



**Council for the
Accreditation of
Educator Preparation**

ACCREDITATION ACTION REPORT

College of Education, Health, and Human Services
University of Michigan-Dearborn
Dearborn, Michigan

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 1: Content and Pedagogical Knowledge

	Areas for Improvement	Rationale
1	The EPP provided limited evidence to support the use of research to measure P-12 student learning. (Component 1.2)	While the EPP provided some data, they did not disaggregate individual elements of the MPortfolio.
2	The EPP provided limited evidence to support that candidates afford all P-12 students access to college- and career-ready standards. (Component 1.4)	While the EPP provided some data, they did not disaggregate individual elements of the MPortfolio.

STANDARD 2: Clinical Partnerships and Practice

	Areas for Improvement	Rationale
1	The EPP provided limited evidence to support the expectation that partners co-construct mutually beneficial candidate outcomes, across clinical and academic components of preparation. (Component 2.1)	The EPP provided limited evidence to support the co-construction of intentional, formal partnerships that are mutually beneficial.
2	The EPP provided limited evidence that partners are engaged with the co-selection, preparation, evaluation, support, and retention of school-based clinical educators. (Component 2.2)	While the EPP provided some evidence of working with partners, there was limited evidence regarding co-selection, professional development, performance evaluation, continuous improvement, and retention of school-based clinical educators.
3	The EPP provided limited evidence to support the expectation that clinical experiences are mutually structured with partners to have multiple performance-based assessments within the program. (Component 2.3)	The EPP provided limited evidence about the use of performance-based assessments to show that candidates demonstrate proficiency at key points throughout and across clinical experiences that would show impact on the learning and development of all P-12 students.

STANDARD 3: Candidate Quality, Recruitment, And Selectivity

	Areas for Improvement	Rationale
1	The EPP provided limited evidence regarding nationally-normed or an equivalently normed assessment of mathematical, reading, and writing achievement. (Component 3.2)	The EPP provided limited data or another equivalent nationally normed or EPP assessment for a reliable, valid model that measures academic achievement to meet CAEP sufficiency levels.
2	The EPP provided insufficient evidence that its candidates reach a high standard for effective teaching. (Component 3.5)	The EPP provided limited current data for positive impact on P-12 student learning and development for all candidates.

STANDARD 5: Provider Quality Assurance and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP provided limited evidence that EPP-created assessments used in its Quality Assurance System are relevant, verifiable, representative, cumulative and actionable measures and produce empirical evidence that interpretations of data are valid and consistent. (Component 5.2)	The preponderance of EPP-created assessments used in its Quality Assurance System (QAS) do not meet CAEP sufficiency levels for validity.

ADVANCED LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD A.2: Clinical Partnerships and Practice

	Areas for Improvement	Rationale
1	The EPP provided insufficient evidence of co-constructing mutually beneficial P-12 school and community arrangements. (Component A.2.1)	The EPP provided insufficient evidence to indicate that the EPP and its P-12 partners share accountability for advanced program candidate outcomes.

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

Removed:

Area for Improvement or Weakness	Rationale
[TEAC 2.3] The quality control system's capacity for integrating data from the variety of measures available to the program is limited. [ITP]	REMOVE: The institution implemented Degree Works as an advising and student support tool and M-Success to track academic advising. The EPP is implementing Watermark to manage program and candidate assessment.

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