



Accreditation Policy

Council for the Accreditation of Educator Preparation

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Accreditation Council Policy

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Section I. Introduction

The Council for the Accreditation of Educator Preparation (CAEP) is a non-governmental, voluntary, non-profit association of parties committed to the effective preparation of teachers and other P-12 professional educators. CAEP, through an Accreditation Council, accredits educator preparation providers (EPPs).

The activities of CAEP are carried out by three distinct bodies: the Governing Board of Directors, the Accreditation Council, and the Appeals Council. The duties and responsibilities of these bodies are described in the CAEP Bylaws and each is governed by a distinct set of policies. This policy document contains the policies, including those that are implied by the CAEP Bylaws, for the Accreditation Council and has an accompanying standard operating procedures document which provides specificity regarding how policies are carried out by CAEP staff, members of the Council, and/or Committees.

In any section of this document that references or quotes CAEP Bylaws, the language of the ratified bylaws shall supersede the language contained herein.

The guiding principles for the development of the Accreditation Council Policy Manual are:

1. To describe policies related to the accreditation processes and accreditation-related operations.
2. To offer clear guidelines for accreditation decision-making, Accreditation Council actions, and for accreditation policy changes.
3. To provide transparency in CAEP accreditation operations.

The bullets below describe the anticipated plan for resolution of all outstanding CAEP accreditation actions to be taken through the end of the terms of the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) accredited EPPs, and the timeline by which all reviews will be based on the CAEP standards, policy, and handbook, and carried out using the CAEP accreditation process.

- CAEP recognizes an EPP previously accredited by NCATE and TEAC through the length of their respective accreditation term per the last accreditation decision made by NCATE and TEAC or by the CAEP Accreditation Council. In order to support the transition of EPPs from NCATE or TEAC accreditation to CAEP Accreditation, the following transition provisions will apply:
 - Annual Reports: All NCATE- and TEAC- accredited EPPs are required to submit annual reports using the CAEP annual report template provided in the Accreditation Information Management System (AIMS).
 - Good Standing: An NCATE- or TEAC-accredited EPP in good standing is considered to be continuously accredited. Upon expiration of the EPP's NCATE or TEAC term of accreditation, the next accreditation review will be based on the CAEP standards, policy, and handbook, and carried out using the uniform CAEP accreditation process. Any such EPP is not required to complete the CAEP application process, so long as continuous accreditation is maintained.
 - Resolution of NCATE 2-year reviews: For any NCATE-accredited EPP that still must undergo a full or focused site visit, any such review and subsequent Accreditation Council decision will be based on NCATE standards, policies, and procedures used for the previous review. Should the accreditation of any such EPP be revoked by the

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Accreditation Council, the EPP may be entitled to petition for an appeal under NCATE policy.

- Resolution of TEAC Stipulations: For any TEAC-accredited EPP that still must undergo a document review, as a consequence of having one or more stipulations to correct, any such review and subsequent Accreditation Council decision will be based on TEAC principles, policies, and procedures. Should the accreditation of any such EPP be revoked by the Accreditation Council, the EPP may be entitled to petition for an appeal under TEAC policy.
- Extensions Granted for Reviews Taking Place Up to Fall 2019: For any NCATE- or TEAC-accredited EPP that has been granted an extension, either by CAEP or the Annual Report Monitoring (ARM) Committee, for an accreditation review that will take place no later than Fall 2019, such review (including the site visit and panel reviews) and subsequent Accreditation Council decision will be based on CAEP standards, and using the same process or pathway used for the initial review, as appropriate. The CAEP accreditation council policy manual and CAEP handbook will apply. Any such EPP may elect to use the uniform CAEP accreditation process for a site visit scheduled to take place through Fall 2019.
- Extensions Granted for Reviews Taking Place after Fall 2019: For any NCATE- or TEAC-accredited EPP that has been granted an extension, either by CAEP or ARM, for an accreditation review that will take place after Fall 2019, such review (including the site visit and panel reviews) and subsequent Accreditation Council decision will be based on the CAEP standards, policy manual, and handbook. All such reviews will be carried out using the uniform CAEP accreditation process.
- Any accreditation review scheduled to take place during and after Fall 2019, whether of a new applicant, for continuing accreditation, or following an approved extension, will be based on the CAEP standards, policy manual, and handbook. All such reviews will be carried out using the uniform CAEP accreditation process.

Policy 1.01 Administration

(a) Dates

To ensure consistency in application of policies and procedures, all deadlines and dates put forth in relation to CAEP Accreditation will use the site visit semester as the foundational date.

(b) Definition of Semester

For the purposes of record keeping and CAEP Accreditation timelines, semesters are defined as follows:

- Spring Semester: January 1 – June 30
- Fall Semester: July 1 – December 31

Policy 1.02 CAEP Standards

CAEP applies five standards an EPP must meet at the initial teacher licensure and/or the advanced educator preparation program levels. The two sets of standards serve as the basis for CAEP accreditation reviews and can be found at <http://www.caepnet.org/standards/introduction> (initial) and <http://caepnet.org/standards/standards-advanced-programs> (advanced).

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The CAEP Board of Directors will periodically review and update the CAEP Standards. Regardless of which standards or pathway the EPP was initially accredited under, to maintain accreditation all EPPs will be required to meet the current CAEP Standards beginning with the next full accreditation cycle.

Recognizing that some EPPs may need additional time to develop the appropriate evidence/data required to meet CAEP standards, CAEP has adopted “phase-in” and “transition” policies designed to ease the transition to CAEP accreditation for EPPs undergoing their first review based on CAEP Standards. The *CAEP Accreditation Handbook (2017)* provides detailed information on components of CAEP Standards for which “plans” may substitute for actual evidence/data during a developmental period, as well as the dates after which these policies are no longer effective. The policies are:

(a) CAEP phase-in policy

CAEP will accept appropriate evidence or a plan for collecting and reporting the evidence (including the instruments to be used) and progress reports from EPPs for a developmental period to allow for the collection of evidence not collected previously for use in self-study reports.

- Any EPP with a site visit in 2018 and beyond will be expected to have completed the developmental cycle and to use the evidence/data available to them to document that standards are met.
- The *Accreditation Handbook* will communicate how the phase-in applies in general and how it is adapted for Standard 3/A.3 on academic performance, and Standard 4/A.4 on impact measures.

(b) CAEP Standard 4 transition policy

CAEP will temporarily defer the requirement that CAEP guidelines be met for “all components” of Standard 4 (see *CAEP Accreditation Handbook*).

- The deferral applies to self-study submissions through calendar year 2018 (and for site visits through Spring Semester 2019).

Section II. Accreditation Council Governance

CAEP Bylaws provide for the establishment and operation of an Accreditation Council.

Policy 2.01 Operating Authority

The Accreditation Council operates under the authority of the CAEP Board of Directors and is subject to the operational oversight of that Board. Neither the CAEP Board, acting as a body, nor any individual Director with voting rights on the Board shall be involved in the review of EPPs nor any accreditation-related decisions made by the Accreditation Council.

(a) Accreditation Council Charge

In furtherance of its objectives, the Accreditation Council is charged with the following:

1. Develop and promulgate policies to guide the review, evaluation, and accreditation of EPPs inside and outside the United States, in accordance to the CAEP Standards and Bylaws.
2. Perform reviews and evaluations of EPPs to grant, revoke, or deny accreditation.
3. Publish accreditation decisions and stipulations.
4. Handle complaints against accredited EPPs .
5. Develop a quality assurance system that guarantees the fairness and consistency of accreditation decisions.

(b) Accreditation Council Responsibility

In keeping with CAEP's Bylaws, the Accreditation Council has the responsibility to carry out CAEP accreditation as follows:

1. Formulate and keep up-to-date written statements of accreditation-related policies.
2. Determine how to organize itself, by way of committees or otherwise, in order to carry out its responsibilities.
3. Adopt and change any of the policies in this policy manual. Changes are subject to review and determination by the CAEP Board of Directors that the Accreditation Council Policy provides consistency and alignment with the operational standards of the Board, including standards related to feasibility and fiscal impacts.

Policy 2.02 Decision-making Authority

The Accreditation Council is the primary accreditation decision-making body for CAEP. A majority vote of the Council members present at the relevant Accreditation Council meeting determines the accreditation status for an EPP under consideration by the Council. At any meeting of the Accreditation Council, a majority of Accreditation Council members then in service is required for quorum, which must be met at each Accreditation Council meeting.

Policy 2.03 Meetings

CAEP holds two annual meetings of the Accreditation Council at such places and times as the Chair, Vice Chair, or CAEP Senior leadership designate.

Policy 2.04 Composition of the Accreditation Council

(a) Commitment to Diversity

CAEP's commitment to diversity adjures the Accreditation Council to do the following:

1. Seek opportunities to increase the diversity of its volunteer base; seeking equitable representation of ethnicity, race, gender, religion, sexual orientation, socioeconomic status, exceptionality, age, geographic region, roles and professional background, and type and size of organizations for which volunteers work.
2. Balance representation from the various stakeholder groups of higher education representatives, P-12 practitioners, employers, policy makers, public, student, and at-large representatives.
3. Ensure no fewer than 1/7 of Councilors are representatives of the public.
4. Consider the number of vacancies needed to be filled to carry out all required tasks.

(b) Public Representatives

A representative of the public is defined to mean a person who is not:

1. An employee, member of the governing board, owner, or shareholder of, or consultant to an institution or program that is either accredited by CAEP or has applied for accreditation;
2. A member of any trade association or membership organization related to, affiliated with, or associated with CAEP; or
3. A spouse, parent, child, or sibling of an individual identified in policy 2.04(a) and 2.04(b) of this definition.

(c) Qualifications of Councilors

The Accreditation Council is composed of members meeting at least one (1) of the following criteria which are applied through the selection process detailed in the Accreditation Council operating procedures:

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1. Served for at least three (3) years as an EPP accreditation site visitor (state or national level).
2. Served for three (3) years or more as an assessment or accreditation coordinator or in a position overseeing the EPP accreditation process.
3. Is a National Board certified teacher with at least five (5) years of teaching experience.
4. Is recommended for membership by a state, the National Education Association (NEA) or the American Federation of Teachers (AFT).
5. Has experience as an employer or policy maker from the public sector.
6. Is a national or state officer in an organization dedicated to P-16 education.

(d) Election of Councilors

From a slate of candidates provided by the Selection Committee of the Accreditation Council, and by a majority vote of Councilors present, *(Note: at any meeting of the Accreditation Council, most Accreditation Council members then in service is required for quorum, which must be met at each Accreditation Council meeting)* the Accreditation Council will elect to a three-year term of service the number of Councilors needed to complete the required reviews. No Councilor may serve more than two (2) consecutive terms. A Councilor may be considered for election again after a three-year absence from the Council.

(e) Training of Councilors

Formal training is required of all Councilors. Prior to engaging in any decision-making process as a representative on the Accreditation Council, Councilors must successfully complete CAEP-approved training activities.

(f) Alternate Councilors

The Accreditation Council Chair or Vice-Chair may call on former Council members to serve as Alternate Councilors ("Alternates"), as deemed necessary when the number of Councilors available for the review of cases falls below the minimum of three (3) Councilors per review case. Once called into service, an Alternate will serve as a Councilor with full Councilor voting rights for the meeting of the Accreditation Council for which the Alternate was called into service. In no instance shall an Alternate who has been called into service be given a term of service that extends beyond two (2) consecutive Accreditation Council meetings.

(g) Removal of Councilors

Councilors can be removed for non-participation at two (2) consecutive Accreditation Council Meetings. Any Councilor, Alternate, or Officer of the Accreditation Council may be removed at any time. A Majority Vote of the Councilors then in service is required for removal with cause. A vote of two-thirds of the Councilors then in service is required for removal without cause.

Policy 2.05 Officers of the Accreditation Council

(a) Chair of the Accreditation Council

The Chair of the Accreditation Council is elected by the CAEP Board of Directors from among its Directors. The term of the Accreditation Council Chair shall be concurrent with his or her term as a Director on the CAEP Board and is subject to a limit of two consecutive terms. The Accreditation Council Chair shall not be entitled to vote on Accreditation Council matters.

(b) Vice Chair of the Accreditation Council

The Vice Chair of the Accreditation Council is elected by a majority vote of the Councilors then in service, and shall serve as a Member Ex Officio of the CAEP Board of Directors without the right to vote on Board matters. The Vice Chair shall serve in such capacity for a term of two (2) years and is subject to a limit of two consecutive terms. The Vice Chair shall be entitled to vote on Accreditation Council matters and will serve as the Chair of the Accreditation Council Policy Committee. The term of the newly elected Vice Chair supersedes his/her previous term.

Policy 2.06 Number of Councilors

Not less than once every three (3) years, the Accreditation Council will review the number of projected cases to be considered and set and secure the number of Councilors needed to carry out the required reviews.

Policy 2.07 Committees

The Accreditation Council shall establish, charge, and oversee the following Committees as well as any other committees deemed necessary to address priorities set forth by the Accreditation Council in support of the work of the Council.

1. Annual Report Monitoring (ARM) Committee: The Committee is responsible for review of the annual report process and submissions. ARM reviews and approves or denies requests from the EPP for extensions longer than one year.
2. Policy Committee: The Committee is responsible for reviewing and making recommendations on proposed changes to Accreditation Council policies. In addition, the Policy Committee reviews all motions from Committees placed on the agenda for action by the Accreditation Council.
3. Site Visit Oversight Committee: The Committee is responsible for reviewing all site visitor volunteer applications and makes appointment recommendations to the Accreditation Council.
4. Selection Committee: The Committee is responsible for reviewing all Councilor applications and makes election recommendations to the Accreditation Council.
5. Complaint Committee: When a complaint against an EPP is received by the Accreditation Council, the Chair and Vice Chair of the Council shall appoint a Complaint Committee of not more than five (5) members to review the complaint and make recommendations to the Council. One (1) member from each of the four (4) Committees shall be selected to serve on the Complaint Committee with the Chair of the Accreditation Council serving as Chair.

(a) Committee Charges

At the start of the fiscal year, the Chair of the Accreditation Council, in conjunction with the Vice Chair and the CAEP-designated senior staff, shall provide each Committee with its charge.

(b) Appointment of Committee Members

The Chair and Vice Chair of the Accreditation Council shall appoint Councilors to Committees. As needed, the Accreditation Council Chair shall solicit from Councilors their first, second, and third preference for Committee membership. Assignments to the various committees will be based on the preference list and CAEP's commitment to diversity. Committee membership is limited to members of the Accreditation Council.

(c) **Committee Leadership**

Each committee, after review and approval of the candidate by the Accreditation Council Chair, shall elect a Committee Chair from among its members.

(d) **Staff Liaison**

Each Committee shall be assigned a CAEP staff liaison.

Section III. Scope of Accreditation

The scope of CAEP's work is the accreditation of Educator Preparation Providers (EPP) having programs leading to certification/licensure, bachelor's, master's, post-baccalaureate, and doctoral degrees in the United States and internationally. CAEP reviews the following:

1. All specialty licensure areas that prepare candidates to work in preschool (4 years and above) through grade 12 settings and lead to professional licensure, certification, or endorsement.
2. Programs designed for the preparation of educators for employment in P-12 schools/districts for which the state or country requires national or state program review.

Policy 3.01 Initial Licensure Programs

Initial Programs are defined by CAEP as programs at the baccalaureate or post-baccalaureate levels leading to initial licensure, certification, or endorsement that are designed to develop P-12 teachers. All programs offered by the EPP that fall within CAEP's scope must be submitted in a single self-study report that addresses CAEP Standards for Initial Licensure Programs. First-time licensure areas beyond teaching that are limited to advanced level degrees for other school professionals, such as reading specialists, are addressed in the section that follows.

Policy 3.02 Advanced Level Programs

Advanced Level Programs are defined by CAEP as educator preparation programs 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 preparation program, currently licensed administrators, other certificated (or similar state language) school professionals for employment in P-12 schools/districts. These programs are submitted to CAEP using the CAEP Standards for Advanced Level Programs. For an EPP with advanced level programs only, or both initial and advanced level programs, a single self-study report is submitted for review.

(a) **Advanced Level Programs Not Reviewed by CAEP include the Following:**

1. Any advanced level degree program not specific to the preparation of teachers or other school professionals for P-12 schools/districts are **not reviewed**.
 - a. Any advanced level non-licensure degree programs, including those specific to content areas (e.g., M.A., M.S., Ph.D.).
 - b. Educational leadership programs not specific to the preparation of teachers or other school professionals for P-12 schools/districts.
2. Other advanced level programs, already approved by another national accreditor recognized by either the Council for Higher Education Accreditation (CHEA) or the United States Department of Education (USED).

(b) Add-On Programs

Add-on programs are designed for educators who hold valid teaching licensure and are seeking to add additional teaching field(s);

OR

programs that lead to licensure but for which the licensing authority (e.g., state or country) does not require completion of an internship for eligibility.

Add-on programs do not lead to a degree (but may lead to a certificate) and require either a licensure examination or an assessment of candidate proficiency to understand and apply knowledge and skills in the specialty licensure area that provides access to employment in a P-12 setting.

Add-on programs will be reviewed under CAEP Standard A.1, component A.1.1 and require the EPP to submit evidence of candidate content knowledge documented by state licensure test scores or other proficiency measures.

(c) Petition for Exemption of Advanced Level Programs

CAEP allows an EPP to petition for exemption from advanced level program submission in exceptional circumstances. An EPP seeking such an exemption must provide a notice of state approval (in states with CAEP agreements) for the exemption and rationale for the exemption. All documentation will be reviewed by CAEP staff before final approval of the exemption.

Section IV. CAEP Eligibility or Continuous Accreditation

An EPP seeking accreditation from CAEP may do so through either the eligibility process or the continuous accreditation process, neither of which shall be considered preaccreditation as defined by the U.S. Department of Education. Eligibility status or continuous accreditation status is not a determination by CAEP that the program is progressing toward accreditation and/or has met any of the CAEP standards.

Policy 4.01 CAEP Eligibility

An EPP seeking first-time, or initial accreditation must complete a two (2) part application process beginning with Part 1 to establish the status of the applicant and ending with Part 2 to establish accreditation eligibility. After acceptance of the Part 1 application, the EPP must submit the Part 2 application and schedule a site visit within a three (3) year period. The site visit must occur within five (5) years of the date of acceptance of the Part 1 application.

(a) Part 1: Applicant Status

The Part 1 application is completed by the EPP's administrator (e.g., CEO, Dean, or Director), signed by the administrator and the president/CEO, and submitted to the CAEP office as an e-mail attachment. The application indicates the EPP:

1. Agrees to provide all information requested by CAEP to carry out its accrediting functions;
2. Agrees to submit the Part 2 application within one (1) year of submitting the Part 1 application;
3. Agrees to comply with CAEP policies, including disclosure of accreditation status;

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4. Agrees to the CAEP annual fee schedule and, in advance of Part 2, submits the annual fee; and
5. Is accredited by a regional or institutional accrediting agency that is recognized by the USED or CHEA, if the EPP is located inside of the United States and eligible for regional accreditation. An EPP located outside of the United States or that is otherwise ineligible for regional accreditation must be recognized by the appropriate quality assurance agency in the country or provide financial information as requested by CAEP.

(b) Part 2: Accreditation Eligibility

Upon acceptance of the Part 1 application, the EPP is granted applicant status and receives log-in authorization to access CAEP's Accreditation Information Management System (AIMS). Electronic access is required in order to complete Part 2 of the application process wherein the EPP submits the following:

1. Description of evidence demonstrating that the EPP has the capacity to prepare educators and/or other school professionals.
2. Evidence that graduates/completers are eligible for an educator license issued by the appropriate state agency/agencies.
3. A list of all programs (initial and advanced) offered for the preparation of P-12 educators and/or other school professionals.
4. An accreditation plan for programs by site of operation including number of completers, etc.
5. A list of all of the EPP's clinical educators (faculty).
6. Information on applicable EPP characteristics, such as governance (non-profit or for-profit), control (private or public), regional accreditation agency (e.g., WASC or Middle States), and Carnegie classification. If the EPP is not accredited by a regional accreditor, it is required to provide alternative evidence of its capacity to offer educator preparation programs.
7. Evidence of parity in resources, facilities, and finances in comparison to another professional, field-based preparation program of the EPP's choice.
8. Copies of EPP-created assessments and scoring guides for unit-wide evaluation of candidate performance, not including proprietary assessments such as licensure examinations.

(c) Lapse of Eligibility

If the Part 2 application is not submitted and/or the site visit is not scheduled within the relevant time span, the EPP's status will revert to inactive and the EPP must wait one (1) year before submitting a new Part 1 application.

In the event an EPP fails to pay annual fees, the EPP's status will revert to inactive and the EPP must wait one (1) year before submitting a new Part 1 application.

(d) International EPPs

CAEP accreditation of an international EPP follows these Accreditation Council policies as well as the guidelines in the CAEP Accreditation Handbook and the CAEP Evidence Guide. Additional policies for an international EPP are as follows:

1. The self-study report and all evidence is to be provided in English.
2. Site visits will be conducted with English as the language of interaction, although English does not have to be the language of instruction within the EPP.

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3. Site teams, whenever possible, will include members proficient in the home language of the EPP. However, when requested, the EPP is responsible for providing translators who are familiar with the preparation of educators.
4. If there are components of a standard or standards that are not attainable, the international EPP shall identify them during the application process and provide a justification for why the standard cannot be attained.
5. In cases where an international EPP cannot comply with one or more of the seven capacity elements as stated by the U.S. Department of Education, the EPP shall provide a justification for why evidence cannot be submitted during Part 2 of the application to indicate the readiness of the EPP for CAEP accreditation. CAEP staff shall determine whether supplemental information must be submitted in lieu of the missing capacity element(s).
6. At the time of application to CAEP, the international EPP must designate the government authority to which it reports, providing complete contact information for that agency. Any governmental partnership agreements must be clearly described. In addition, the EPP must provide written authorization from the designated government authority as part of the application process.
7. The EPP must define the term(s) used in its country for educator credentialing and the grades/childhood designations covered by the relevant EPP programs.

Policy 4.02 Continuous Accreditation

An EPP in good standing and currently accredited by the National Council for Accreditation of Teacher Education (NCATE) or the Teacher Education Accreditation Council (TEAC) is considered to be continuously accredited through legacy processes established to support the work of these organizations following the decision to merge NCATE and TEAC into CAEP.

Any such EPP is not required to complete the CAEP application process described in section 1, above, so long as continuous accreditation is maintained. CAEP recognizes an EPP accredited by NCATE or TEAC through the length of the accreditation term per the last accreditation decision made by NCATE or TEAC. Upon expiration of an EPP's NCATE or TEAC term of accreditation and in no instance later than 2023, the EPP's next accreditation review will be based on CAEP Standards.

Since January 1, 2017, all accreditation-related activities, including the submission of annual reports and the resolution of stipulations, are subject to the provisions of this Accreditation Council Policy Manual in order to support the transition of EPPs from NCATE or TEAC accreditation to CAEP accreditation. The CAEP President, upon written request from any NCATE or TEAC-accredited EPP that maintains continuous accreditation as described above, may consider and approve, with any conditions deemed appropriate, a limited waiver of one or more provisions of this Accreditation Council Policy Manual.

Section V. Accreditation Process

The CAEP accreditation process includes a series of steps for the EPP:

1. Successfully complete the CAEP application (if needed).
2. Select the program review option (as allowed in the State Partnership Agreement).
3. Submit a self-study report (SSR) containing the EPP's evidence of meeting CAEP Standards, and, for continuous accreditation, evidence that any previously identified areas for improvement or stipulations from a prior accreditation have been addressed.
4. Receive and respond to the Formative Feedback Report (FFR) prepared by the site team, prior to the site visit.

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5. Undergo a site visit. No additional evidence can be submitted for review after the site visit is completed.
6. At the Accreditation Council meeting, respond to initial review panel questions related to case materials (e.g. SSR, site visit reports, and amendments) see Policy 5.06(b)(2).

Policy 5.01 Transition

Prior to January 2017, each EPP, in keeping with applicable state or international partnership agreements with CAEP, selected one (1) of two accreditation pathways.

1. The Inquiry Brief (IB) pathway in which evidence showed that all CAEP Standards were addressed and the EPP presented evidence for its claims of candidates' effective teaching of all P-12 students, its own capacity for program quality, and its system for continuous improvement.
2. The Selected Improvement (SI) pathway in which evidence showed that all CAEP Standards were addressed and the EPP presented data to indicate how its candidates' effective teaching of all P-12 students would be improved.

Since January 1, 2017, there is one CAEP accreditation process followed by all EPPs that are new entrants into the CAEP Accreditation Process. As of that date, pathways are no longer an option for an EPP. Upon expiration of an EPP's current term of accreditation, the EPP's next accreditation review for NCATE, TEAC, or CAEP will be carried out under CAEP's Accreditation process.

Policy 5.02 Program Review

In keeping with applicable state or international partnership agreements with CAEP, as part of the accreditation process, CAEP requires the EPP to provide information about the quality of educator preparation for specialty licensure areas through review at the program level. CAEP offers three program review options for its state and non-US partners to choose from, namely (a) the SPA Program Review with National Recognition, (b) CAEP Review with Feedback, and (c) the State Program Review. The state may choose from among the three options or a combination of them for the review of specialty licensure areas by EPPs within its jurisdiction. An EPP's selection of program review option(s) will be determined by the CAEP-state agreement. EPPs, in the absence of a CAEP-state agreement can choose among the three program review options; however, if State Program Review is selected, the EPP must coordinate with its respective state to receive and provide to CAEP the state agency report on the EPP's specialty areas.

(a) Program Review Options

1. *Program Review with National Recognition:* An EPP's specialty areas submit program reports responding to standards defined by the relevant specialized professional associations (SPAs). Program reports are reviewed by the appropriate SPA with CAEP coordinating the process. The SPA provides a report on its findings in relation to its professional standards and determines the recognition status of the submitted programs. Site visitors and Councilors review SPA findings as part of the accreditation decision-making process.
2. *Program Review with Feedback:* An EPP's specialty areas are reviewed within the context of the EPP's site visit through disaggregated data for all specialty areas in the site visit report. All data submitted as evidence for Standard 1/1A must be disaggregated by specialty area for review. Site visitors and Councilors review specialty area data as part of the accreditation decision-making process.
3. *State Program Review:* An EPP's specialty areas are reviewed by the state or international agency. State or international agency reports are made available to the EPP and CAEP site visitors. Site visitors and Councilors review specialty licensure area reports from the state or international agency as part of the accreditation decision-making process.

(b) Non-Submission of Program Review

If an EPP does not submit its specialty licensure area for review in accordance with existing state or international partnership agreements, CAEP reserves the right to reschedule the site visit.

Policy 5.03 Self-Study Report (SSR)

At least nine (9) months prior to its scheduled site visit, an EPP submits a self-study report to CAEP. The site team reviews the SSR and provides feedback to the EPP through a Formative Feedback Review report (FFR). The EPP is allowed to submit an addendum to the SSR in response to the FFR based on the feedback. The SSR, FFR, and addendum are submitted to the site team for review. The SSR presents the following:

1. Complete evidence for all CAEP Standards and cross-cutting themes.
2. Complete evidence for the capacity areas identified by the USED.
3. Complete evidence that each of these areas has been examined and evaluated in relation to distance-education programs if applicable.

Policy 5.04 Scheduling the Site Visit

Upon receipt of Accreditation Council action for continuing accreditation, or upon receipt of CAEP eligibility, an EPP is notified to contact CAEP and provide 3 preferred dates for site visits. These dates must be set at least 18 months prior to the site visit semester.

1. No less than five (5) months before the site visit, site visitors will provide written feedback to the EPP on the content and format of their self-study reports and feedback on or requests for clarification of evidence.
2. The EPP has sixty-days (60) to complete a response to the feedback report in the form of an addendum.

Policy 5.05 Activities during the Site Visit

During the site visit, the team of site visitors:

1. Examines the evidence cited in the self-study report;
2. Conducts interviews of EPP administrators, faculty and/or instructors, candidates, graduates, employers, and other members of the professional community as appropriate; and
3. Conducts other investigations into the cited evidence.

At the conclusion of the visit, the site team presents to the EPP an oral exit summary of the preliminary non-binding findings relevant to the strength of the evidence provided in support of each standard. The site team does not make recommendations or assessments regarding whether standards are met or unmet. No later than thirty (30) calendar days after the site visit, the comprehensive findings are submitted in AIMS as a written site visit report.

Policy 5.06 Accreditation Review and Decision

(a) Composition of Review Panels

The Accreditation Council will create initial review panels consisting of three (3) Councilors and joint review panels consisting of six (6) Councilors.

Accreditation Council Policy

(b) Initial Review Panel

The initial review panel makes a recommendation on whether an EPP meets all CAEP Standards (Initial and/or Advanced) and confirms or modifies the review report from the site team regarding areas for improvement (AFIs) and/or stipulations.

1. The initial review panel reviews all documents and either confirms, rejects, or requires more clarification regarding the evidence submitted by the site team.
2. After deliberating on each case, the initial review panel may meet with the relevant EPP for approximately twenty (20) minutes, either in person or virtually, to provide an overview of both the review and what the initial review panel will bring to the joint review panel for further deliberation, as well as to ask for clarification on their report. The EPP may correct any factual mistakes. The EPP may request to meet with the initial review panel and the request will be accommodated.

(c) Joint Review Panel

After the initial review panel, a second panel ("joint review panel") comprised of the initial three Councilors plus three additional Councilors, reviews the initial panel's recommendations and either concurs with or modifies the initial panel's recommendation.

(d) Accreditation Council Review and Decision

Recommendations from the joint review panels are considered and acted upon by the Accreditation Council members present at the meeting. In order for an accreditation status to carry, there must be a quorum present and a majority vote in favor of the status by the Council members present at the relevant Accreditation Council meeting.

(e) Calibration

Calibration activities will occur at least annually to ensure consistency in decision-making by the Accreditation Council.

Policy 5.07 Regional, Institutional, and Specialty Accreditation Recognition

(a) Regional or Institutional Accreditation Agencies

CAEP requires all U.S. entities in which an EPP is located to be accredited by a regional or institutional accrediting agency that is recognized by the U.S. Secretary of Education or CHEA. The EPP must be accredited by this agency prior to applying to CAEP. An EPP located outside of the United States must be recognized by the appropriate quality assurance agency in the country. In order to establish eligibility for CAEP accreditation, an EPP not located in a higher education institution or for which in-country quality assurance recognition is not available, is required to provide alternative evidence of its capacity to offer educator preparation programs.

(b) Reciprocal Recognition of Specialty Accreditation

CAEP recognizes that some EPPs may wish to secure accreditation of specialty area programs by specialized accrediting agencies such as for music, library science, and school counseling. An EPP that has secured specialty area accreditation from a specialized accrediting agency that is recognized by the U.S. Secretary of Education or CHEA can choose to have any such program(s) exempted from review by CAEP. In this circumstance, the program will not be recognized as accredited by CAEP and the EPP will not be required to report the number of completers in these program(s) in the annual report submitted to CAEP. However, if the EPP chooses to have these program(s) be part of the CAEP accreditation process and recognized by

CAEP, evidence required to meet the CAEP standards must be submitted for review, and completer numbers must be reported in the CAEP annual report.

Policy 5.08 Inclusion of Programs in Multiple Sites, including Distance Learning

(a) Required Evidence for Multiple Sites

An EPP with multiple sites must provide evidence to meet the following conditions at each site:

1. Requirements for delivery as set forth by the relevant regional accreditor(s) are met.
2. The accreditation plan satisfies the USED requirements in terms of the scope and programs to be reviewed.
3. The state/country authorizes and/or approves programs that lead to licensure, certification, or their equivalent, if the state/country requires such authorization and approval.
4. The certification/licensure opportunities within and across states/countries are disclosed to candidates.
5. The quality assurance system ensures that data are sufficient to represent quality throughout the EPP.

(b) Visits to Multiple Sites

When scheduling the site visit, an EPP with multiple sites must determine, in consultation with CAEP staff and state/country partners, how the EPP's scope of authority will be defined as well as where and how the visits to multiple sites, if any, will be scheduled. Evidence in the self-study report and any assessment data should be disaggregated for off site or on-line programs only if the program is distinct from the other programs. Otherwise, the data and evidence from multiple sites are aggregated within respective specialty areas of study.

(c) Distance Learning

CAEP's review of distance education programs may be modified in response to state authorization requirements for such programs, and any federal requirements regarding distance education program accreditation.

For entirely on-line or distance learning programs, CAEP will review the process used by faculty and the EPP to verify the identity of candidates enrolled in such programs.

Policy 5.09 Third Party Comments

The EPP is required to solicit third party comment on its qualifications for accreditation as part of the accreditation review process. The EPP is required to provide evidence to CAEP within seven (7) days of such notice being posted. If an EPP does not provide evidence that it has sought third-party comment, CAEP reserves the right to reschedule the site visit.

Not less than sixteen (16) weeks prior to the scheduled date of a site visit, both the EPP and CAEP must publicly announce the upcoming accreditation review and the date of the site visit to provide time for interested stakeholders to make comments. This includes but is not limited to, full-time and adjunct faculty/educators, staff, candidates, cooperating teachers and/or mentors, completers, and employers.

CAEP accepts written comments from stakeholders up to six (6) weeks before the site visit and provides these comments to the EPP. The EPP can respond to any written comments received prior to

the scheduled site visit. The response must be received by CAEP no less than two (2) weeks prior to the site visit. Third party comments and the EPP response, if any, are submitted in AIMS and become part of data considered by the site team as it conducts the site visit.

Policy 5.10 Accreditation Terms and Decisions

(a) Terms

The accreditation term establishes the interval for a comprehensive re-evaluation of the EPP and begins on the date when the Accreditation Council renders the decision and extends until the Council's next accreditation decision. The terms are:

1. Seven (7) years for full accreditation
2. Five (5) years if the EPP's status was previously a two (2) year probationary or provisional accreditation or a stipulation was assigned and corrected; or
3. Two (2) years for a probationary or provisional accreditation decision.

The term of accreditation can be reduced dependent on the state partnership agreement.

(b) Initial Accreditation Decisions

An EPP seeking accreditation for the first time receives one of four accreditation decisions.

1. 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.
2. Provisional accreditation is granted if an EPP fails to meet not more than one (1) 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 denial. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in denial.
3. Accreditation with stipulations is granted if an EPP receives one (1) stipulation on a non-required 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.
4. 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.

(c) Continuing Accreditation Decisions

An EPP seeking continuing accreditation may receive one of the following four accreditation decisions:

1. 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.
2. 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.
3. If the EPP has a successful probationary visit, the EPP is granted the remainder of a seven (7) year accreditation term.

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4. Accreditation is revoked if an EPP does not meet two (2) or more of the CAEP Standards. In a case where accreditation is revoked, the EPP can begin the application process after one (1) calendar year from the date of the final decision.

(d) Probationary Accreditation

An EPP with a decision of probationary accreditation must present evidence at the end of two years that an unmet CAEP Standard has been met in order to be granted accreditation for the remainder of the accreditation cycle. If the standard is not met at the end of the two (2)-year period, the EPP's continuing accreditation status is revoked. Following revocation, an EPP can apply to CAEP seeking eligibility for initial accreditation.

(e) Areas for Improvement (AFI)

AFIs describe components of standards that 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. EPPs may submit AFIs for review by the Accreditation Council with sufficient evidence to determine corrections were made. AFIs are reviewed in the subsequent accreditation visit if not removed. AFIs not removed by a subsequent accreditation visit may become stipulations if evidence is not sufficient to determine corrections were made.

(f) Stipulations

Stipulations describe serious deficiencies in meeting CAEP Standards and must be brought into compliance in order to continue accreditation. All stipulations and relevant evidence must be submitted for review by the Accreditation Council by the end of the second year from the assignment of those stipulation(s). Failure to correct the condition leading to the stipulation within the specified two-year period results in revocation of accreditation.

Policy 5.11 Notification of Accreditation Decisions

(a) Notification to External Parties

CAEP provides written notice of its accreditation decisions in accordance with the requirements of Federal regulations (34 CFR Part 602). This includes providing notice of each decision of the Accreditation Council and Appeals Council to the following individuals and entities:

1. United States Secretary of Education (or relevant government agency for international EPPs)
2. Council for Higher Education Accreditation (CHEA)
3. Appropriate state licensing or authorizing agency
4. Appropriate accrediting agencies, including national, regional, and specialized accrediting agencies
5. Relevant state affiliates of the National Education Association (NEA) and the American Federation of Teachers (AFT)
6. Other state entities or agencies which are parties to a state partnership agreement with CAEP

In the event of a final decision to deny or terminate accreditation, CAEP's written notice will include a brief statement summarizing the reasons for the adverse action, along with the official comments, if any, that the affected EPP may make with regard to the decision, or evidence that the affected EPP has been offered the opportunity to provide official comment.

An EPP's accreditation status is a matter of public record. CAEP posts information about accredited EPPs on its website.

(b) Notification to EPP

CAEP notifies an EPP of its accreditation decision in a formal hard copy letter from the CAEP President. The letter includes the accreditation decision and term of accreditation as well as specific information about any AFIs and/or stipulations. The letter is sent to the head administrator of the EPP and the chief executive officer as identified in AIMS. The appropriate state agency and the site team members for an EPP are notified that an EPP's accreditation decision and term have been posted in AIMS.

(c) Notification to State

The written notice CAEP provides regarding its accrediting decisions, made in accordance with the requirements of Federal regulations (34 CFR Part 602), as described above, includes notice to the appropriate state licensing or authorizing agency. Specifically, such notice will be provided no later than 30 days following a decision to award initial accreditation or to renew or continue accreditation. In the event of a final decision to place an EPP on probation or to deny or terminate accreditation of an EPP, notice will be provided to the appropriate State licensing or authorizing agency at the same time notice of the decision is given to the EPP, but no later than 30 days after the decision is reached.

Within 30 days of receiving notification from an EPP that the EPP has decided to withdraw voluntarily from accreditation, or to let its accreditation lapse, CAEP will provide the appropriate state licensing or authorizing agency with written notice.

State licensing or authorizing agency representatives, and any other state-level representatives that are a party to a state partnership agreement with CAEP, are given prior notice of the upcoming review of any EPP covered by the state partnership agreement, consistent with the Third Party Comment provisions, above. At any point up to six (6) weeks before a scheduled site visit, comments and information may be provided by the State for consideration as part of the accreditation review. EPPs will be given an opportunity to respond to any such comments prior to the site visit.

(d) Notification of Adverse Action

CAEP notifies EPPs of adverse actions, which are denial or revocation, in a certified hard copy letter from the CAEP President. The letter is sent to the head administrator of the EPP and the chief executive officer as identified in AIMS. The appropriate state agency and the EPP's site team members are notified that the EPP's accreditation decision is available in AIMS.

Policy 5.12 Time Frame for Achieving Compliance

CAEP specifies the time frame for an EPP to come into compliance when the Accreditation Council has determined a standard is unmet for continuing accreditation. An EPP may not remain out of compliance with CAEP's standards beyond the following time limits:

1. Twelve (12) months if the EPP's longest program is less than one year in length.
2. Eighteen (18) months if the EPP's longest program is at least one (1) year, but less than two (2) years in length.
3. Twenty-four (24) months if the EPP's longest program is at least two (2) years in length.

If the EPP is not in compliance within the specified period, the Accreditation Council can revoke the EPP's accreditation (see Policy 5.13, Adverse Actions).

Policy 5.13 Adverse Actions

CAEP's adverse actions are denial of accreditation if an EPP has not previously been accredited by CAEP and revocation of accreditation if an EPP is currently CAEP-accredited or has maintained continuous accreditation through one of the two legacy organizations (NCATE or TEAC).

The Accreditation Council determines whether adverse action should be taken under the following circumstances:

1. Findings from a site visit reveal that an EPP does not meet or no longer meets one (1) or more CAEP Standards.
2. An EPP does not come into compliance with CAEP Standards (e.g. address a stipulation) within the specified time frame.
3. Investigation into a valid complaint indicates that CAEP Standards are no longer being met.
4. An EPP no longer demonstrates adequate capacity to maintain and administer its programs and/or is no longer in "good standing" with national, regional, or state accreditation agencies.
5. An EPP falsely reports data, fails to correct misleading or inaccurate statements, and/or plagiarizes information submitted for accreditation purposes.
6. An EPP fails to submit an Annual Report within the timeline established in Policy 6.01: Annual Report.
7. An accredited EPP is out of compliance with CAEP policies (e.g., non-payment of fees).

Within 30 days of an adverse action decision, CAEP notifies the EPP in writing through certified mail and provides a justification for the decision, as well as information on the EPP's right to appeal the decision. Within 15 business days of receiving notification of the adverse action, an EPP may inform CAEP in writing of its intention to request an appeal. In all cases, the EPP must meet criteria for appeal, and the burden of proof rests with the EPP that CAEP Standards were met or that the EPP is in compliance with CAEP policies.

Policies governing the appeals process are contained in the Appeals Council Policy.

Section VI. Maintaining Accreditation

Whether an EPP is accredited or is accreditation-eligible, there are on-going actions to be taken and policies to consider in order to maintain accreditation or eligibility until the first site visit. These actions include submitting an Annual Report, advising CAEP of substantive changes, payment of annual fees, and notifying CAEP of loss of state and/or national/regional accreditation/approval.

Policy 6.01 Annual Report

An EPP must submit an Annual Report to maintain accreditation or accreditation-eligibility. The report is opened for data entry each year in January. EPPs are given 90 days from the date of system availability to complete the report.

CAEP is required to collect and apply the data from the Annual Report to:

1. Monitor whether the EPP continues to meet the CAEP Standards between site visits.
2. Review and analyze stipulations and any AFIs submitted with evidence that they were addressed.
3. Monitor reports of substantive changes.
4. Collect headcount completer data, including for distance learning programs.
5. Monitor how the EPP publicly reports candidate performance data and other consumer information on its website.

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CAEP accreditation staff conduct annual analysis of AFIs and/or stipulations and the decisions of the Accreditation Council to assess consistency.

Failure to submit an Annual Report will result in referral to the Accreditation Council for review. Adverse action may result.

Policy 6.02 Substantive Changes

(Note: Language is quoted from U.S. Department of Education Regulations)

CAEP, in accordance with Federal regulation (34 CFR Part 602 Subpart B (§602.22)), requires an EPP to inform CAEP of any changes to the educational mission, program, or programs of the EPP which may adversely affect the capacity of the EPP to continue to meet CAEP's standards. These changes must be communicated as part of the Annual Report or in a separate communication to the CAEP President, addressed to president@caepnet.org or the current mailing address for the organization.

CAEP has the responsibility to determine what effect, if any, substantive changes would have on an EPP's accreditation. Per the U.S. Department of Education Regulations (**quoted below**), CAEP minimally requires notification in case of the following substantive changes:

1. Any change in the established mission or objectives of the EPP.
2. Any change in the legal status, form of control, or ownership of the EPP.
3. Addition of courses or programs that represent a significant departure from the existing offerings of educational programs, or method of delivery, from those that were offered when CAEP last evaluated EPP.
4. A contract with other providers for direct instructional services, including any teach-out agreements.
5. The addition of programs of study at a degree or credential level different from that which is included in the EPP's current accreditation or pre-accreditation.
6. A change from clock hours to credit hours.
7. A substantial increase in the number of clock or credit hours awarded for successful completion of a program.
8. If CAEP's accreditation of an institution enables the institution to seek eligibility to participate in title IV, HEA programs, the entering into a contract under which an institution or organization not certified to participate in the title IV, HEA programs offers more than 25 percent of one or more of the accredited institution's educational programs.

(A) If the agency's accreditation of an institution enables it to seek eligibility to participate in title IV, HEA programs, the establishment of an additional location at which the institution offers at least 50 percent of an educational program. The addition of such a location must be approved by the agency in accordance with paragraph (c) of this section unless the accrediting agency determines, and issues a written determination stating that the institution has—

- a. (1) Successfully completed at least one cycle of accreditation of maximum length offered by the agency and one renewal, or has been accredited for at least ten years;
- b. (2) At least three additional locations that the agency has approved; and
- c. (3) Met criteria established by the agency indicating sufficient capacity to add additional locations without individual prior approvals, including at a minimum satisfactory evidence of a system to ensure quality across a distributed enterprise that includes—
 - i. Clearly identified academic control;
 - ii. Regular evaluation of the locations;
 - iii. Adequate faculty, facilities, resources, and academic and student support systems;

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- iv. Financial stability; and
- v. Long-range planning for expansion.

(B) The agency's procedures for approval of an additional location, pursuant to paragraph (a)(2)(viii)(A) of this section, must require timely reporting to the agency of every additional location established under this approval.

(C) Each agency determination or redetermination to preapprove an institution's addition of locations under paragraph (a)(2)(viii)(A) of this section may not exceed five years.

(D) The agency may not preapprove an institution's addition of locations under paragraph (a)(2)(viii)(A) of this section after the institution undergoes a change in ownership resulting in a change in control as defined in 34 CFR 600.31 until the institution demonstrates that it meets the conditions for the agency to preapprove additional locations described in this paragraph.

(E) The agency must have an effective mechanism for conducting, at reasonable intervals, visits to a representative sample of additional locations approved under paragraph (a)(2)(viii)(A) of this section.

- i. The acquisition of any other institution or any program or location of another institution.
 - ii. The addition of a permanent location at a site at which the institution is conducting a teach-out for students of another institution that has ceased operating before all students have completed their program of study.
9. Any change that means the EPP no longer meets CAEP Standards or adheres to CAEP policies.

Policy 6.03 Information from Other Accreditors

CAEP reviews concerns raised by national and regional institutional accreditors and may request a report from those entities that describes the nature of the issues and/or schedule a site visit. Based on the review of the report, the Accreditation Council may take action, including adverse action, regarding the EPP's current accreditation status with CAEP.

Policy 6.04 Withdrawal or Lapse of Accreditation

An EPP has the right to withdraw from the accreditation process at any time by submitting a letter of withdrawal from the EPP administrator (e.g., President, Provost, Chief Academic Officer) to the CAEP President sent to the CAEP office at the street address provided on the CAEP website. The EPP's accreditation is officially terminated on the date that the letter of withdrawal is received by CAEP.

Withdrawal or lapse of accreditation can occur under the following circumstances:

1. If an EPP withdraws after an adverse action by the Accreditation Council, the adverse action remains the final accreditation decision granted by the Accreditation Council.
2. When an EPP fails to submit its self study report or to host the site visit as scheduled without having requested and had approved a good cause extension (see Policy 6.05) CAEP deems it as a lapse of accreditation, which is a de facto withdrawal as of the end of the accreditation term.

Within thirty (30) business days of the effective date of an EPP's withdrawal or lapse of accreditation, CAEP will adhere to its Policy 5.11, Notification of Accreditation Decisions.

Policy 6.05 Modification of Schedule

States with CAEP agreements may, in consultation with EPP, request a schedule modification to ensure alignment of CAEP and state review cycles.

In cases when the anticipated number of site visits to be conducted in a given year exceeds CAEP's capacity, CAEP may, in consultation with the state and Accreditation Council Chair or Vice Chair, modify the schedule of an EPP's site visit.

Policy 6.06 Good Cause Extension

CAEP reserves the right to approve or deny requests for Good Cause Extension. The EPP must provide sufficient justification to demonstrate need for an extension. CAEP reserves the right to adjust the length of the extension based on the nature of the request.

(a) Request for a Good Cause Extension

An EPP may submit a request in-full for an extension of the term of its accreditation no earlier than 24 months and no later than twelve (12) months prior to the EPP's site visit semester.

An EPP may request an extension from CAEP from the term of its accreditation (and delay a site visit) for good cause for a period of up to one (1) semester; or up to two (2) years in consultation with the state/country partner. Extensions may not exceed two (2) years. Any extension request for longer than a period of one (1) year must be approved by the Annual Report Monitoring (ARM) Committee and the Accreditation Council.

An administrative fee will be applied to all good cause extension applications. The fee will be to cover the administrative costs associated with the extension.

Decisions regarding requests for good cause extension of an accreditation term will be based on one or more of the following factors. The EPP must provide evidence of the factor(s) preventing accreditation-related activities.

1. State or federal standards or legislation requiring significant programmatic change.
2. Substantive changes – see Policy 6.02: Substantive Changes.
3. Other extenuating circumstances such as, an Act of God, natural disaster, or civil unrest.

As a general rule, requests for more than one (1) extension within an accreditation cycle will be denied. In extenuating circumstances, CAEP will consider such requests on a case-by-case basis.

If a Good Cause Extension is granted, the term of accreditation granted through the subsequent review will be reduced by the length of the extension. For example, upon the expiration of a 1-year extension, the EPP's next term of accreditation will be shortened by 1 year.

(b) Good Standing

An EPP in good standing may request an extension under the factors described in Policy 6.06(a). An EPP not in good standing may only apply for an extension under factors described in Policy 6.06(a)3. An EPP with an unresolved stipulation is considered not in good standing.

(c) Impact to Site Visit

The EPP will be charged for any expense already incurred by CAEP (including but not limited to site team travel) at the time a good cause extension is requested and granted.

(d) State or Country Agreement

The state/country must concur with the EPP's request for Good Cause Extension. If the state/country does not concur, the extension will not be granted. Documentation of state/country support must be submitted with the request for an extension.

(e) Public Information

Extensions granted to EPPs will be published in accordance with Section VIII - Consumer information, Public Disclosure, and Transparency.

Policy 6.07 Postponement or Suspension of Accreditation Processes by CAEP

CAEP reserves the authority to postpone accreditation visits or the presentation of the accreditation recommendations to the Accreditation Council when CAEP becomes aware of legal or other issues involving matters relevant to the EPP's ability to meet CAEP Standards or which CAEP considers not appropriate for resolution in the accreditation process. If the EPP is already accredited by CAEP, the EPP's accreditation will be extended until the issue(s) is/are resolved, unless the EPP otherwise fails to meet standards.

Policy 6.08 Mergers and Separations

(a) Merger of two CAEP-Accredited Institutions

When two CAEP-accredited institutions merge, the next CAEP visit is scheduled to coincide with the EPP whose accreditation cycle expires first, pending approval of the state or national partner.

(b) Inclusion of Acquired Programs

When a CAEP-accredited EPP assumes control of programs that were previously operated by another EPP, the programs will be included in the controlling EPP's next regular accreditation review as if the EPP had developed a new program, regardless of whether the EPP previously operating the program was CAEP-accredited.

(c) Inclusion of Acquired Programs at Multiple Levels

When a CAEP-accredited institution assumes control of programs that were within an EPP accredited by CAEP, and the EPP had previously offered programs only at one (1) level (initial or advanced) and the new program will expand its offerings to another level, the situation is analogous to an accredited EPP with a newly developed program at that other level. The next accreditation visit will be a combination visit: a continuing visit at the previously accredited level and a first visit at the level of the newly assumed program level.

(d) Accredited Programs Acquired by a Non-Accredited EPP

When a non-accredited EPP assumes control of programs that were previously within a CAEP-accredited EPP, accreditation for the programs can continue to be included in the accreditation of the accredited EPP for up to two (2) years, at the discretion of the accredited EPP and pending approval of the state or national partner. Therefore, if the EPP that previously operated the program allows graduates of the newly transferred program to receive their diplomas from that EPP, those individuals remain graduates of a CAEP-accredited program. In order to retain accreditation, within two (2) years the institution newly in control of the program must submit its application to retain its accreditation.

(e) Separation

When an EPP takes action to separate from a CAEP-accredited EPP, its accreditation may be extended for up to two (2) years to prepare for its first autonomous accreditation visit, pending approval of the state partner. The previously merged EPP completes both phases of the application to CAEP to establish its accreditation eligibility. The onsite visit will be considered a first accreditation visit.

Policy 6.09 Teach-out Plans

CAEP may request and review the teach-out plan and/or teach-out agreement of an EPP either as part of its substantive change report, in relation to merger plans, or as part of a self-study report. Additionally, a teach-out plan request may be initiated by CAEP and subsequently reviewed under the following circumstances:

1. The USED, or relevant government agency for international EPPs, initiates an action against an institution or EPP.
2. The institutional accreditor withdraws or terminates accreditation.
3. The EPP ceases operation.
4. A state/country licensing or an authorizing agency revokes the EPP's program approval.

If CAEP receives recognition from the U. S. Secretary of Education under the Higher Education Act of 1965 (HEA), CAEP will require an EPP to submit a teach-out plan to CAEP for approval upon the occurrence of any of the following events:

1. The Secretary notifies CAEP that the Secretary has initiated an emergency action against the EPP or the institution under whose authority the EPP operates, in accordance with section 487(c)(1)(G) of the HEA, or an action to limit, suspend, or terminate an EPP or institution participating in any title IV, HEA program, in accordance with 487(c)(1)(F) of the HEA, and that a teach-out plan is required.
2. CAEP acts to withdraw, terminate, or suspend the accreditation of the EPP.
3. The EPP notifies CAEP that it intends to cease operations entirely or close a location that provides one hundred percent of at least one program.
4. A state licensing or authorizing agency notifies the agency that an EPP's license or legal authorization to provide an educational program has been or will be revoked.

In reviewing and approving any such plan, CAEP will evaluate the plan to ensure that it provides for the equitable treatment of students, specifies additional charges, if any, and provides for the notification to the students of any additional charges. CAEP may require an EPP to enter into a teach-out agreement as part of its teach-out plan. Upon approval by CAEP of any teach-out plan for an EPP that is accredited by a regional accrediting agency, CAEP will notify that agency of its approval.

Section VII. Accreditation Volunteers

This section of the policy manual describes CAEP policies related to levels of review and oversight of the accreditation process as well as the composition and training of CAEP's accreditation recommendation and decision-making bodies.

Policy 7.01 Consistent Interpretation of Standards and Application of CAEP Accreditation Process

CAEP ensures that site visitors and the Accreditation Council apply CAEP's standards through a variety of methods including the following:

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1. CAEP provides rigorous training programs for members of its site teams and Accreditation Council to ensure that CAEP's standards are consistently interpreted, evaluated, and supported by evidence.
2. The Accreditation Council, as part of its deliberation and review of accreditation decisions, engages in periodic calibration exercises to ensure consistency in decision making and interrater reliability.
3. Volunteers participate in a quality performance review process.

Policy 7.02 Qualifications and Training of CAEP Volunteers

(a) Qualifications

CAEP volunteers who conduct site visits or serve on the governance or decision-making bodies of CAEP are qualified by education and experience in their fields of specialization. Volunteers are either self- or member-nominated through an online system.

(b) Selection

The Selection Committee reviews all applications and recommends a list of nominees for appointment as Accreditation Councilors.

The Site Visit Oversight Committee reviews all applications and recommends a list of nominees for appointment to all other volunteer roles.

(c) Training

Formal CAEP-approved training is required of all volunteers involved in the accreditation process. This includes site visitors, lead site visitors, Councilors, and annual report reviewers.

Policy 7.03 Practitioner Involvement in CAEP

CAEP's standards require practitioners to be involved in the decision-making activities of an EPP, and CAEP also requires practitioners to be involved in the decision-making activities of CAEP. CAEP defines practitioners as professionals who spend the majority of their workweek in schools for preschool through 12th grade students or as administrators of schools and/or school districts. CAEP's bylaws and policies ensure that volunteers serving in CAEP decision-making and governance bodies include balanced representation of P-12 practitioners, employers, policy makers, and the public.

Policy 7.04 Code of Ethics

CAEP Accreditation Councilors, site visitors, program reviewers, specialized professional association (SPA) coordinators, and Annual Report reviewers are expected to maintain the highest standards of ethical behavior, which include, but are not limited to, the following:

1. Conducting oneself professionally, with truth, accuracy, and fairness.
2. Not accepting consulting assignments related to any EPP's accreditation during their term of service or for a year after their service.
3. Declaring potential conflicts or competing interests in the accreditation process.
4. Maintaining confidences of all parties involved in the accreditation processes and decisions.
5. Not communicating information that might compromise the integrity of an accreditation decision.
6. Not undertaking accrediting responsibilities for which they have not been trained comprehensively on CAEP's policies, practices, principles, and standards.
7. Not showing bias or prejudice against an EPP being reviewed or others involved in the accreditation process.

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8. Not accepting gifts, bribes, or anything of value that may give the appearance of favor or partiality in any decisions rendered regarding CAEP's affairs, activities, and policies.

Policy 7.05 Conflict of Interest

CAEP Accreditation Councilors, site visitors, program reviewers, specialized professional association (SPA) coordinators, and Annual Report reviewers are expected to maintain relationships and practices in their CAEP activities that do not demonstrate conflicts of interest. They conduct CAEP business, including their private business and financial affairs that might impinge upon CAEP, in a manner that can withstand the sharpest scrutiny by those who would seek to find conflicts and, thus, they exclude themselves from CAEP activities for any reason that may represent an actual or perceived conflict of interest. Conflicts of interest include the following:

1. Serving on or having served within the last five (5) years on a statewide or national decision-making board or committee that reviewed an EPP under consideration.
2. Serving as a CAEP staff member within the last seven (7) years.
3. Being under consideration for employment as faculty or staff at the EPP or institution/organization under consideration.
4. Participating in a common consortium or special research relationship with an EPP under consideration.
5. Having jointly authored research or literature with a faculty member at the EPP under consideration.
6. Having an immediate family member attending or employed by the EPP or institution/organization, or being considered for employment at the EPP or institution/organization under consideration.
7. Having been a consultant at the EPP being considered within the past 10 years.
8. Having been employed by or under consideration for employment at the EPP under consideration in the last 10 years as a staff, faculty, or administrator.
9. Having advised a doctoral candidate who is now a member of faculty of the EPP under consideration.
10. Having served as a commencement speaker, received an honorary degree from the institution, or otherwise profited or appeared to benefit from service to the institution or the EPP under consideration.

(a) Personal Agendas

CAEP Accreditation Councilors, site visitors, and other CAEP volunteers do not advance personal agendas in the conduct of accreditation business by applying personal or partisan interpretations of CAEP policies. They exclude themselves from participating in CAEP activities if, to their knowledge, there is some predisposing factor that could prejudice them with respect to CAEP's affairs, activities, or policies.

(b) Compensation or Gifts

CAEP Accreditation Councilors, site visitors, and other CAEP volunteers do not request or accept any compensation or gifts of substance from an EPP being reviewed or anyone affiliated with the EPP. Gifts of substance would include briefcases, tickets to athletic or entertainment events, and so forth. Small tokens such as key chains, magnets, or cups may be presented to site visitors if appropriate to an EPP culture.

Policy 7.06 Confidentiality

CAEP Accreditation Councilors and site visitors have access to sensitive information in order to conduct accreditation visits and decision-making business and must protect the confidentiality of this

information. Specifically, these individuals must treat as confidential all elements of the work of the Accreditation Council and site visits. They share information and perceptions with discipline and care and do not publicly discuss the particulars of Accreditation Council or site visit deliberations.

Policy 7.07 Consulting

Councilors and site visitors may engage in consultative, informational, or collegial activities with an EPP seeking CAEP accreditation. Counselors and site visitors must disclose they do not represent CAEP and will not vote on matters pertaining to the EPP. Counselors and site visitors may not market their position as a Councilor or site visitor for financial or inappropriate personal or professional gain while actively serving and for a year after their service.

Policy 7.08 State-Appointed Site Visitors or International Representatives on Site Teams

CAEP invites the participation of key stakeholders in site visits, including:

1. Representatives appointed from national, country, or local government agencies identified in state or international partnership agreements; and
2. One representative from the state affiliates of the American Federation of Teachers (AFT) or the National Education Association (NEA), in the United States.

An EPP can veto, in writing, nominated AFT, NEA, state-appointed site visitor or international agency representatives if it can demonstrate a real or perceived conflict of interest exists.

(a) Role of NEA or AFT on Site Teams

The representatives from NEA or AFT state affiliates serve as observers on the site visit and must be actively engaged in school activities at the pre-collegiate level (including but not limited to elementary or secondary teacher, or administrator).

The NEA or AFT affiliate is responsible for the costs of their respective observer or state representative.

(b) Role of International Representatives on Site Teams

The international agency may recommend representatives for appointment which must meet all appropriate qualifications for service as set forth in CAEP's Policy 7.02. The representative from the international agency serves as a state/international consultant to the team, providing country context and clarifying country requirements. The international representative is a full participant in discussions and data gathering for the site visit, but is not a voting member of the site team.

The country agency is responsible for the costs of their observer or representative.

(c) Role of State-Appointed Site Visitor on Site Teams

The role of the state representative on the site team is defined in the CAEP state agreement. In either concurrent or joint visits, the state representative can serve in the role of:

1. State-Appointed Site Visitor who is a full participant in discussions and data gathering for the site visit and is a voting member of the site team. The state-appointed site visitor is trained by CAEP as a national site visitor and must adhere to all policies relevant to site visitors. CAEP covers the cost of the state-appointed site visitor on the site team.
2. State Consultant who is a full participant in discussions and data gathering for the site visit, but is not a voting member of the site team. The state consultant is not required to receive CAEP training, and costs for participation in the site visit are covered by the state.

Policy 7.09 Site Visitors' Responsibilities and Decision-making Authority

(a) Terms

Individuals who serve as site visitors are initially appointed to three (3) year terms and are expected to accept an assignment for at least one (1) site visit per year. They may be reappointed for one (1) consecutive three (3) year term.

(b) Training

Prior to participating in an accreditation review, site visitors attend and successfully complete training in the application of CAEP Standards. To stay current and apply standards consistently, site visitors are expected to participate regularly in CAEP's webinars on the CAEP Standards, the CAEP accreditation process, and any policy or procedural changes. All site visitors must demonstrate they qualify to be a site visitor based on requirements put forward by CAEP.

(c) Authority

The authority of the site team is to assess the quality of the evidence provided by the EPP and recommend whether AFIs and/or stipulations are warranted under any of the CAEP Standards.

(d) Responsibilities

CAEP site visitors are expected to participate fully in the accreditation review, to perform their assignments thoroughly and in a timely manner, and to assume full responsibility for all background preparation required to conduct an accreditation review. Site visitor responsibilities include the following:

1. Review of the self-study report and evidence submitted by the EPP and formulation of a plan for verifying accuracy of the information provided.
2. Provision of written feedback and requests for clarification and additional evidence as needed.
3. Review of supplemental evidence submitted by the EPP.
4. Provision of written analysis of evidence and suggestions for citing AFIs and/or stipulations, as appropriate and in collaboration with the entire site team.
5. Full participation in the formative evaluation process and the onsite visit as appropriate.
6. Completion of assignments in a timely manner.
7. Timely response to requests from CAEP staff and the site team lead or chair.
8. Understanding that it is inappropriate for any member of the site visit to recommend or report whether or not the EPP meets standards, either formally or informally, to the EPP administrators, faculty, or other interested parties.
9. The Lead Site Visitor remains accessible and responsive to CAEP as directed leading up to the Accreditation Council decision, including participation in the Accreditation Council Panel review.
10. Retention of written notes in a safe and secure location until the accreditation decision is rendered.
11. Participation in a minimum of one accreditation review per year.
12. Adherence to CAEP Code of Ethics and policies on conflict of interest and confidentiality.

Removal: Any site visitor may be removed at any time. Any site visitor assigned to review an EPP may be removed from the site team at any time, including for failure to adhere to Accreditation Council policy, or the CAEP code of conduct and policies regarding confidentiality and conflicts of interest. In the event of an alleged breach of policy, conflict of interest, or other inappropriate

conduct, the CAEP president, in consultation with the designated CAEP compliance officer, will review all available evidence and make a decision on removal.

(e) Site Visit Report

The final report of the site team contains the following:

1. Findings about the evidence that was examined, what was verified or not verified, and the methodologies used.
2. Findings regarding the quality of the evidence and an analysis of the balance between confirmed and unconfirmed evidence, indicating any particular strengths or weaknesses for components of CAEP Standards.
3. A summary team evaluation of the completeness, quality, and strength of evidence for each standard overall.

Section VIII. Consumer information, Public Disclosure, and Transparency

Policy 8.01 Consumer Information

CAEP requires accredited EPPs to provide consumer information to the public, including candidate performance data. Title II data must be publicly available on the EPP's website.

Policy 8.02 Public Disclosure

In addition to its requirements for the disclosure and transparency of EPP consumer information, CAEP makes the following information available to the public:

1. Procedures that EPPs must follow in applying for accreditation.
2. CAEP Standards and processes used to determine accreditation status and term of accreditation.
3. The names, employment, and representation of the members of the Board of Directors, Accreditation Council, Appeals Committee, and CAEP staff.
4. A list of EPPs accredited by CAEP, including their accreditation decision, term of accreditation, the semester of the next site visit, and degree/certification levels, unmet CAEP Standards and stipulations for both met and unmet standards.

Policy 8.03 Accreditation Action Report

Upon written request, the Accreditation Action report can be made available to the public.

Policy 8.04 Representation of Accreditation to the Public

When representing its accreditation to the public, an EPP must report the accreditation decision accurately, including the specific academic or instructional programs covered by the accreditation, and the address and telephone number of the Council for the Accreditation of Educator Preparation as provided on the CAEP website. The official statement to be publicly displayed on the EPP's website is provided by CAEP following Accreditation Council action, as defined by the CAEP Communication Guidelines.

CAEP staff periodically review EPP statements of accreditation to ensure the accuracy of representation. If CAEP becomes aware that an EPP is not accurately reporting its accreditation to the public, the EPP will be contacted and directed to issue a corrective communication. Failure to correct misleading or inaccurate statements can lead to adverse action.

Policy 8.05 Misleading or Incorrect Statements

The EPP is responsible for the adequacy and accuracy of all information submitted by the EPP for accreditation purposes, including program reviews, self-study reports, formative feedback reports and addendums and site visit report responses, and information made available to prospective candidates and the public. In particular, information displayed by the EPP pertaining to its accreditation and Title II decision, term, consumer information, or candidate performance (e.g., standardized test results, job placement rates, and licensing examination rates) must be accurate and current.

When CAEP becomes aware that an accredited EPP has misrepresented any action taken by CAEP with respect to the EPP and/or its accreditation, or uses accreditation reports or materials in a false or misleading manner, the EPP will be contacted and directed to issue a corrective communication. Failure to correct misleading or inaccurate statements can lead to adverse action.

Section IX. Complaints

CAEP reviews carefully any allegations that an accredited EPP has fallen out of compliance with accreditation standards or policies or that CAEP has not followed its own policies.

Policy 9.01 Complaints against a CAEP-Accredited EPP

CAEP does not intervene in the internal procedures of an EPP, nor does it perform as a regulatory body or grievance-resolving body for an EPP. However, complaints by a third-party, which pertain to an EPP accredited by CAEP or to CAEP itself, shall be reviewed in accordance with CAEP's policies.

(a) Submission of Complaints

CAEP accepts only written complaints against an EPP where the complainant is identified and his or her relationship to the EPP is disclosed. The complaint must be sent to the CAEP Compliance Officer at the street address provided on the CAEP website or to compliance.officer@caepnet.org.

(b) Required Information

Written complaints against an EPP must include the following information:

1. A statement of facts and circumstances showing:
 - a. Noncompliance with CAEP's policies or standards by an accredited EPP;
 - b. Actions by an accredited EPP that may jeopardize an EPP's accreditation; and
 - c. A complaint that is not an individual grievance unrelated to CAEP's mission as an accrediting agency.
2. A reference to the particular CAEP policies or standards at issue in the complaint.
3. A statement of the actions, if any, that the complainant and/or the EPP have taken to address the matters identified in the complaint.
4. Documentation of the dates of the events that led to the complaint.

CAEP will not investigate complaints based on events that began more than two years prior to the filing of a formal complaint.

(c) Review of Complaints

Complaints against an EPP are first reviewed by the CAEP Compliance Officer, or a designee, to determine relevance and pertinence to the CAEP Standards or policies. After the relevance is established, the Accreditation Council forwards the complaint to the Complaint Review Committee for investigation and a recommendation for further action by the Accreditation

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Council. The complainant and the EPP are notified of the actions taken at each step of the complaint process. All complaints are reviewed during the twice-annual meetings of the Accreditation Council.

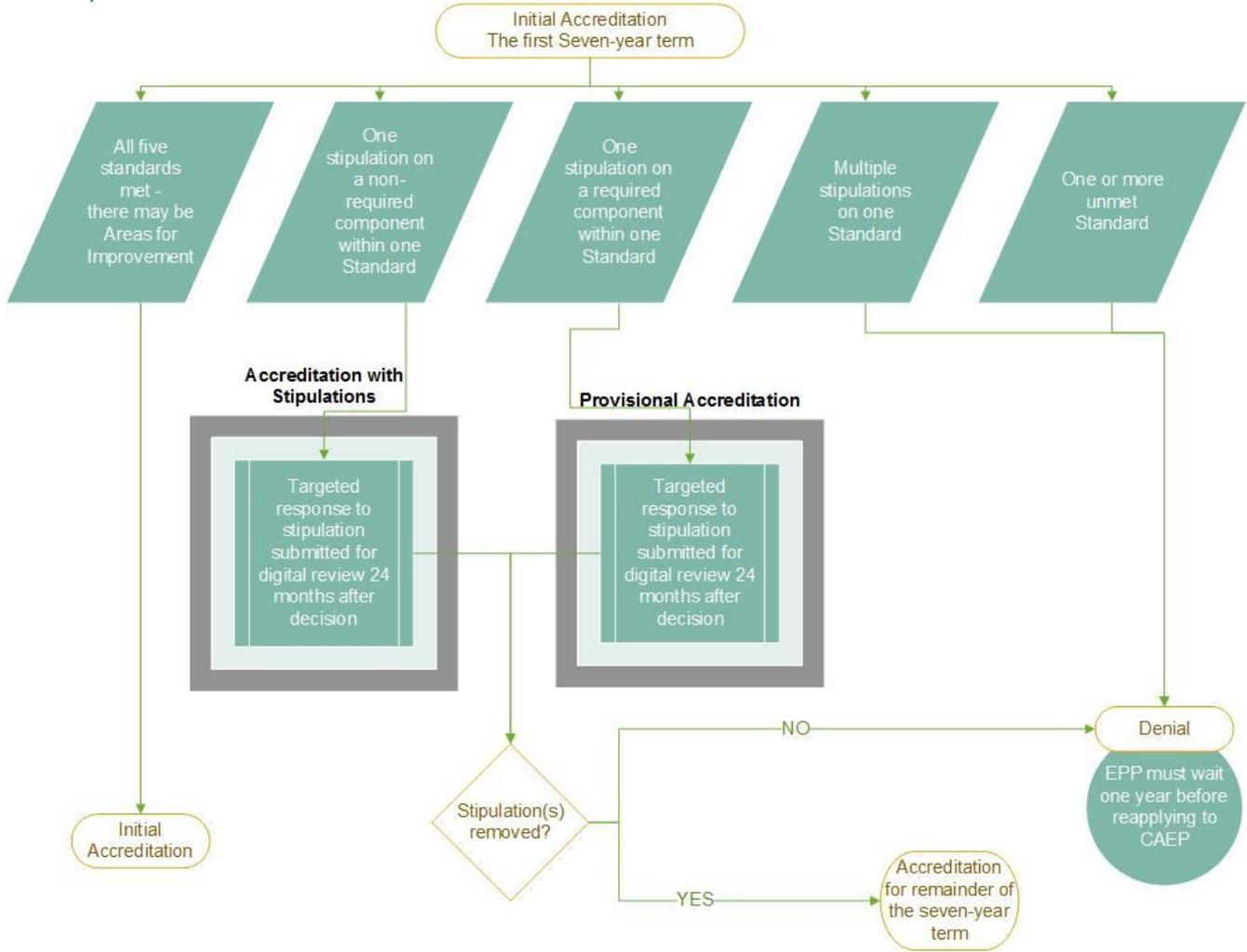
If the complaint is found not relevant, the CAEP President will respond to the complainant.

Policy 9.02 Complaints against CAEP

Any complaints made against CAEP, CAEP staff, CAEP site visitors, the Accreditation Council, or the Appeals Council are to be addressed to the CAEP President for investigation as is provided for in the CAEP Governance Policy.

Section X. Appendix A

1) Decision Workflow for Initial Accreditation



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2) Decision Workflow for Continuing Accreditation

