focused Visit:

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 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.

School of Education and Behavioral
Sciences
Langston University
Oklahoma

College of Education
University of Texas at Arlington
Texas

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 2018 meeting, on April 30, 2018, 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:

A stipulation is a deficiency that is serious enough to place a component of a Quality Principle below the standard, but not so serious that it causes the panel to find the entire Quality Principle below standard. The program must address the stipulation within two years to remain compliant with its accreditation status in TEAC.

Teacher Preparation Certification Program
Tulane University
Louisiana