



**Council for the
Accreditation of
Educator Preparation**

ACCREDITATION ACTION REPORT

College of Education
Missouri State University
Springfield, Missouri

Accreditation Council April 2020
Accreditation Application Date: *

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

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

ACCREDITATION DECISION

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

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

SUMMARY OF STANDARDS

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

AREAS FOR IMPROVEMENT AND STIPULATIONS

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

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

INITIAL-LICENSURE LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD 5: Provider Quality Assurance and Continuous Improvement

	Areas for Improvement	Rationale
1	There is insufficient evidence that the provider's quality assurance system relies on relevant, verifiable, representative, and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent. (component 5.2)	The EPP-created assessments do not meet the CAEP Evaluation Framework level of sufficiency for rubrics.

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

Removed:

Area for Improvement or Weakness	Rationale
1.[NCATE STD1] The unit lacks sufficient evidence that candidates develop and demonstrate the professional dispositions identified by the unit. [ADV]	1. Remove AFI - Sufficient evidence exists that the provider is measuring candidates' dispositions in both initial and advanced programs.
2.[NCATE STD2] The unit does not regularly and systematically collect and analyze data to improve candidate performance, program quality, and unit operations. [both]	2. Remove AFI - addressed in CAEP Standard 5 for initial and advanced.
3.[NCATE STD3] Field experiences are not required in all advanced programs. [ADV]	3. Remove AFI - addressed in CAEP Standard 2 for initial and advanced.
4.[NCATE STD4] Candidates have limited opportunities to work with peers from diverse groups. [Both]	4. Remove AFI - addressed in the cross-cutting themes.
5.[NCATE STD6] The unit's governance structure does not allow the unit to manage and coordinate the education programs that are located in other units of the institution.	5. Remove AFI - evidence from interviews with the President, Provost, Deputy Provost, Associate Provost, and Dean confirmed that this has been addressed
6.[NCATE STD6] Crowder and Nevada facilities are not adequate to support the needs of candidates. [Both]	6. Remove AFI - Upgraded technology in 2017 to convert classrooms to Zoom delivery. Upgraded classroom furnishings and computers in 2012 to 2016. Orientations provided for faculty and students. Test prep for the MOCA provided to off-campus candidates. Dedicated advisors provided to candidates at these sites. Received Higher Learning Commission approval for these sites in December of 2018.

INFORMATION ABOUT ACCREDITATION STATUSES

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

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

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

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

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

SCOPE OF ACCREDITATION

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

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

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

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

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

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

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

End of Action Report