2019
ANNUAL
REPORT

Data collected as of December 1, 2019

CAEP
Council for the
Accreditation of
Educator Preparation

CHEA
Council for Higher Education Accreditation

CIQG
2019-2020 CIQG Member
INTRODUCTION

The CAEP Annual Report provides us an opportunity to update you about our vital work to strengthen and enhance the accreditation experience for all educators.

When I accepted the honor to serve as the CAEP Board Chair, I stated that accreditation is an opportunity to join together in demonstrating excellence in educator preparation, and to create a broad vision of successful preparation of professionals for diverse learners based on equitable, data-driven practice.

Educator preparation is at a crossroads. Since 2010, enrollment in the nation’s teacher preparation programs has been in a steady decline. One third fewer candidates are enrolling in teacher preparation programs, while at the same time overall college enrollment has increased. While we work to reverse the trend of fewer candidates entering the profession, the quality of educator preparation is more important than ever.

As researchers in the field of education, we want to push the envelope, raise the bar higher on what education can help humanity achieve in our ever changing, highly challenged, global world.

And as teachers of education, we want to hold ourselves to ever-higher standards in educator preparation. We want to produce not only excellent educators, but innovative, transformative leaders in education.

Part and parcel of fostering these qualities in all educators are accountability and continuous improvement in our profession. CAEP exists to raise the performance of all providers focused on educator preparation, so that accountability is ensured and improvements are implemented as our changing and acutely challenged education landscape demands them.

I would like to issue a call to action to all of my fellow education deans to move toward adopting CAEP standards. What is at stake is no less than our ability as educators to achieve what we fight for each day in our research, classrooms, and field work: equity, diversity, transparency, and accountability in all that we do for America’s students.

Sincerely,

Karen Symms Gallagher, Ph.D.
Chair, CAEP Board of Directors
Dean, USC Rossier School of Education
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LETTER FROM THE PRESIDENT OF CAEP

Welcome to the 2019 Advancing Educator Preparation Report

This report provides an update on the work of the Council for the Accreditation of Educator Preparation to advance excellence in our field. We are committed to advancing equity and excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning. We accomplish this mission through the efforts of our board members, professional staff and, most importantly, our volunteers.

This year the CAEP Accreditation Council met twice and 101 educator preparation providers earned accreditation. Newly accredited providers during calendar year 2019 bring the total of CAEP accredited EPPs to 281 in 44 states.

CAEP is the only accreditor of education providers recognized by the Council for Higher Education Accreditation. CAEP’s quality assurance has truly national reach with accredited providers in 44 states, the District of Columbia and Puerto Rico. In addition, CAEP works with individual states to insure quality in their educator preparation process. Currently, CAEP has state partnership agreements with 33 states and the District of Columbia.

One of the main objectives of the CAEP process is the continuous improvement of our participants. Each year CAEP hosts two conferences to allow the field opportunities to be immersed in CAEP policy and practices, and to network with other professionals and share ideas to enhance the profession. This year, conferences were held in Denver and Washington, DC, with more than 1600 attendees taking advantage of CAEPCOn’s workshops and sessions.

Also in 2019, CAEP developed a new handbook uniting the Initial Licensure and Advanced-Level handbooks into a single set of guidelines for EPP self-studies. The handbook updates and refines the unified procedures further, while maintaining the basic approach and expectations for evidence that appeared in the 2017 and 2018 handbooks.

2019 has been a productive year of internal reflection resulting in robust continuous improvement. The CAEP Board’s Research Committee has convened scholars from across the country to reexamine the latest empirical and qualitative data regarding effective educator preparation. In addition, CAEP has examined data and methodologies from EPP accreditation reports to better understand how standards are being met. This information is utilized to calibrate the training of volunteers, clarify misconceptions, and improve CAEP processes. The CAEP Board’s Equity and Diversity Committee is examining findings from accreditation reviews and considering how equity may better be defined, addressed, and reported through the accreditation process.

CAEP continually reviews, reflects and implements continuous improvement models. The 2019 Advancing Educator Preparation Report details some of the activities and provides a framework for future improvement models.

Thank you for your interest in CAEP accreditation.

Christopher A. Koch, Ed.D
CAEP President
CAEP BY THE NUMBERS

281 CAEP accredited
350 NCATE accredited
93 TEAC accredited

ACCREDITATION W/ STIPULATIONS: 25
PROBATIONARY ACCREDITATION: 25
REVOCATION: 4 | DENIAL: 3

3 NEW EPPs in Last 365 Days

ACCREDITATION COUNCIL MEETINGS

<table>
<thead>
<tr>
<th></th>
<th>Fall 2019</th>
<th>Spring 2019</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAEP Accredited</td>
<td>44</td>
<td>42</td>
<td>52</td>
</tr>
<tr>
<td>CAEP Probationary Accreditation</td>
<td>11</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>CAEP Accredited w/ Stipulations</td>
<td>4</td>
<td>3</td>
<td>9</td>
</tr>
</tbody>
</table>

By Control of Institution

- Private: 50%
- Public: 44%
- No Data: 6%

By Location

- Other: 28%
- Rural: 25%
- Suburban: 36%
- Urban: 7%
- No Data: 4%
## Educator Preparation Provider Demographics

### Number of Completers

#### Top Ten States

<table>
<thead>
<tr>
<th>State</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas</td>
<td>5105</td>
<td>5261</td>
<td>10410</td>
<td>12630</td>
<td>11594</td>
</tr>
<tr>
<td>New York</td>
<td>9989</td>
<td>7956</td>
<td>7935</td>
<td>11564</td>
<td>7315</td>
</tr>
<tr>
<td>California</td>
<td>6136</td>
<td>5892</td>
<td>5510</td>
<td>4676</td>
<td>4753</td>
</tr>
<tr>
<td>Ohio</td>
<td>5225</td>
<td>4830</td>
<td>4955</td>
<td>4756</td>
<td>4506</td>
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<tr>
<td>Pennsylvania</td>
<td>4436</td>
<td>3626</td>
<td>3581</td>
<td>3697</td>
<td>3063</td>
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<tr>
<td>North Carolina</td>
<td>4529</td>
<td>3947</td>
<td>3359</td>
<td>3234</td>
<td>2985</td>
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<tr>
<td>Virginia</td>
<td>2681</td>
<td>2646</td>
<td>2488</td>
<td>3025</td>
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<tr>
<td>Indiana</td>
<td>3192</td>
<td>2909</td>
<td>2791</td>
<td>2819</td>
<td>2837</td>
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<tr>
<td>Utah</td>
<td>1571</td>
<td>1442</td>
<td>1471</td>
<td>2671</td>
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<tr>
<td>New Jersey</td>
<td>2648</td>
<td>2102</td>
<td>2277</td>
<td>3392</td>
<td>2698</td>
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#### Top Ten EPPs

<table>
<thead>
<tr>
<th>EPP Name</th>
<th>State</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of Tomorrow, LLC</td>
<td>TX</td>
<td>6022</td>
<td>6106</td>
</tr>
<tr>
<td>Western Governors University</td>
<td>UT</td>
<td>1806</td>
<td>1891</td>
</tr>
<tr>
<td>iteachU.S.</td>
<td>TX</td>
<td>1850</td>
<td>1622</td>
</tr>
<tr>
<td>National University</td>
<td>CA</td>
<td>938</td>
<td>1097</td>
</tr>
<tr>
<td>Relay Graduate School of Education</td>
<td>NY</td>
<td>536</td>
<td>919</td>
</tr>
<tr>
<td>Touro College</td>
<td>NY</td>
<td>965</td>
<td>889</td>
</tr>
<tr>
<td>Hunter College of the City University of New York</td>
<td>NY</td>
<td>854</td>
<td>749</td>
</tr>
<tr>
<td>Texas State University</td>
<td>TX</td>
<td>715</td>
<td>737</td>
</tr>
<tr>
<td>Illinois State University</td>
<td>IL</td>
<td>811</td>
<td>655</td>
</tr>
<tr>
<td>Teach-Now Graduate School of Education</td>
<td>DC</td>
<td>369</td>
<td>641</td>
</tr>
</tbody>
</table>
Total Number of Completers By Year

Annual Reporting Year

Average Number of Completers per EPP by Year

Annual Reporting Year
% Change in Completers from 2015 to 2019

- AK, -47%
- AL, -6%
- AR, -27%
- AZ, -79%
- CA, -23%
- CO, -70%
- CT, -1%
- DE, -31%
- FL, -65%
- GA, -69%
- HI, -34%
- IA, -38%
- ID, -11%
- IL, -41%
- KS, -10%
- KY, -12%
- LA, -41%
- MA, 22%
- MD, -29%
- ME, 29%
- MI, 87%
- MN, -40%
- MO, -22%
- MS, -36%
- MT, 31%
- NC, -34%
- ND, 2%
- NE, 1%
- NH, -19%
- NJ, 2%
- NM, -43%
- NV, -2%
- NY, -27%
- OH, -14%
- OK, -19%
- PA, -31%
- RI, -47%
- SC, -14%
- SD, -15%
- TN, -30%
- TX, 127%
- UT, 74%
- VA, 9%
- WA, -44%
- WV, -11%
- WI, -98%
- WV, -11%
- WY, -8%

-150% -100% -50% 0% 50% 100% 150% 200%
STATE AGREEMENTS

States with CAEP Agreements (34)

Number of CAEP Accredited EPPs in Each State

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# Financial Information

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td>$6,913,508</td>
<td>$5,815,479</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td>$5,940,247</td>
<td>$5,894,546</td>
</tr>
<tr>
<td><strong>Assets</strong></td>
<td>$3,790,218</td>
<td>$4,168,714</td>
</tr>
<tr>
<td><strong>Liabilities</strong></td>
<td>$1,236,879</td>
<td>$1,705,189</td>
</tr>
<tr>
<td><strong>Net Assets</strong></td>
<td>$2,542,592</td>
<td>$2,463,525</td>
</tr>
</tbody>
</table>

![Revenue, Expenses, Assets Chart](chart.png)

- **2018** in green
- **2019** in yellow
ANNUAL REPORTING MEASURES

CAEP has defined a set of annual reporting measures which allow EPPs to provide information to the public on both program outcome and program impact and to demonstrate continuous improvement. The eight measures and an example of EPP-reported data are as follows:

**Measures of Program Impact:**

1. Impact that completers’ teaching has on P-12 learning and development.
2. Indicators of teaching effectiveness.
3. Results of employer surveys, and including retention and employment milestones
4. Results of completer surveys

**Measures on Program Outcome and Consumer Information:**

5. Graduation rates from preparation programs
6. Ability of completers to meet licensing (certification) and any additional state requirements
7. Ability of completers to be hired in education positions for which they are prepared
8. Student loan default rates and other consumer information

In the Annual Report each CAEP Accredited Provider is asked to publicly display data pertaining to each of the Annual Reporting Measures. CAEP allows freedom and flexibility for an education preparation provider to demonstrate its continuous improvement and does not prescribe how results must be measured. This approach allows an education preparation provider to include context-specific data and to host that data in a manner of the EPPs choice, as long as the data are appropriate measures and are accurate.

What follows are some examples of how EPPs meet the CAEP Annual Reporting Measures:

**IMPACT THAT COMPLETE RS’ TEACHING HAS ON P-12 LEARNING AND DEVELOPMENT**

The impact completers’ teaching has on P-12 learning and development can be measured in a variety of ways. At Valdosta State University (VSU) in Georgia the educator preparation provider (EPP) uses Teacher Assessment on Performance Standards (TAPS) ratings to demonstrate their completers’ effectiveness. TAPS ratings are administered by the Georgia Department of Education to all teachers employed in Georgia public schools. In its annual report VSU detailed, for each completer, the TAPS ratings earned during the three academic years following program completion. The ratings, which can be broken down by standard, indicated that 94% of educators completing the Valdosta program met the expected rate of proficiency.

Miami University in Ohio uses the State’s Education Value-Added Assessment System to provide evidence of completer impact on student learning. The value-added (VA) data system provides information on student learning and academic gains. In its annual report Miami University provided four cycles of VA data—on the teachers it prepared—disaggregated by licensure type. Using this data, the University is able to gain insight on completer impact by comparing its data to statewide data.

At Limestone College in South Carolina the EPP used self-reported data from completers to provide evidence of their impact on P-12 learning. Completers provided information on whether or not their students met growth targets on state assessments. Collecting this information allowed Limestone College to analyze the data and determine that graduates who had taken the Diagnostic and Prescriptive Teaching of Reading class were able to plan and report data on a more detailed level than those who did not take the class.
INDICATORS OF TEACHING EFFECTIVENESS

Education preparation providers are asked to provide data to demonstrate that their completers are competent and teach effectively. At Oral Roberts University in Oklahoma the EPP uses the Teacher and Leader Effectiveness (TLE) Observation and Evaluation system to provide evidence of teacher effectiveness. The TLE is an evidence-based evaluation system drawing from national best practices and current research. In its annual report Oral Roberts University provided three cycles of TLE data. In 2017, data included observations on 43 classroom teachers from nine districts and 33 schools. In 2018, data was reported on 44 teachers in 13 districts and 29 schools. Overall scores on the TLE for Oral Roberts secondary completers were 3.7 in 2017 and 3.29 in 2018. In 2017 overall scores for elementary teachers was 3.61 and 3.736 in 2018. A score of 3 is considered effective.

RESULTS OF EMPLOYER SURVEYS, INCLUDING RETENTION AND EMPLOYMENT MILESTONES

CAEP accredited EPPs are required to survey the employers of their completers to gain insight into the perception of their recent graduates’ preparation. In its annual report National Louis University (NLU), based in Illinois, provided six years of employer survey results as part of the annual reporting measures. The first employer survey was initiated by NLU in 2008. The survey is sent to employers where National Louis graduates are employed, and the EPP uses the results to identify employers’ overall perceptions of the school, its completers and their perceived strengths and weaknesses.

Limestone College attained a survey return rate of 60% on its employer satisfaction survey. 15 principals responded, of which one employer hired three Limestone graduates over the past three years. The survey included 23 questions requesting feedback from employers on the in-service performance of Limestone College graduates. In analyzing the data, Limestone was able to determine that the majority of their completers received high marks, with only one outlier receiving consistently low ratings.

RESULTS OF COMPLETER SURVEYS

Education preparation providers accredited by CAEP are required to provide evidence that they survey in-service teachers who graduate from their EPP. In order to gather data on completer satisfaction, Miami University utilizes a survey developed by the Ohio Department of Higher Education, which is aligned to the state’s teacher standards and licensure requirements. All Ohio teachers who completed their preparation in the state are invited to participate in the survey as they begin their second year of teaching. The survey includes 49 questions that provide EPPs with information on how well program completers felt they were prepared to impact student learning. The survey data is reported at the EPP level, and comparisons can be made to the state average.

In its annual report, National Louis University provides six years of responses to its alumni survey, which has been in place since 2008. National Louis University administers the survey one-year post-graduation and four years post-graduation. The EPP uses the alumni responses to better understand how well its completers felt they were prepared, and to inform improvements to the EPP’s program for its future candidates.

GRADUATION RATES FROM PREPARATION PROGRAMS

CAEP requires EPPs to disclose graduation rates in its annual measures of continuous improvement, but does not require a specific definition for graduation rates. The University of North Carolina-Asheville provides graduation rates on a five-year average. UNC-Asheville’s annual report indicated that between 2013-2014 and 2017-2018 its education majors, on average, graduated in 4.4 years—after entering as first-year students. In its annual report UNC-Asheville also provided information, over three cycles, that tracked time from admission into the professional teacher education program to program completion.
In its annual report, Valdosta State University provides four cycles of data by academic year that show the number of new enrollees in the teacher preparation program and the cohorts average (mean) GPA at program entry. VSU also provided corresponding information over four cycles for completers of the teacher preparation program and the cohorts average (mean) GPA at program completion. In addition to reporting data on GPA, Valdosta reported four cycles of data on its candidates’ program completion rates.

**ABILITY OF COMPLETERS TO MEET LICENSING (CERTIFICATION) AND ANY ADDITIONAL STATE REQUIREMENTS**

CAEP accredited EPPs must annually provide evidence of how well completers perform on licensing/certification requirements, which vary by State and licensure area. In its annual report, National Louis University used information on licensure testing from the Illinois State Board of Education to provide three cycles of data on their candidates’ ability to meet licensure that state’s licensure requirements. In addition to providing information on candidate performance on State tests, National Louis University references edTPA scores to gauge candidate mastery of pedagogy, and makes the information available to the public by posting it to the EPP’s website.

The State of Georgia requires all initial preparation candidates to attempt that state’s aligned content knowledge assessment in order to be identified as a completer. In its annual report, Valdosta State University provided pass rate information for all candidates and contrast it with statewide averages. Additionally, Valdosta reported edTPA results, in its annual report, as a measure of content pedagogy assessment.

**ABILITY OF COMPLETERS TO BE HIRED IN EDUCATION POSITIONS FOR WHICH THEY ARE PREPARED**

In its annual report, The University of North Carolina-Asheville provided three cycles of data that show the percentage of completers licensed and teaching in North Carolina schools one year after graduating. This data shows a significant drop between those licensed and those actually teaching in North Carolina schools for UNC-Asheville in comparison to the statewide average. The data also shows that the percentage of completers employed as teachers increases significantly between first and second years after graduating.

Oral Roberts University developed a comprehensive document based on survey responses to a post-graduation survey. The survey had a 75% response rate, and showed that 97% of respondents were employed in the field, while 3% were attending graduate school. The survey data allowed Oral Roberts University to distill data to individual program levels within the EPP, and to identify the employers that hire their completers.

**STUDENT LOAN DEFAULT RATES AND OTHER CONSUMER INFORMATION**

CAEP accredited schools are required to provide student loan default rates and other consumer information annually. While the majority of EPPs provided three years’ worth of student loan default data, the University of North Carolina-Asheville also reported data on employment locations of their completers and expected salary information. UNC-Asheville provided three years of data on the top 10 school districts that employ its graduates, and included the North Carolina public school salary schedule to provide prospective students an idea of how much they might earn upon graduation.
FRANK MURRAY RECOGNITION

This year the Council for the Accreditation of Educator Preparation (CAEP) instituted a program to recognize educator preparation providers for excellence in accreditation. Thirteen providers from nine states and Puerto Rico received the Frank Murray Leadership Recognition for Continuous Improvement for their leadership and commitment to continuous improvement. The Murray Leadership recipients, which produce nearly 3,200 high quality graduates, provided evidence and data trends to achieve accreditation with no stipulations or areas for improvement.

The Frank Murray Leadership Recognition for Continuous Improvement is named after the founding President of the Teacher Education Accreditation Council (TEAC). CAEP was created by the consolidation of the National Council for Accreditation of Teacher Education and TEAC. Murray was the founding President of TEAC, served as Chairman of the Board for TEAC and was also an initial member of the CAEP Board of Directors. He was a key advocate for a single set of teacher preparation standards to unify the profession and was instrumental in the merger that created CAEP. He also served as the Dean of the College of Education at the University of Delaware from 1979 to 1995.

“Frank Murray was passionate about education preparation, a prominent leader in our profession, and an advocate for evidence to improve education. The providers that CAEP is recognizing are committed to continuous improvement and preparing their students to succeed in a diverse range of classrooms after they graduate,” said Karen Symms Gallagher Chair of the CAEP Board of Directors. “CAEP Accreditation is a sign of commitment to quality through purposeful use of evidence. The Murray Leadership Recognition recipients should be proud of their accomplishments.”

Recipients of the Frank Murray Leadership Recognition for Continuous Improvement are selected from the Educator Preparation Providers (EPPs) that were granted accreditation by CAEP from the previous year, who provided evidence and demonstrated data trends with no stipulations or areas for improvement. Providers selected for recognition advance equity and excellence in educator preparation through purposeful use of self-study procedures and evidence-based reporting that assure quality and support continuous improvement to strengthen P-12 learning. These EPPs have a mission driving their continuous improvement inquiry, use assessments that are relevant to the topic being informed and consequential, show the reliability and validity of the evidence provided for accreditation, have quality assurance capacities that inform their knowledge and address questions about relationships in the data.

“This first class to receive the Murray Recognition represent the diversity and innovation that comes with CAEP accreditation. Small, large, public, private, faith-based, and historically minority serving,” said CAEP President Chris Koch. “These recipients reflect the creativity that CAEP affords in achieving excellence, by meeting the standards in a variety of ways, for the diverse populations they serve.”
Frank Murray Recognition for Continuous Improvement

- Duke University—North Carolina
- Emporia State University—Kansas
- George Mason University—Virginia
- James Madison University—Virginia
- John Carroll University—Ohio
- Minnesota State University, Mankato
- Northeastern State University—Oklahoma
- Nova Southeastern University—Florida
- Boston College—Massachusetts
- Northern Kentucky University
- Southern Nazarene University—Oklahoma
- Universidad De Puerto Rico—Rio Piedras Campus
- University of North Carolina at Chapel Hill
BOARD OF DIRECTORS

Karen Symms Gallagher
Chair
July 1, 2019 - June 30, 2022
Dean, Rossier School of Education, University of Southern California
Postsecondary Expertise

Penney McRoy
Vice Chair
July 1, 2017 - June 30, 2020
Assistant Division Director-Educator Preparation, Georgia Professional Standards Commission
P-12 Practitioner, Employer or Policy Maker

Janice Poda
Treasurer
July 1, 2019 - June 30, 2022
Senior Consultant, Learning Forward/ Senior Advisor, Council of Chief State School Officers
P-12 Practitioner, Employer, or Policy Maker

Patty Alvarez-McHatton
Member
July 1, 2019 - June 30, 2022
Dean, College of Education and P-16 Integration, University of Texas Rio Grande Valley
Postsecondary Expertise

David Barnes
Member
July 1, 2019 - June 30, 2022
Associate Executive Director, National Council of Teachers of Mathematics
Public and At Large Sector

Eric Brown
Member
July 1, 2018 - June 30, 2021
Teacher, Evanston Township High School
P-12 Practitioner, Employer or Policy Maker

Colleen Callahan
Member
July 1, 2019 - June 30, 2022
Professional Issues Director, Rhode Island Federation of Teachers and Health Professionals
P-12 Practitioner, Employer, or Policy Maker

Jayne Ellspermann
Member
July 1, 2019 - June 30, 2022
Owner, Jayne Ellsperman LLP
P-12 Practitioner, Employer or Policy Maker
Robert Floden
Member
July 1, 2019 - June 30, 2022
Dean, College of Education, Michigan State University
Postsecondary Expertise

Judy Hackett
Member
January 1, 2019 - June 30, 2021
Superintendent, Northwest Suburban Special Education Organization
P-12 Practitioner

Paul Katnik
Member
January 1, 2019 - June 30, 2020
Assistant Commissioner, Missouri Department of Elementary and Secondary Education
P-12 Practitioner

Jayne Meyer
Member
July 1, 2019 - June 30, 2022
Director, Alabama State Department of Education
P-12 Practitioner, Employer, or Policy Maker

Lawrence Paska
Member
July 1, 2018 - June 30, 2021
Executive Director, National Council for the Social Studies
Postsecondary Expertise

Al Rabanera
Member
July 1, 2017 - June 30, 2020
Teacher, La Vista High School
P-12 Practitioner, Employer or Policy Maker

Mary Cathryn Ricker
Member
July 1, 2018 - June 30, 2021
Commissioner, Minnesota Department of Education
P-12 Practitioner, Employer or Policy Maker

Maria del Carmen Salazar
Member
July 1, 2018 - June 30, 2020
Associate Professor, University of Denver
Postsecondary Expertise

Noran Moffett
Ex-Officio Member / Vice Chair of Accreditation Council
April 19, 2019 - June 30, 2021
Professor, College of Education, Fayetteville State University
Postsecondary Expertise
Christopher A. Koch
Ex-Officio Member
President, Council for the Accreditation of Educator Preparation (CAEP)

BOARD COMMITTEES

EXECUTIVE COMMITTEE
The Executive Committee shall consist of the Board Officers and the Chair of the Accreditation Council. The Executive Committee shall oversee CAEP’s financial operations, set the compensation of the President, evaluate the performance of the President, and make decisions on behalf of the Board when such authority is delegated by the Board or on emergency matters where action is temporary.

Karen Gallagher, Chair
Penney McRoy, Vice Chair
Christopher Koch, President
Janice Poda, Treasurer

Rebecca Pringle, Secretary
Jayne Meyer, AC Council
Amy Starzynski, CAEP Counsel

BYLAWS AND POLICY COMMITTEE
The Bylaws and Policy Committee shall carry out such duties as may be assigned to it in an annual charge approved by the Board which shall include an annual review of the CAEP Bylaws and CAEP Policy.

Janice Poda, Chair
Christopher Koch, President
Amy Starzynski, CAEP Counsel
Eric Brown

Jayne Ellspermann
Karen Gallagher
Jayne Meyer

NOMINATING COMMITTEE
The Nominating Committee shall solicit recommendations and present to the Board one or more slates of candidates for election, re-election, or appointment to Board Director or Officer positions, including the Accreditation Chair position. The Nominating Committee shall also provide consultation to the President on the appointment of Board, Standing, and Advisory Committee members. In making its nominations for Officers, the Nominating Committee shall ensure that the leadership of CAEP reflects the necessary partnership between educator preparation and P-12 education and CAEP’s commitment to diversity.

Penney McRoy, Chair
Christopher Koch, President
Tim Finklea, Staff Liaison
Jayne Meyer

Al Rabanera
Mary Cathryn Ricker

AUDIT COMMITTEE
The Audit Committee shall oversee the external audit process, which shall include the selection, oversight, and retention of an independent auditor. The Committee shall also oversee the financial reporting process and advise the Board on risk assessment and risk management.
STANDING COMMITTEES

EQUITY AND DIVERSITY COMMITTEE
The Equity and Diversity Committee serve as independent experts advising CAEP on issues of diversity and equity in accreditation.

Etta Hollins, Chair
University of Missouri Kansas City
Maria del Carmen Salazar, Board Liaison
University of Denver
Joan Auchter
National Association of Secondary School Principals
Peggy Brookins
National Board for Professional Teaching Standards
Diana Cournoyer
National Indian Education Association
Alicia Diaz
Hispanic Association of Colleges and Universities
Marquita Grenot-Scheyer
California State University Office of the Chancellor
Judith Hackett
Northwest Suburban Special Educational Organization
Cassandra Herring
Hampton University and Deans for Impact
Noran Moffett
Fayetteville State University
Blake West
NEA Center for Great Public Schools
Christopher Koch, CAEP Staff Liaison
Tim Finklea, CAEP Staff Liaison

RESEARCH COMMITTEE
The Research Committee serve as independent experts whose function is to advise CAEP on specific matters pertaining to the organization’s research, data, and reporting efforts.

Charles Coble, Chair
Teacher Preparation Analytics
Robert Floden, Board Liaison
Michigan State University
Eric Anderman
University of OH
Mary Brabeck
New York University
Hardin Coleman
Boston University
Emerson Elliott
Roseanne Flores
Hunter College CUNY
Kurt Geisinger
Buros Center for Testing
Dan Goldhaber
Center for Analysis of Longitudinal Data in Education Research (CALDER)
Stephen Meyer
RMC Research Corporation
George Noell
Louisiana State University
Suzanne Wilson
University of Connecticut
Frank Worrell
University of California Berkeley
Malina Monaco, CAEP Staff Liaison

SPA STANDARDS COMMITTEE
The SPA Standards Committee is responsible for reviewing new or revised standards, policies, and procedures developed by specialized professional associations (SPAs) for reviewing programs which provide licensure in
professional specialty area studies. The Committee’s actions on SPA standards shall constitute actions of the Board.

Audrey Church, Chair  
American Association of School Librarians

Lawrence Paska, Board Liaison  
National Council for Social Studies

Lynn Johnson  
National Council of Teachers of English

John Johnston  
CAEP Elementary Standards Committee representative

Carolyn Kaplan  
American Council on the Teaching of Foreign Languages

Leah Nellis  
National Association of School Psychologists

Eleni Pappamihiel  
Teachers of English to Speakers of Other Languages (2017 – Alternate years)

Alvin Peters  
National Council for Social Studies

Katherine Rasch  
National Council of Teachers of Mathematics

Tabatha Uhrich  
Society of Health and Physical Educators – America

Michelle Young  
National Policy Board for Educational Administration and Educational Leadership Constituent Council

Banhi Bhattacharya, CAEP Staff Liaison
ACCREDITATION COUNCIL MEMBERS

Public Representation

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Sector

- Higher Education: 84%
- State Agency: 9%
- P-12: 7%
- Other: 4%

Gender

- Female: 75%
- Male: 25%

Ethnicity

- American Indian or Alaska Native: 31%
- Asian or Asian American: 4%
- Black or African American: 5%
- Hispanic or Latino: 4%
- Two (2) or more: 2%
- White or Caucasian: 5%
Entities Associated or Affiliated with CAEP

- American Alliance for Health, Physical Education, Recreation, and Dance
- American Federation of Teachers
- Council of Chief State School Officers
- National Council for the Social Studies
- Teachers of English to Speakers of Other Languages
- American Council on the Teaching of Foreign Languages
- Association for Middle Level Education
- American Library Association
- National Association for the Education of Young Children
- National Association of School Psychologists
- International Literacy Association
- Council for Exceptional Children
- National Policy Board for Educational Administration (NPBEA)
- National Education Association
- Association of Teacher Educators
- National Council of Teachers of Mathematics
- National Science Teachers Association
- National Council of Teachers of English
- None

Member Count

- 1
- 1
- 1
- 4
- 2
- 3
- 5
- 9
- 8
- 4
- 3
- 3
- 24
VOLUNTEERS

Volunteers are vital to the CAEP Accreditation process. We need professionals dedicated to improving education for P-12 learners – through quality educator preparation.

Hundreds of committed professionals from various sectors, including P-12 teachers, policymakers, teacher educators, employers, parents, school board members, public at-large and stakeholders, serve the CAEP Volunteer Corps in a variety of roles. Not only does CAEP seek diversity of affiliation and experience, but ethnic, gender, age, and regional diversity as well. Diversity in our Volunteer Corps is essential in representing today’s P-12 learners.

Volunteers are the backbone of accreditation, and assure the quality of educator preparation providers. They participate in the process by providing leadership, evaluating assessments used to gauge performance, visiting providers to seek evidence that standards are being met, participate in accreditation decisions, review annual and specialized professional association reports, as well as provide leadership to CAEP on its strategic goals.

<table>
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<tr>
<th>Roles</th>
<th># of Applicants</th>
<th>P-12 Education</th>
<th>Policymaker/ Governmental Agency</th>
<th>Postsecondary Education</th>
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</table>

*includes 2018 and 2019 volunteers

Gender

- Female: 73%
- Male: 26%
- Unknown: 1%

Ethnicity

- White (Non-Hispanic): 380
- Native Hawaiian or Other Pacific Islander: 3
- Native American or Alaska Aleut: 4
- Hispanic or Latino: 17
- Black (Non-Hispanic) or African American: 93
- Asian: 21
- Other: 8
CAEP STAFF

President's Office
Christopher Koch, President
Raquel Bailey, Executive Assistant
Tim Finklea, Special Assistant to the President

Accreditation - General
Malina Monaco, Vice President

Accreditation - Council, Appeals, and Decisions
Vince O’Neill, Accreditation Director, Councilors and Accreditation Decisions
Arianna Bartlett, Accreditation Associate
Meaghan McSorley, Accreditation Associate

Accreditation – Case Management and Visits
Brad Duncan, Accreditation Director, Volunteers, Site Visits, and Case Management
Ben Frattini, Senior Accreditation Associate
Alexis Neal Accreditation Associate, Volunteer Coordinator

Accreditation - Annual Report
Banhi Bhattacharya, Accreditation Director, Research and Annual Report
Rose-Helen Graham, Accreditation Associate

External Affairs and State Relations
Matt Vanover, Director of External Affairs

Finance
Thanh Tran, Chief Financial Officer
Keisha Walker, Director of Finance and Events
Mary Gumbs, Receptionist/Office Assistant
Rose Hopson, Accounting Associate

Information Technology - AIMS Support
Liz Lee, Database Manager
Mert Saka, IT Manager
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<td>Professional Education Unit (AR)</td>
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CAEP Accredited

Plymouth State University-Council of Educator Preparation (NH)  
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Purdue University-College of Education (IN)  
CAEP Accredited

Purdue University Fort Wayne-College of Professional Studies (School of Education) (IN)  
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Queens College-Division of Education (NY)  
CAEP Accredited

Rider University-College of Education and Human Services (NJ)  
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Saint Louis University-School of Education (MO)  
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Seton Hall University-College of Education and Human Services (NJ)  
CAEP Accredited

Shenandoah University-School of Education & Leadership (VA)  
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South Carolina State University-Department of Education (SC)  
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Southern Nazarene University-School of Education (OK)  
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Southwestern College-Education Department (KS)  
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Spalding University-College of Education (KY)  
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Spring Arbor University-School of Education (MI)  
CAEP Accredited

SUNY Cortland-Professional Education Unit (NY)  
CAEP Accredited

Tennessee Technological University-College of Education (TN)  
CAEP Accredited

The Citadel The Military College of South Carolina-Zucker Family School of Education (SC)  
CAEP Accredited

The College of William and Mary-School of Education (VA)  
CAEP Accredited

The Ohio State University-Educator Preparation Unit (OH)  
CAEP Accredited

The Pennsylvania State University-College of Education (PA)  
CAEP Accredited

The University of Oklahoma-College of Education (OK)  
CAEP Accredited

Universidad De Puerto Rico-Rio Piedras Campus-School of Education (PR)  
CAEP Accredited

University of Akron-LJFF College of Education (OH)  
CAEP Accredited

University of Alaska Fairbanks-UAF School of Education (AK)  
CAEP Accredited
| University of Arkansas at Little Rock-School of Education (AR) | University of Southern Indiana-Pott College of Science, Engineering, and Education (IN) |
| University of Cincinnati-College of Education, Criminal Justice & Human Services (OH) | University of Virginia-Curry School of Education (VA) |
| University of Indianapolis-School of Education (IN) | Ursuline College-Education Unit (OH) |
| University of Louisiana at Monroe-College of Arts, Education, and Sciences (LA) | Vincennes University- (IN) |
| University of Missouri-Kansas City-School of Education (MO) | Virginia Polytechnic Institute & State University-College of Liberal Arts and Human Sciences (VA) |
| University of New Hampshire-Department of Education (NH) | Washburn University-Department of Education (KS) |
| University of North Carolina at Chapel Hill-School of Education (NC) | West Liberty University-Teacher Education Unit (WV) |
| University of North Florida-College of Education and Human Services (FL) | West Virginia University-College of Education and Human Services (WV) |
| University of Puerto Rico-Aguadilla-Department of Education (PR) | Western Governors University-Teachers College (UT) |
| University of Rio Grande-Bunce School of Education (OH) | Western New Mexico University-School of Education (NM) |
| University of Saint Joseph-School of Education (CT) | Wheeling University-Teacher Preparation (WV) |
| University of Saint Mary-Education Department (KS) | Wichita State University-College of Applied Studies (KS) |
| University of Southern Indiana-Pott College of Science, Engineering, and Education (IN) | Y...
Alabama A&M University-College of Education (AL)  
CAEP Accredited

Alcorn State University-School of Education and Psychology (MS)  
CAEP Accredited

American Museum of Natural History- (NY)  
CAEP Accredited

Anderson University-School of Education (IN)  
CAEP Accredited

Angelo State University-College of Education (TX)  
CAEP Accredited

Appalachian Bible College-Elementary Education (WV)  
CAEP Accredited

Aquinas College-Teacher Education Program (MI)  
CAEP Accredited

Avila University-School of Education (MO)  
CAEP Accredited

Baker University-School of Education (KS)  
CAEP Accredited

Ball State University-Teachers College (IN)  
CAEP Accredited

Bard College-Master of Arts in Teaching Program (NY)  
CAEP Accredited

Berea College-Education Studies Department (KY)  
CAEP Accredited

Bethune-Cookman University-College of Education (FL)  
CAEP Accredited

Bluffton University-Education Department (OH)  
CAEP Accredited

Boise State University-College of Education (ID)  
CAEP Accredited

Boston College-Carolyn A. and Peter S. Lynch School of Education (MA)  
CAEP Accredited

Campbell University-School of Education (NC)  
CAEP Accredited

Canisius College-School of Education and Human Services (NY)  
CAEP Accredited

Capella University-Professional Education Unit (MN)  
CAEP Accredited

Capital University-Education Department (OH)  
CAEP Accredited

Central Baptist College-Central Baptist Teacher Education Program (AR)  
CAEP Accredited

Central Michigan University-Professional Education Unit (MI)  
CAEP Accredited

Central State University-College of Education (OH)  
CAEP Accredited

Christopher Newport University-Teacher Preparation Program (VA)  
CAEP Accredited

Cleveland State University-College of Education (OH)  
CAEP Accredited

College of Saint Scholastica-School of Education (MN)  
CAEP Accredited

College of Staten Island/CUNY-School of Education (NY)  
CAEP Accredited

Concordia College-Department of Education (NY)  
CAEP Accredited
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Madonna University - College of Education (MI)  
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Malone University - School of Education (OH)  
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Marietta College - Education Department (OH)  
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Murray State University - College of Education and Human Services (KY)  
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New Jersey City University - College of Education (NJ)  
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New York Institute of Technology - School of Interdisciplinary Studies and Education (NY)  
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Niagara University - College of Education (NY)  
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North Carolina State University - College of Education (NC)  
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Northern Arizona University - Professional Education Programs (AZ)  
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Ohio Valley University - School of Education (WV)  
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Universidad De Puerto Rico De Cayey-Department of Pedagogy (PR)  
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Universidad De Puerto Rico De Mayaguez-Teacher Prep. Program of Sec. Schools (PR)  
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University of Colorado, Colorado Springs-College of Education (CO)  
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University of Detroit Mercy-College of Liberal Arts and Education (MI)  
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University of Evansville-School of Education (IN)  
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University of Florida-College of Education (FL)  
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University of Houston-College of Education (TX)  
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University of Louisiana at Lafayette-College of Education (LA)  
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University of Louisville-College of Education and Human Development (KY)  
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University of Maine At Farmington-College of Education, Health & Rehabilitation (ME)  
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Calumet College of St. Joseph-Education Program (IN)  
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Cameron University-Educator Preparation (OK)  
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Campbellsville University-School of Education (KY)  
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Carson-Newman University-Teacher Education/Graduate Studies in Education Department (TN)  
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Georgetown College-Department of Education (KY)
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Georgia College and State University-The John H. Lounsberry College of Education (GA)
NCATE Accredited

Georgia Gwinnett College-Teacher Education Unit (GA)
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Georgia Southwestern State University-School of Education (GA)
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Glenville State College-Teacher Education (WV)
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Goshen College-Department of Education (IN)
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