



Council for the
Accreditation of
Educator Preparation

ACCREDITATION ACTION REPORT

College of Education and Human Development
Radford University
Radford, Virginia

Accreditation Council April 2020
Accreditation Application Date: *

*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.*

* This EPP was accredited previously by NCATE or TEAC and the initial application date is not available. CAEP was established July 1, 2013.

ACCREDITATION DECISION

Accreditation is granted at the initial-licensure level. This Accreditation status is effective between Spring 2020 and Spring 2026. The next site visit will take place in Fall 2025.

Accreditation is granted at the advanced-level. This Accreditation status is effective between Spring 2020 and Spring 2026. The next site visit will take place in Fall 2025.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Met	Met
STANDARD 2/A.2: Clinical Partnerships and Practice	Met	Met
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Met	Met
STANDARD 4/A.4: Program Impact	Met	Met
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	Met	Met

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.

There are no Areas for Improvement or Stipulations in this Action Report.

AREA(S) FOR IMPROVEMENT OR WEAKNESS(ES) from previous legacy accreditor review

Removed:

Area for Improvement or Weakness	Rationale
1. [NCATE STD1]Aggregated candidate performance data were not available for some advanced programs. [ADV]	1. Evidence provided through the SSR, Addendum, and on-site interviews is consistent with removing this previous NCATE AFI. The Response to Areas for Improvement (SSR Evidence #73) and evidence for CAEP Standard A.5 and the A.5 Plan (Addendum Evidence #23) include information documenting the EPP's quality assurance system regularly assessing performance against student learning outcomes that are aligned to SPA standards. This process is connected to the institution's reporting procedures for regional accreditation. Collection Effort for Advanced Programs - October 1st Reports (Evidence #48) provides three cycles of reports for each of the EPP's advanced programs. Interviews with Advanced program leadership confirmed program faculty engagement with annual review of assessment data, reporting, and then use of findings during spring faculty and advisory board meetings.
2. [NCATE STD2]The unit does not systematically and consistently collect candidate performance data for all advanced programs. [ADV]	2. Evidence provided through the SSR, Addendum, and on-site interviews is consistent with removing this previous NCATE AFI. The Response to Areas for Improvement (SSR Evidence #73) and evidence for CAEP Standard A.5 and the A.5 Plan (Addendum Evidence #23) include information documenting the EPP's quality assurance system regularly assessing performance against student learning outcomes that are aligned to SPA standards. This process is connected to the institution's reporting procedures for regional accreditation. Collection Effort for Advanced Programs - October 1st Reports (Evidence #48) provides three cycles of reports/data for each of the EPP's advanced programs. Per the plan, the programs will be moving to the EPP's central data collection tool, TK20, rather than continuing the methods currently in place. Interviews with Advanced program leadership confirmed program faculty engagement with annual review of assessment data, reporting, and then use of findings during spring faculty and advisory board meetings.
3. [NCATE STD4]The unit does not have a system to ensure that all advanced candidates have an opportunity to work with candidates from diverse backgrounds. [ADV]	3. Evidence provided through the SSR, Addendum, and on-site interviews is consistent with removing this previous NCATE AFI. The Response to Areas for Improvement (Evidence #73) narrative describes two strategies implemented by the EPP to address this AFI. One approach was designing clinical experiences in local P-12 schools to ensure candidates are working with diverse student populations. Additionally, the narrative lists the course(s) addressing diversity topics that have been added to the program of studies for each of the advanced programs. Syllabi for these courses are provided as evidence in AIMS. Interviews with Advanced program leadership and alumni, and the on-site evidence "Advanced Program Placement Diversity" chart corroborated the processes in place to ensure that all advanced candidates have the opportunity to

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