

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 fall 2018 meeting, on October 22, 2018, 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.

ACCREDITATION GRANTED:

CAEP STANDARDS

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

These EPPs have earned national accreditation in educator preparation for the first time:

School of Education
Ohio Valley University
West Virginia

Isabelle Farrington College of Education
Sacred Heart University
Connecticut

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

Teachers College
Ball State University
Indiana

School of Education
Bethune-Cookman University
Florida

School of Education
Black Hills State University
South Dakota

Carolyn A. and Peter S. Lynch School of Education
Boston College
Massachusetts

Professional Education Unit
Capella University
Minnesota

Department of Education
Concordia College
New York

Education Department
Creighton University
Nebraska

College of Education and Professional Studies
Eastern Illinois University
Illinois

School of Liberal Arts and Education
Hampton University
Virginia

Education Department
Hastings College
Nebraska

Teachers College

Henderson State University
Arkansas

Education Division
Lindsey Wilson College
Kentucky

Department of Education
Louisiana State University at Alexandria
Louisiana

School of Education
Manhattanville College
New York

School of Education
MidAmerica Nazarene University
Kansas

West College of Education
Midwestern State University
Texas

Education Division
Missouri Baptist University
Missouri

Division of Education
Mount Saint Mary College
New York

College of Education and Human Services
Northern Kentucky University
Kentucky

Division of Professional Education
Notre Dame College
Ohio

Division of Teacher Education
Oklahoma Baptist University
Oklahoma

College of Education
Southern Arkansas University
Arkansas

School of Education
Southern Nazarene University
Oklahoma

Education Department*
Southwestern College
Kansas

Professional Education Unit
SUNY
Cortland
New York

College of Education
Tennessee Technological University
Tennessee

Franks School of Education
Trine University
Indiana

School of Education
Universidad de Puerto Rico – Rio Piedras Campus
Puerto Rico

UAF School of Education
University of Alaska Fairbanks
Alaska

Education Department
University of Bridgeport
Connecticut

School of Education
University of Missouri – Kansas City
Missouri

College of Education
University of Nebraska at Kearney
Nebraska

College of Education and Human Services
University of Nebraska Lincoln
Nebraska

School of Education

University of North Carolina at Chapel Hill
North Carolina

School of Education
University of Saint Joseph
Connecticut

School of Education
University of South Carolina Upstate
South Carolina

Department of Education
Washburn University
Kansas

Teachers College
Western Governors University
Utah

College of Education and Behavioral Sciences
Western Kentucky University
Kentucky

*Accreditation with Stipulations status removed. The listed provider(s) has earned accreditation for the remainder of the accreditation period.

ACCREDITATION WITH STIPULATION(S) GRANTED: *CAEP STANDARDS*

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

Elementary Education
Appalachian Bible College
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 5 (Provider Quality Assurance and Continuous Improvement)

Education Department
Baldwin Wallace University
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 2 (Clinical Partnerships and Practice)
- Standard 5 (Provider Quality Assurance and Continuous Improvement)

Division of Education and Counseling
Davis & Elkins College
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 1 (Content and Pedagogical Knowledge)

Department of Teacher Education
John Brown University
Arkansas

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
Louisiana Tech University
Louisiana

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)

Education Division
North Greenville University
South Carolina

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)

Department of Education

Wilmington College

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

Roosevelt University

Illinois

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)

College of Education

University of Utah

Utah

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)

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 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.

School of Education
Spring Arbor University
Michigan

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

Met standard with a stipulation:

- Standard 3 (Candidate Quality, Recruitment, and Selectivity)

Unmet standard with stipulations:

- Standard 5 (Provider Quality Assurance and Continuous Improvement)

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 fall 2018 meeting, on October 22, 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: 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.

Education Divison
Five Towns College
New York

The Lally School of Education
The College of Saint Rose
New York

School of Education
**The University of North Carolina at
Pembroke**

North Carolina

College of Education
University of Nevada, Reno
Nevada

Education Department
Wittenberg University
Ohio