



**Council for the
Accreditation of
Educator Preparation**

ACCREDITATION ACTION REPORT

College of Education and Professional Studies
University of West Florida
Pensacola, Florida

Accreditation Council April 2020
Accreditation Application Date: *

*This is the official record of the Educator Preparation Provider's accreditation status.
The Educator Preparation Provider should retain this document for at least two accreditation cycles.*

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

ACCREDITATION DECISION

Accreditation is granted at the initial-licensure level. This Accreditation status is effective between Spring 2020 and Spring 2025. The next site visit will take place in Fall 2024.

Accreditation is granted at the advanced-level. This Accreditation status is effective between Spring 2020 and Spring 2025. The next site visit will take place in Fall 2024.

SUMMARY OF STANDARDS

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

AREAS FOR IMPROVEMENT AND STIPULATIONS

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

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

INITIAL-LICENSURE LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD 1: Content and Pedagogical Knowledge

	Areas for Improvement	Rationale
1	The EPP provided limited evidence of disaggregated data results by specialty areas across multiple indicators. (Component 1.3).	The EPP provided insufficient evidence that multiple indicators are aligned by specialty area for the EPI program.

STANDARD 2: Clinical Partnerships and Practice

	Areas for Improvement	Rationale
1	The EPP provided limited evidence of partnerships involvement in shared decision making (Component 2.1).	The EPP provides insufficient evidence for the EPI program's mutual involvement in ongoing decision making about partnership structure and candidate outcomes (Std.2.1).
2	The EPP provided limited evidence that candidates use technology in clinical applications. (Component 2.2)	The EPP provided limited evidence of the use of technology in clinical application operations for the EPP and EPI programs.
3	The EPP provides insufficient evidence that all programs document a sequence of clinical experiences with specific goals that are focused, purposeful, and varied.(Component 2.3)	There is insufficient evidence that the EPP ensures that the EPI program provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development(Std. 2.3).

STANDARD 5: Provider Quality Assurance and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP provided limited evidence that the quality assurance system includes multiple measures, monitors candidate progress, the achievements of completers, and the operational effectiveness of the provider. (Component 5.1)	There is limited evidence of a functioning system that captures data for all components of all the CAEP standards by the EPI program. Specifically, there is limited evidence that the QAS provides the capacity to disaggregate data by specialty licensure area and other dimensions (e.g., over time, by race/ethnicity, gender, etc.)to monitor candidate progress.
2	The EPP created assessments used for the evaluation of candidates in all programs do not meet the CAEP sufficiency criteria limiting the ability to interpret the results and make improvements (Component 5.2)	There is insufficient evidence that verifies the EPI created assessments used in the QAS are scored at the sufficient level or above on the CAEP Evaluation Framework for EPP-Created Assessments.(Std. 5.2)
3	The EPP provides insufficient evidence that annual measures are systematically summarized, externally benchmarked, analyzed, and shared widely (Component 5.4)	The EPP provides insufficient evidence that the EPI program data for the CAEP 8 Annual Reporting outcomes (5.4) and impact (Standard 4) data are systematically summarized, externally benchmarked, analyzed, and shared widely. There are 2 measures where future plans are stated, however, the plans do not meet CAEP Phase-in Plan sufficiency levels.

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

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

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

- **Stipulations** describe serious deficiencies in meeting CAEP Standards and/or components and must be brought into compliance in order to continue accreditation. All stipulations and relevant evidence are reviewed by the Accreditation Council. Failure to correct the condition leading to the stipulation results in probation or revocation of accreditation.

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

SCOPE OF ACCREDITATION

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

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

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

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

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

areas (e.g., M.A., M.S., Ph.D.); or Educational leadership programs not specific to the preparation of teachers or other school professionals for P-12 schools/districts.

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

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

End of Action Report