



Council for the  
Accreditation of  
Educator Preparation

## ACCREDITATION ACTION REPORT

College of Education  
Troy University  
Troy, Alabama

Accreditation Council April 2020

Accreditation Application Date: 2/16/2007

*This is the official record of the Educator Preparation Provider's accreditation status.*

*The Educator Preparation Provider should retain this document for at least two accreditation cycles.*

### ACCREDITATION DECISION

**Accreditation** is granted at the initial-licensure level. This Accreditation status is effective between Spring 2020 and Spring 2024. The next site visit will take place in Fall 2023.

### SUMMARY OF STANDARDS

| CAEP STANDARDS  | INITIAL-LICENSURE LEVEL | ADVANCED LEVEL |
|---|-------------------------|----------------|
| STANDARD 1/A.1: Content and Pedagogical Knowledge                     | Met                     | Not Applicable |
| STANDARD 2/A.2: Clinical Partnerships and Practice                    | Not Applicable          | Not Applicable |
| STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity       | Not Applicable          | Not Applicable |
| STANDARD 4/A.4: Program Impact  | Met                     | Not Applicable |
| STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement | Met                     | Not Applicable |

### AREAS FOR IMPROVEMENT AND STIPULATIONS

**Areas for Improvement:** Identified areas for improvement are addressed in the provider's annual report.

**Stipulations:** Stipulations are addressed in the provider's annual report and must be corrected within two years to retain accreditation.

### INITIAL-LICENSURE LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

#### STANDARD 1: Content and Pedagogical Knowledge

|   | Areas for Improvement  | Rationale   |
|---|--|---|
| 1 | The EPP provided limited evidence that candidates demonstrate the ability to apply content and pedagogical knowledge and skills. | Data were not consistently disaggregated to the program level for several programs. |

### STANDARD 3: Candidate Quality, Recruitment, And Selectivity

|   | Areas for Improvement  | Rationale  |
|---|--|--|
| 1 | The EPP does not systematically assess and monitor dispositions.   | Disposition data were not provided for all programs.   |
| 2 | The EPP does not set admission requirements that include a nationally normed ability/achievement assessment in the top 50th percentile or an equivalent measure. | The EPP did not provide evidence that its accepted cohort of candidates have an average group performance on a nationally or state-normed test of academic achievement in the top 50th percentile. |

### STANDARD 4: Program Impact

|   | Areas for Improvement  | Rationale  |
|---|--|--|
| 1 | The EPP provided limited data of completer impact on student learning. (Component 4.2) | The low (n) for the ELEOT Observation Tool and P-12 Employer Satisfaction Survey do not allow disaggregation by licensure area or use for program improvement. |

### STANDARD 5: Provider Quality Assurance and Continuous Improvement

|   | Areas for Improvement  | Rationale   |
|---|--|---|
| 1 | The quality assurance system does not include a method to establish reliability and validity of EPP created assessments. | The EPP did not provide a plan for establishing quality of validity and reliability for EPP created assessments.  |
| 2 | Data are not used to improve programs or candidate performance.  | Though the EPP neither regularly or systematically assesses performance, tracks results over time, nor does it use results to improve program elements and processes. |

## INFORMATION ABOUT ACCREDITATION STATUSES

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

- **Areas for Improvement (AFIs)** indicate areas which must be improved by the time of the next accreditation visit. Progress reports on remediation of AFIs are submitted as part of the Annual Report. AFIs not remediated by a subsequent site visit may become stipulations.

**Accreditation with stipulations is granted for 2 years** if an EPP meets all standards but receives a stipulation on a component under any standard. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation or probation.

- **Stipulations** describe serious deficiencies in meeting CAEP Standards and/or components and must be brought into compliance in order to continue accreditation. All stipulations and relevant

evidence are reviewed by the Accreditation Council. Failure to correct the condition leading to the stipulation results in probation or revocation of accreditation.

**Probationary Accreditation** is granted for two (2) years when an EPP does not meet one (1) of the CAEP Standards. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation.

## SCOPE OF ACCREDITATION

The scope of CAEP's work is the accreditation of educator preparation providers (EPPs) that offer bachelor's, master's, and/or doctoral degrees, post-baccalaureate or other programs leading to certification, licensure, or endorsement in the United States and/or internationally. (2018).

CAEP does not accredit specific degree programs, rather EPPs must include information, data, and other evidence on the following in their submission for CAEP's review:

All licensure areas that prepare candidates to work in preschool through grade 12 settings at the initial-licensure and advanced level that lead to professional licensure, certification, or endorsement as defined by the state, country, or other governing authority under which the EPP operates and for which the state, country, or other governing authority has established program approval standards.

Depending on an EPP's submission, accreditation may be awarded at one or both of the following levels: Initial-Licensure Level and/or Advanced-Level.

1. **Initial-Licensure Level Accreditation** is provided at the baccalaureate or post-baccalaureate levels leading to initial-licensure, certification, or endorsement that are designed to develop P-12 teachers.
2. **Advanced-Level Accreditation** is provided at the post-baccalaureate or graduate levels leading to licensure, certification, or endorsement. Advanced-Level Programs are designed to develop P-12 teachers who have already completed an initial-licensure program, currently licensed administrators, or other certified (or similar state language) school professionals for employment in P-12 schools/districts. CAEP's Advanced-Level accreditation does not include any advanced-level program not specific to the preparation of teachers or other school professionals for P-12 schools/districts; any advanced-level non-licensure programs, including those specific to content areas (e.g., M.A., M.S., Ph.D.); or Educational leadership programs not specific to the preparation of teachers or other school professionals for P-12 schools/districts.

Information on accreditation status, terms, and any conditions provided within this directory is specific to the accreditation level(s) described above. CAEP-accredited EPPs are required to distinguish accurately between programs that are accredited and those that are not.

**NOTE: Neither CAEP staff, site visitors, nor other agents of CAEP are empowered to make or modify Accreditation Council decisions. These remain the sole responsibility of the Council itself.**

## End of Action Report