2022
ANNUAL REPORT

CAEP Council for the Accreditation of Educator Preparation

INTRODUCTION

The CAEP Annual Report provides us with an opportunity to reflect on the work that we have done over the past year and update you on our efforts in continuous improvement. We have encountered challenges in the past two years that no one could have predicted as we navigated a global pandemic, which has impacted all aspects of our lives. Challenges allow for opportunities to grow, and I thank all of our providers for the leadership they have shown in their commitment to excellence in educator preparation and to the communities that they serve.
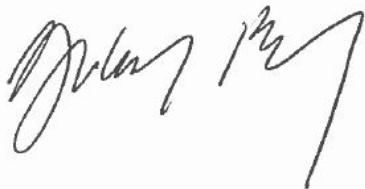
The CAEP mission is to advance equity and excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning. In this spirit, it does not matter if we are learning together in a classroom, or by videoconferencing, we face these challenges together and we succeed.

The CAEP Board of Directors, staff and volunteers are committed to excellence in educator preparation accreditation. Like you, we have adjusted our work to meet the changing needs of our society. Our operations have evolved, but the commitment to quality does not change.

CAEP Accreditation is known as the Gold Standard for educator preparation. We are committed to maintaining that reputation for you—our providers. Although CAEP Accreditation is challenging, it is a public symbol of quality which shows that an educator preparation provider is willing to take on the difficult work of continuous improvement for its candidates and the students they will serve. Ultimately, the future depends on the work we do today.

We are not alone in this commitment to excellence. CAEP has formal partnerships with 32 states and the District of Columbia, while other states count CAEP accreditation as part of their state approval process or allow for reciprocity for new teachers based on graduating from a CAEP accredited institution. In addition, we partner with 14 specialized professional associations to cooperate in specific content area reviews.

On behalf of my colleagues on the CAEP Board of Directors, I thank you for your commitment to high quality educator preparation. Together we are providing new opportunities for all P-12 students to succeed. We are committed to diversity, equity, and inclusion in all aspects of our work. As a Board we promise you that we will maintain the gold standard for preparing tomorrow's teachers to strengthen P-12 student learning for all.

Yuhang Rong

Chair, CAEP Board of Directors

Associate Vice President for Global Affairs, University of Connecticut

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LETTER FROM THE PRESIDENT OF CAEP

Dear Providers of Educator Preparation:

Preparing the educator's of tomorrow is one of the most important professions in our society. We make a difference in the lives of our candidates and provide the opportunity for success of all P-12 students. Thank you for your commitment to excellence in educator preparation.

The Council for the Accreditation of Educator Preparation works with you to ensure that our focus is on continuous improvement and the placement of high-quality candidates in our schools. Shortcuts to address shortages will not address retention or K-12 learning.

The CAEP standards are based on evidence of what is most effective in successful teaching - content expertise, clinical experience, learning outcomes for K-12 learners, and continuous improvement. Unifying under these standards will elevate our profession and allow us to bring more high-quality teachers into the classroom and better retain them. CAEP providers effectively recruit and support candidates through their programs of study and are able to demonstrate their effectiveness through data on their completers' ability to contribute to student learning.

CAEP has a global reputation for quality and integrity serving more than six hundred providers. All volunteers complete rigorous training and evaluations. CAEP uses volunteer reviewers from a national pool to ensure consistency and impartiality in the review process. Impartiality during the review process and decision making is a key element to ensuring reviews are fair and demonstrate integrity.

CAEP is truly a global accreditor, and our membership reflects great diversity among providers. This year, approximately 600 voluntary CAEP member EPPs achieved or maintained accreditation. Of those, more than 500 have met all CAEP standards. Approximately 90 hold legacy accreditation through NCATE and TEAC and will soon be completing a review based on CAEP standards. These EPPs are located in 44 states, the District of Columbia, Puerto Rico, Jordan, and the United Arab Emirates. In addition, the diversity of our educator preparation providers strengthens us. Our largest group of providers, fully one third, are small, producing less than 50 completers per year and 15 percent of the providers in the CAEP system are minority serving institutions, which includes Historically Black Colleges and Universities, Hispanic Serving Institutions and Tribal Colleges. CAEP is committed to diversity and the creation of a teacher workforce that reflects the P-12 student body. We also work with national leaders of content standards having 14 specialized professional association partnerships.

Over the past year, my team and I have met with more than 350 educator preparation providers. We have learned much from these conversations and have implemented a number of suggestions to improve our processes. One common theme we hear in these discussions is that CAEP Accreditation makes providers stronger. It provides an opportunity to reflect on data and outcomes to allow them to better serve their candidates. That is what accreditation should be. It should not be a rubber stamp, but a symbol of quality and strength of your program.

We are committed and honored to help you better prepare educators to make a positive difference in the lives of elementary and secondary students.

Thank you for choosing CAEP accreditation and for your continued leadership and advancement of the profession.

Christopher A. Koch, Ed.D
CAEP President, November 2022

CAEP BY THE NUMBERS

508
CAEP
accredited

69
NCATE
accredited

18
TEAC
accredited

ACCREDITATION W/ STIPULATIONS: 25

PROBATIONARY ACCREDITATION: 18

REVOCATION: 5 | DENIAL: 3

4 **NEW EPP Applicants in Last 365 Days***

*EPPs that have started a CAEP Initial application in 2022

ACCREDITATION COUNCIL MEETINGS

	Fall 2022	Spring 2022
CAEP Accredited	ITP: 51	ADV: 52	ITP: 40	ADV: 41
CAEP Probationary Accreditation	ITP: 2	ADV: 1	ITP: 0	ADV: 0
CAEP Accredited w/ Stipulations	ITP: 2	ADV: 0	ITP: 2	ADV: 2

By Control of Institution

6%
49%
45%

■ No Data ■ Private ■ Public

By Location

5% 4%
30%
36%
25%

■ Other ■ Rural ■ Suburban ■ Urban ■ No Data

EPPs by Size

19%
35%
20%
26%

■ 0-50 ■ 51-150 ■ 151-300 ■ 301+

Number of Completers
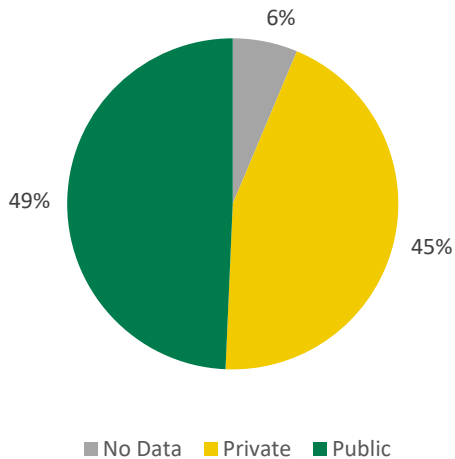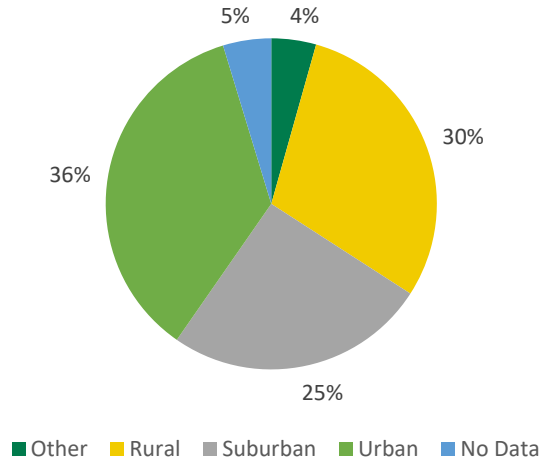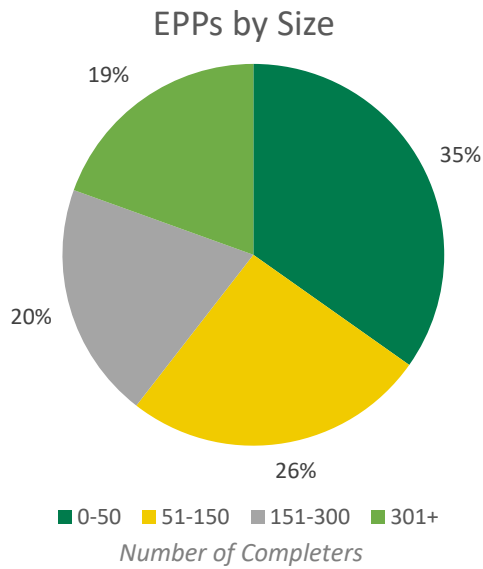
CAEP Accredited
Minority Serving EPPs

37 Historically
Black College &
University

32 Hispanic
Serving
Institution

1 Tribal
College

International EPPs

4 CAEP Accredited:
    3 United Arab Emirates
    1 Jordan
2 Legacy NCATE/TEAC Accredited

4 CAEP Applicants
1 CAEP Eligible

By Carnegie Classification

By Affiliation

EDUCATOR PREPARATION PROVIDER DEMOGRAPHICS

NUMBER OF COMPLETERS

TOP TEN STATES

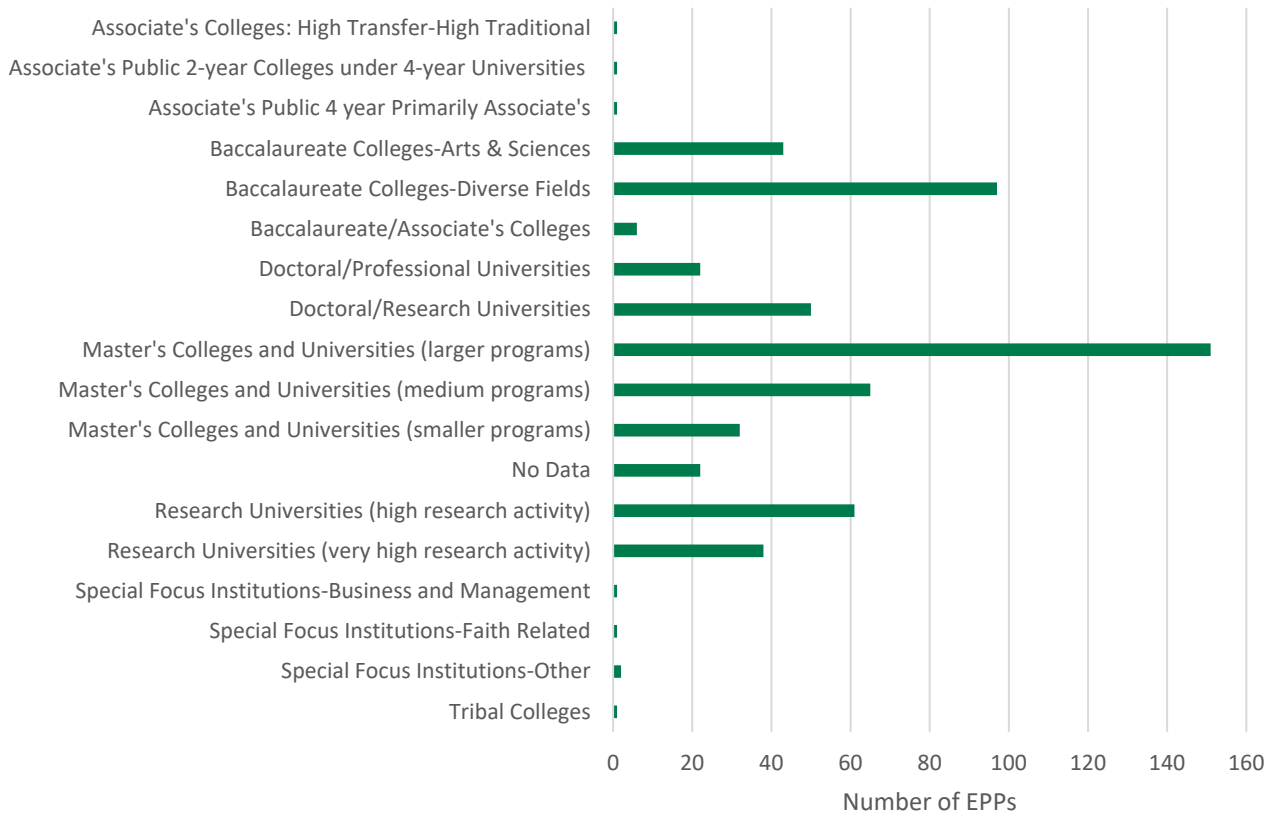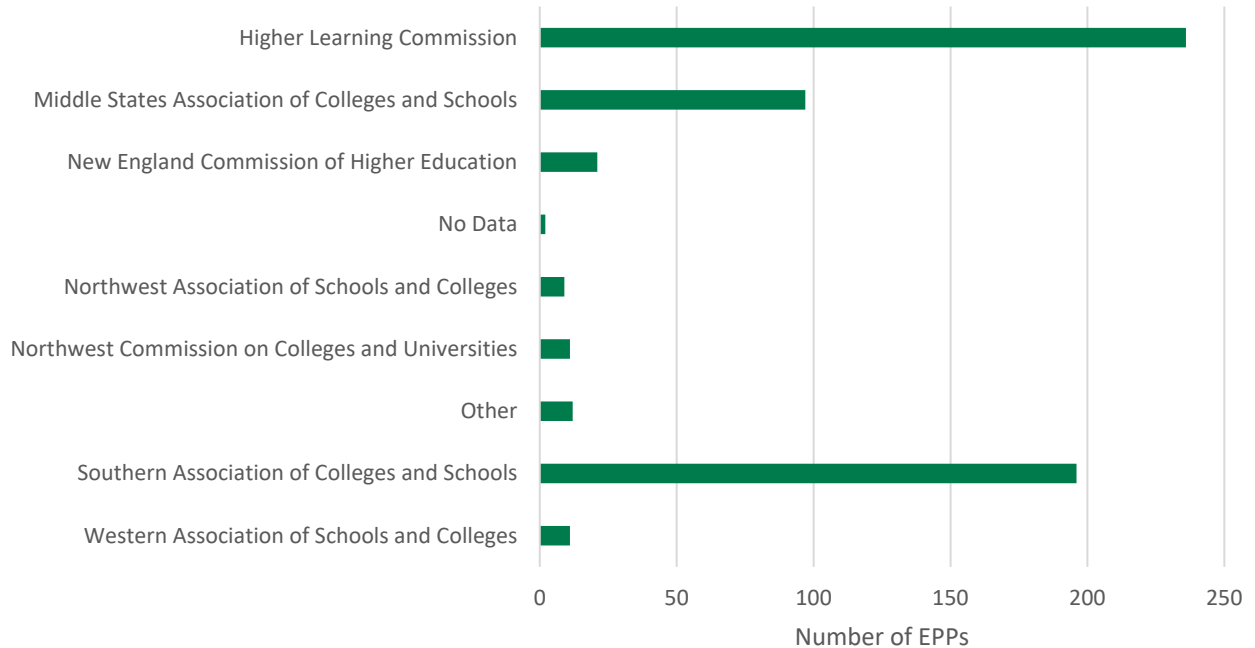| State	2018	2019	2020	2021	2022
New York	11564	7315	9413	9302	9359
Utah	2671	2727	8638	6496	6526
Texas	12630	11594	14170	10286	6093
Ohio	4756	4506	6084	6027	5753
North Carolina	3234	2985	5251	5313	5561
Indiana	2819	2837	5206	5130	4947
Illinois	3256	2525	3403	2207	4561
New Jersey	3392	2698	4936	5538	4477
Kentucky	2130	2420	4951	4992	4289
Virginia	3025	2921	4445	4088	4260

TOP TEN EPPS

EPP Name	State/Region	2021	2022
Western Governors University	UT	5612	5873
iteachU.S.	TX	1683	3236
National University	CA	3838	1822
Arkansas State University	AR	1005	1812
Relay Graduate School of Education	NY	1332	1659
University of the Cumberlands	KY	1538	1534
Hunter College of the City University of New York	NY	1148	1317
Moreland University TEACH-NOW Graduate School of Education	DC	962	1314
American College of Education	IN	1037	1145
East Carolina University	NC	842	1045

Total Completers by Year
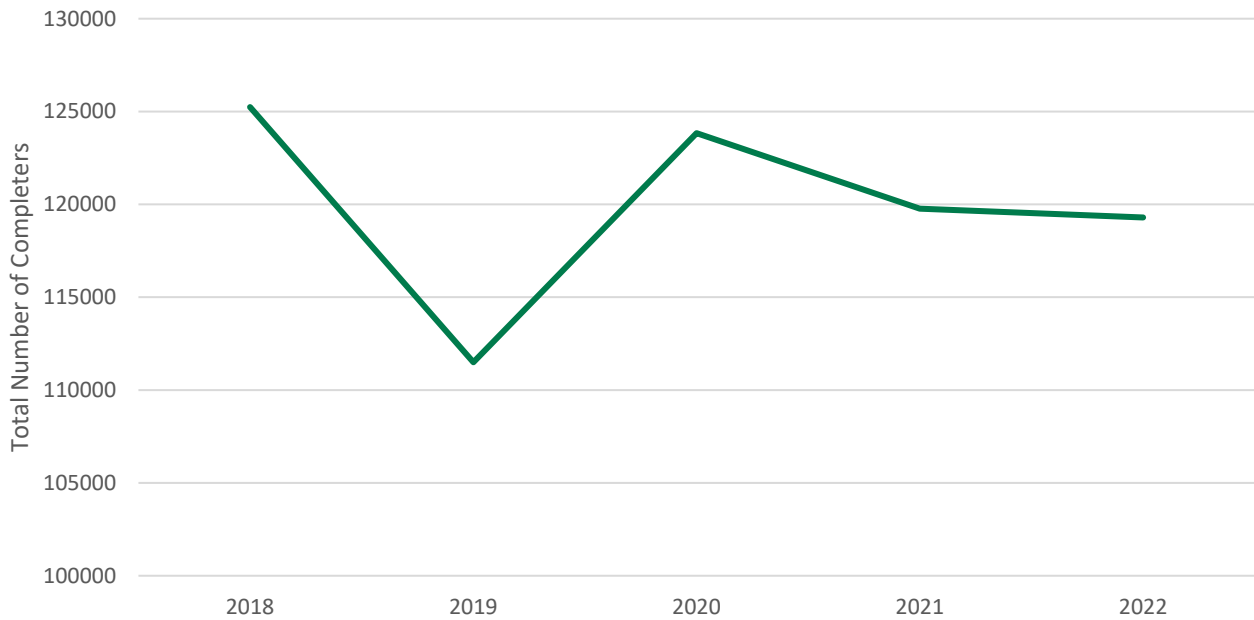
Average Number of Completers per EPP by Year
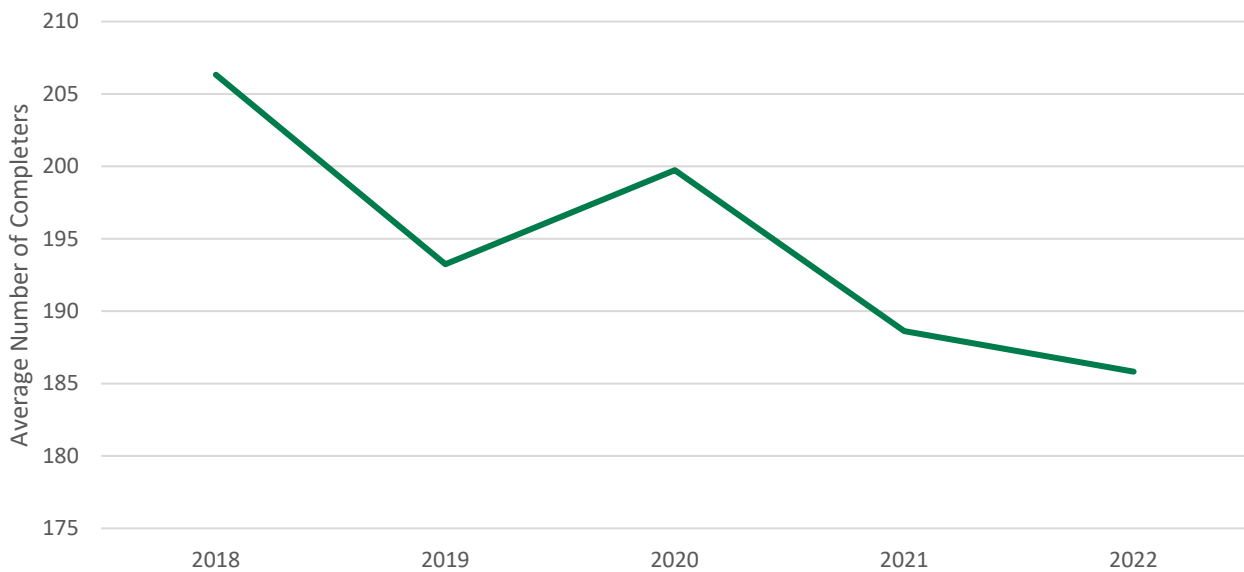
The annual number of completers in the CAEP accreditation shows a leveling off in the decrease in the number of completers. Total completers decreased by less than 500, while the average number of completers per EPP was less than a 1% decrease.

STATE AGREEMENTS

EPPs with State Agreements (33)
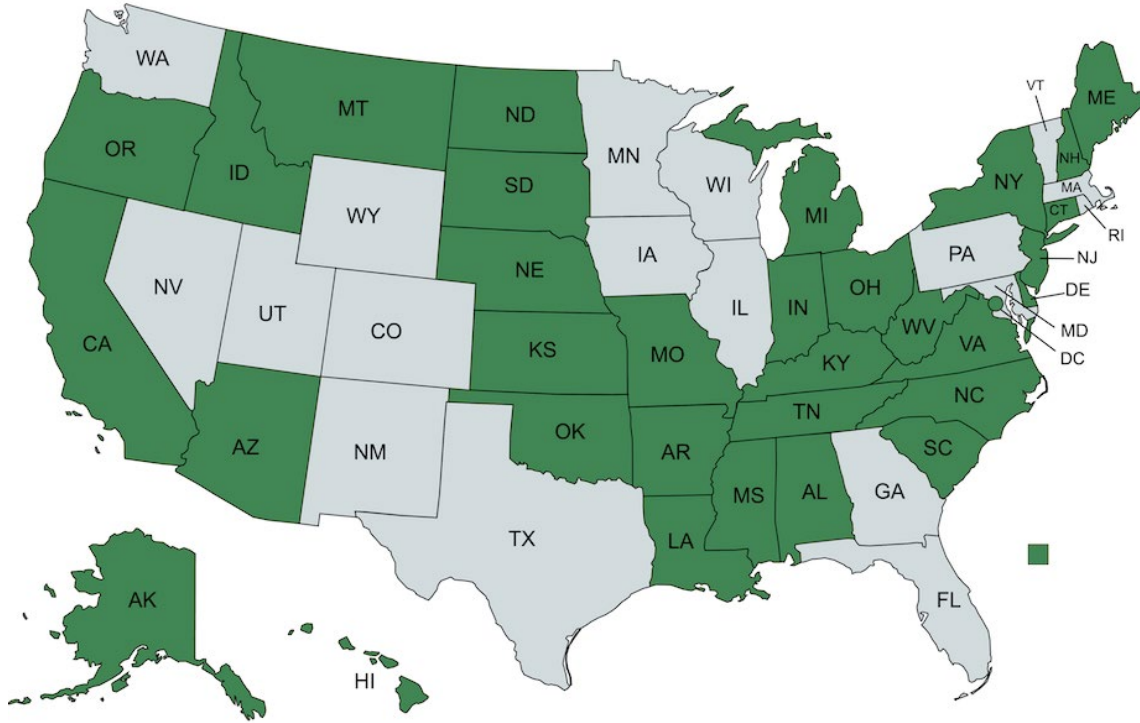
Number of CAEP Accredited EPPs by State
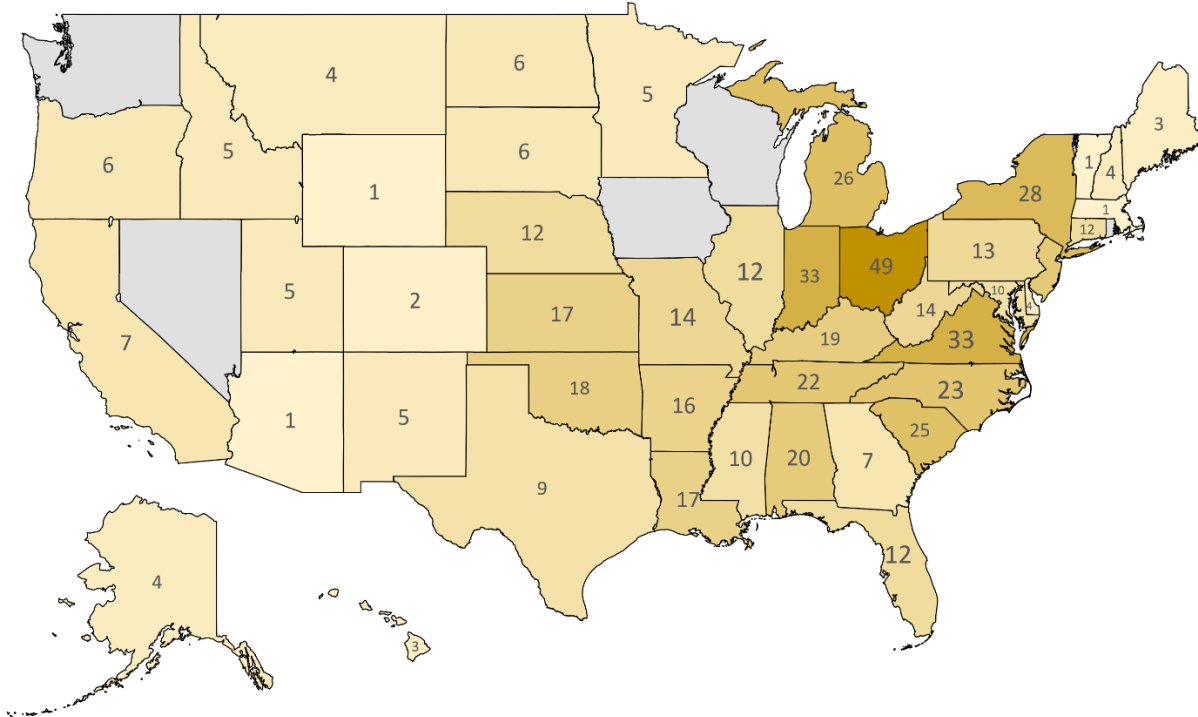
FINANCIAL INFORMATION
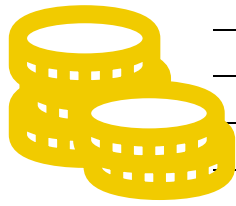
	2021	**2022**
REVENUE	$ 4,906,919	$ 3,934,988
EXPENSES	$ 3,908,319	$ 3,918,362
ASSETS	$ 5,599,368	$ 5,809,194
LIABILITIES	$ 1,334,731	$ 1,527,931
NET ASSETS	$ 4,264,637	$ 4,281,263
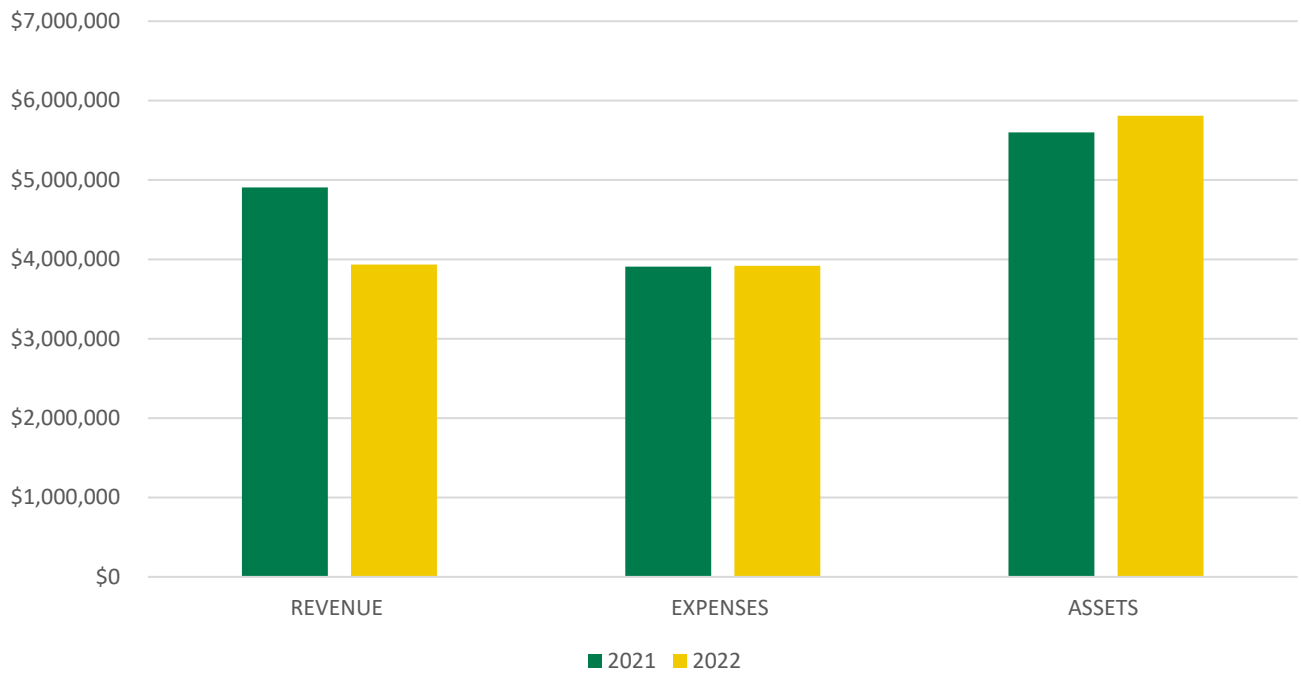
ANNUAL REPORTING MEASURES

CAEP maintains and periodically reviews and revises annual monitoring and reevaluation expectations of accredited EPPs, as appropriate to meet the requirements of CAEP policy, recognition guidelines of the Council for Higher Education Accreditation (CHEA), and federal accreditor recognition requirements. The Annual Accreditation Report (Annual Report) process, along with CAEP's review of any complaint against an EPP and information provided by other accreditors, is used to monitor, and evaluate an EPPs continued compliance with CAEP's Standards and accreditation requirements. As part of the Annual Reporting process, CAEP has outlined a set of impact and outcomes measures that providers are expected to report on annually and share with the public using data gathered during a specific academic year. The four accountability measures that providers reported on in their 2022 Annual Report include:

CAEP Accountability Measures:

1. Completer effectiveness and impact on P-12 learning and development

2. Satisfaction of employers and stakeholder involvement

3: Candidate competency at program completion

4: Ability of completers to be hired in education positions for which they have prepared

What follows are examples of how some of the 2022 Frank Murray Award Winners gathered and reported data on the four CAEP Accountability Measures as gathered from the 2020-20201 academic year. Examples are based on the measures that were best reported by the respective EPPs:

MEASURE 1: COMPLETER EFFECTIVENESS AND IMPACT ON P-12 LEARNING AND DEVELOPMENT

Data on completer effectiveness and impact, which directly align with CAEP Component R4.1, may come from various sources, and EPPs are asked to provide data related to both Impact on P-12 Learning and Development and **Indicators of Teaching Effectiveness.**

Oral Roberts University **in Oklahoma** has developed a mentoring program to support first-year teachers who graduated and teach in local school districts. This program carries no cost to the district and participants who complete the program receive three graduate credit hours towards a master degree. One of the requirements for completion is for the alumni to provide P-12 student assessment data such as the STAR test results, Phonics Inventory, ESGI assessment or the MAP test for example to the College of Education. The EPP reviews and shares this data publicly to demonstrate Completer Impact on P-12 Learning and Development. The purpose of looking at benchmark data is to determine if the EPP graduates are having a positive impact on student learning and to determine where program improvements are needed to better prepare future ORU teacher candidates. In addition to data collected for Impact on P-12 Learning and Development, ORU also collects data on Indicators of Teaching Effectiveness through the TLE Observation and Evaluation System. The TLE Observation and Evaluation System (TLE) is an evidence-based process of teacher evaluation, feedback, and support anchored in five domain scores and 20 indicators reflecting national best practices and current research regarding effective instruction. Administrators using the TLE rubric evaluate teachers on all indicators. Ratings are 1 – Ineffective, 2 – Needs Improvement, 3 – Effective, 4 – Highly Effective, 5 – Superior. Scores of 3, 4 and 5 indicate performance that meets expectations. The EPP reports TLE data, disaggregated at the program level for Academic Year 2020-2021 and Academic Year 2018-2019. TLE data for Academic Year 2019-2020 is not reported due to the impacts of Covid 19.

Western Carolina University in North Carolina also collects data on Impact on P-12 Learning and Development, and Indicators of Teaching Effectiveness. WCU tracks the percentages of P-12 students taught by beginning teachers who do not meet, meet, or exceed their expected growth in learning for that year, and beginning teachers who graduated from WCU are compared to all beginning teachers across the state. Over these years of data, WCU alumni track closely with all

beginning teachers in the state on their performance. In reflecting on the data, the EPP noted that percentages of WCU alumni who do not meet expected growth has fluctuated over this time frame but are generally close to beginning teachers across the state, and that one area of some improvement is in the percentage of WCU alumni who exceed expected growth. To report data on Indicators of Teaching Effectiveness, WCU tracks the percentage of WCU alumni that are rated Proficient or higher on key performance areas compared to all beginning teachers in the state. The performance ratings are made by the principal. They key performance areas are aligned to state teaching standards: Standard 1: Teachers Demonstrate Leadership, Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students, Standard 3: Teachers Know the Content They Teach, Standard 4: Teachers Facilitate Learning for Their Students, and Standard 5: Teachers Reflect on Their Practice. When reviewing this data, the EPP noted that the data show that WCU alumni track closely with all beginning teachers in the state on their rated performance. In all five standards, the three years of data prior to the pandemic shows our candidates are rated the same or higher on average than all beginning teachers statewide.

MEASURE 2: SATISFACTION OF EMPLOYERS AND STAKEHOLDER INVOLVEMENT

CAEP-accredited EPPs are required to survey the employers of their completers to gain insight into the perceived quality of their recent graduates' preparation.

Clemson University in South Carolina conducted a case study with close partner districts to collect data for this measure. For initial level programs – the EPP surveyed completer's employers by asking them to rate their satisfaction with preparedness of teachers in the four inTASC domains, as well as, technology, working with diverse learning, and implementation of standards. Data was disaggregated at the program level. For its advanced level programs the EPP also completed a case study employer satisfaction survey where employers were asked to rate the completers level preparedness based on CAEP professional skills for educational leaders. In addition to the employer satisfaction case studies the EPP has a strong partnership network that allows stakeholders regular opportunities to interact and provide feedback to the EPP through advisory boards, steering committees, as well as district and school partner meetings.

Eastern Connecticut State University surveys employers bi-annually. The most recent employer survey, conducted in 2020, helped the EPP understand where EPP completers are strong and how to continuously improve the educator preparation program. Seven items in the employer survey provide data on the EPPs completers' teaching effectiveness. Employers rated completers' knowledge of subject area and their abilities to plan, organize lessons and activities effectively, with an average mean score above 4. They rated completers' ability to work with a culturally diverse classroom, to develop developmentally appropriate assessment practices, to implement varied assessments and to use a variety of instructional approaches as above average (with a mean score above 3.5). The only item that was rated slightly lower (mean score of 3.34) was in classroom management skill. These results corroborate the results from the EPP's completers' survey and underline completers' (and by attribution, the programs') strengths and areas for improvement.

At Emory and Henry College in Virginia, in addition to Employer Satisfaction Surveys, the EPP meets annually with the Teacher Preparation Advisory Council (TPAC) in order to collaborate with stakeholders. Stakeholders help to inform EPP practices. In February 2021 the TPAC group met to discuss the EPPs work over the course of the year. Additionally, the committee split into break out groups to discuss teacher recruitment and retention, how to better train clinical faculty mentors, building partnerships, and how to measure effectiveness of completers.

MEASURE 3: CANDIDATE COMPETENCY AT PROGRAM COMPLETION

CAEP-accredited EPPs are expected to gather licensure area data and report on candidates' performance on meeting state licensure requirements prior to program completion.

For an individual to acquire a teaching license in Tennessee, many requirements must be met. All candidates must pass a series of assessments. The specific assessments measured through the Report Card are the Praxis Principles of Learning and Teaching (PLT) exam and the Praxis Subject Assessments, specific for each endorsement area. Additionally, edTPA, a performance assessment completed during the final residency semester, is also required for licensure. East Tennessee State University publicly reports Praxis and edTPA pass rates data over 3 cycles. In addition to the test pass rates the EPP also provides the state's Educator Preparation Report Card: Candidate Assessment with State Comparisons to benchmark performance. The Report cards for 2021, 2020, and 2019 all indicate that the EPP's candidates had a higher pass rate than the state average.

Southern Connecticut State University provided 6 cycles of data on the completion rates for its initial and advanced level programs. Cohorts are defined as the total number of students admitted to the College of Education and who began their program during an academic year (Fall, Spring or Summer). For undergraduate programs, it would be during their sophomore year. For post baccalaureate and MAT students, it will be admission to the program. The EPP also provides licensure exam pass rates as reported in the EPP's Title II Report Card.

At the University of Kansas, in addition to reporting Praxis II and Praxis PLT pass rates, the EPP also provides data on the Kansas Performance Teaching Portfolio (KTPTP). The KPTP is designed to provide the teacher candidate an opportunity to demonstrate how to use contextual factors in a classroom to design and implement a unit of study. The teacher candidate will provide information about the unit's lesson plans and assessments. Specific information about how the instruction is modified for two individual students within the classroom is also required. In addition, the teacher candidate reflects on the implementation of the unit for the whole class and the two focus students. The KPTP assesses competency according to the Kansas Professional Standards. For the purpose of the KPTP, the Standards have been clustered into 6 Focus Areas that represent key areas of teaching practice: 1. analysis of contextual information, 2. analysis of learning environment factors, 3. instructional implementation, 4. analysis of classroom learning environment, 5. analysis of assessment procedures, and 6. reflection and self-evaluation. The University of Kansas has a 100% pass rate for the KPTP, and the data provided online provide the average score on KPTP by program area and academic year for three cycles. Data are further disaggregated by gender, race and ethnicity.

MEASURE 4: ABILITY OF COMPLETERS TO BE HIRED IN EDUCATION POSITIONS FOR WHICH THEY ARE PREPARED

CAEP-accredited EPPs are required to provide data on the ability of completers to be hired.

Middle Tennessee State University provides data on the Rate of First-Year Employment in Tennessee Public Schools (represented as the percentage of cohort members who were employed in Tennessee public schools within one year of completing their preparation program or within one year of enrolling in a job-embedded program), a Second Year Retention Rate (represented as the percentage of first-year employed cohort members who remain teaching in Tennessee public schools for a second year,) and a Third Year Retention Rate (represented as the percentage of first-year employed cohort members who remain teaching in Tennessee public schools for three years.) On all three metrics, MTSU scored higher than the State average, with an 89.3% Rate of First-Year Employment in Tennessee Public Schools, a 93.1% Second Year Retention Rate, and an 89.4% Third Year Retention Rate.

Rutgers University in New Jersey tracks and reports on the Ability of Completers to be Hired in Education Positions for Which They Have Been Prepared through an Alumni Survey on employment and State reported data on hiring. The data showed that, the vast majority (95.7%) of Rutgers initial licensure program completers from 2019 were employed as full-time teachers in New Jersey during the 2020-2021 academic year, the jobs for which they had been prepared, and that 93.8% of those employed as full-time teachers were teaching in New Jersey. In addition to EPP collected data, Rutgers also provided State data on hiring that includes employment rates by certificate area and state level comparison data.

At Webster University in Missouri the School of Education uses data from two separate surveys to assess the ability of its completers to be hired in education positions for which they have been prepared — its own alumni survey and the

University's outcomes survey (distributed by the Office of Institutional Effectiveness). The University's outcomes survey collects data about recent graduates' employment and continuing education status. The Career Planning and Development Center, in collaboration with the Office of Institutional Effectiveness, summarizes the employability of Webster University graduates aggregating a comprehensive success rate for each school and college. The comprehensive success rate includes graduates who are employed, both full- and part-time, and those continuing their education. The University's outcomes survey is administered electronically five times per year, each year, to recent graduates from the University.

FRANK MURRAY RECOGNITION

The Council for the Accreditation of Educator Preparation (CAEP) announced today that 33 providers from 16 states, Puerto Rico and Jordan received recognition for their leadership and commitment to continuous improvement. The recipients of the 2022 Frank Murray Leadership Recognition for Continuous Improvement 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 educator 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 Yuhang Rong 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 2022 Frank Murray Leadership Recognition for Continuous Improvement are selected from the educator preparation providers (EPPs) that were granted accreditation by CAEP at the initial level from the previous year, who provided a full complement of evidence with demonstrated data trends and no plans. Recipients had 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 use inquiry and assessments to establish quality assurance systems to drive improvement. "This fourth class to receive the Murray Recognition represents the diversity and innovation that comes with CAEP accreditation. Small, large, public, private, faith-based, and historically minority serving," said CAEP President Christopher Koch. "These recipients reflect the innovation that CAEP affords in achieving excellence, by meeting the standards in a variety of ways, for the diverse populations they serve."

CAEP accreditation serves the dual purposes of accountability and continuous improvement. 471 educator preparation providers in 45 states, the District of Columbia, Puerto Rico, Jordan and the United Arab Emirates have been accredited under the CAEP Standards. The CAEP accreditation process evaluates the performance of providers and focuses particularly on whether candidates will be prepared, for the challenging responsibilities that educators face in our classrooms. Approximately, 600 educator preparation providers participate in the CAEP Accreditation system, including many previously accredited through former standards.

<p style="text-align:center; color:green;">2022 Recipients of the Frank Murray Recognition for Continuous Improvement</p>

<p style="text-align:center;">Appalachian State University—North Carolina</p>

<p style="text-align:center;">Austin Peay University—Tennessee</p>

<p style="text-align:center;">Averett University—Virginia</p>

<p style="text-align:center;">Bloomsburg University—Pennsylvania</p>

<p style="text-align:center;">Brigham Young University—Utah</p>

<p style="text-align:center;">California University of Pennsylvania</p>

Clemson University—South Carolina

Delta State University—Mississippi

East Tennessee State University

Eastern Connecticut State University

Emory and Henry College—Virginia

Furman University—South Carolina

Georgian Court University—New Jersey

Kutztown University of Pennsylvania

Lehman College-CUNY—New York

Mary Baldwin University—Virginia

Middle Tennessee State University

Milligan University—Tennessee

Montclair State University—New Jersey

Oral Roberts University—Oklahoma

Queen Rania Teacher Academy—Jordan

Rutgers University—New Jersey

Southern Connecticut State University

Taylor University—Indiana

The Citadel-The Military College of South Carolina

The University of North Carolina at Greensboro

University of Kansas

University of North Georgia

University of Pikeville—Kentucky

University of Puerto Rico at Bayamon

Virginia Commonwealth University

Webster University—Missouri

Western Carolina University—North Carolina

ACCREDITATION COUNCIL MEMBERS

By Gender

19%

81%

■ Female ■ Male

By Ethnicity

48%

52%

■ Black (Non-Hispanic) or African American
■ White (Non-Hispanic)
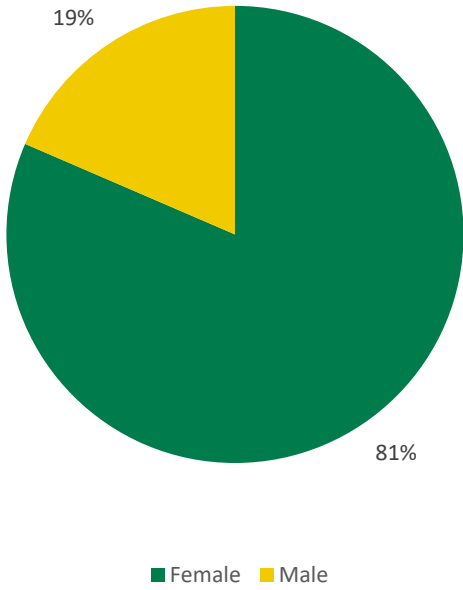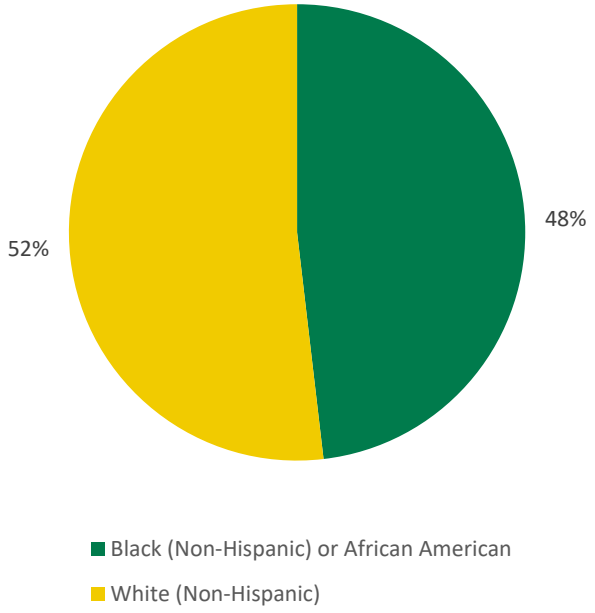
VOLUNTEERS

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.

# of 2022 Applicants	P-12 Education	Policymaker/ Governmental Agency	Postsecondary Education	Public/At-large
124	11	6	103	4

DEMOGRAPHICS OF ALL VOLUNTEERS

By Gender

- 27%
- 56%
- 17%

- ■ Choose not to Answer ■ Female ■ Male

By Ethnicity

- 1.44%
- 0.21%
- 0.82%
- 0.21%
- 8.66%
- 31.34%
- 0.21%
- 57.11%

- ■ Asian
- ■ Black (Non-Hispanic) or African American
- ■ MultiEthnic
- ■ Hispanic or Latino
- ■ Native American or Alaska Aleut
- ■ White (Non-Hispanic)
- ■ Other
- ■ Choose Not to Answer
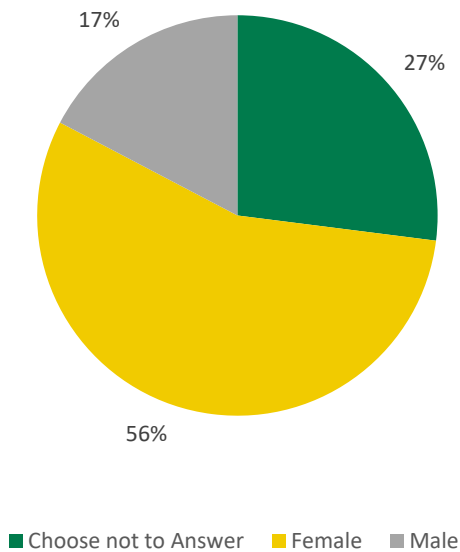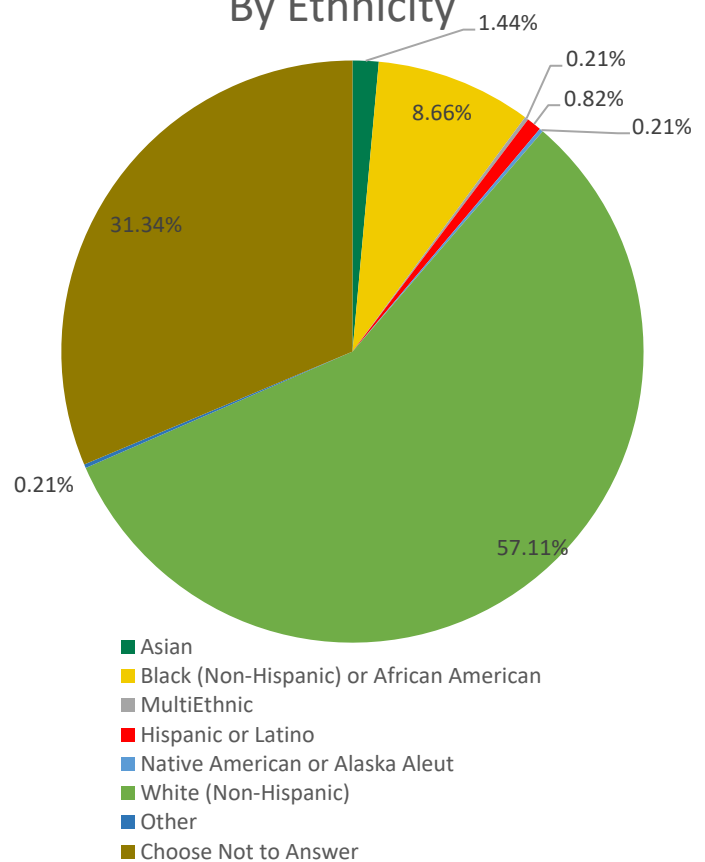
Review Team Members by State

State	Count
AK	4
AL	19
AR	13
AZ	4
CA	2
CO	1
CT	6
DC	4
DE	4
FL	5
GA	18
HI	1
IA	2
ID	2
IL	10
IN	17
KS	29
KY	27
LA	10
MA	3
MD	4
MI	21
MN	3
MO	10
MS	15
MT	4
NC	15
ND	11
NE	3
NH	2
NJ	4
NM	2
NV	1
NY	6
OH	19
OK	12
OR	4
PA	5
PR	2
SC	23
SD	5
TN	22
TX	14
UAE	2
UK_SC	1
UT	6
VA	31
VT	1
WA	3
WI	1
WV	15
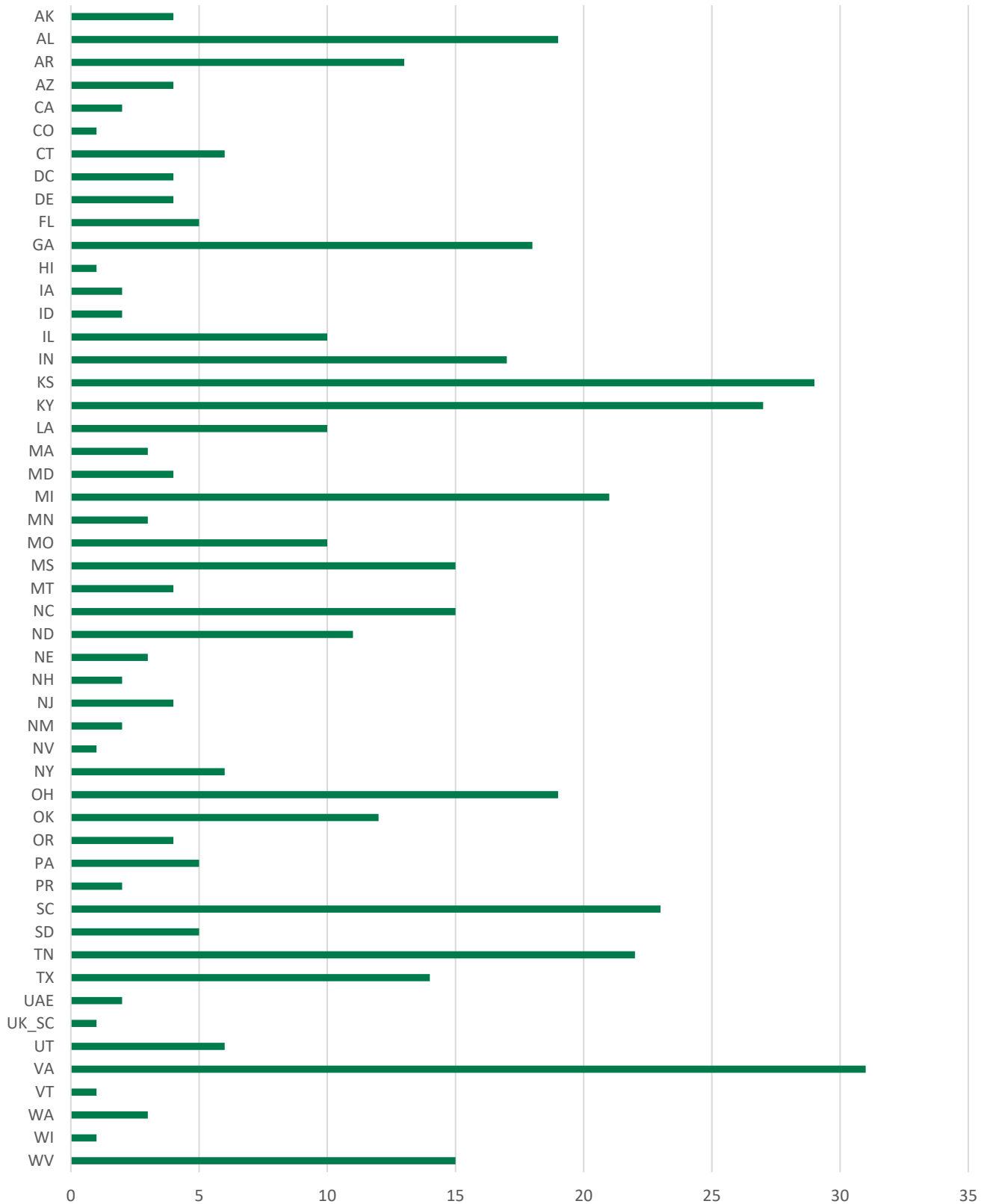
BOARD OF DIRECTORS

Yuhang Rong
Chair
July 1, 2022 - June 30, 2024
Associate Vice President, University of Connecticut
Postsecondary Expertise

Patty Alvarez-McHatton
Vice Chair
July 1, 2022 - June 30, 2025
Vice President of Strategy, Branch Alliance for Educator Diversity (BranchED)
Postsecondary Expertise

David Barnes
Member
July 1, 2022 - June 30, 2025
Associate Executive Director, National Council of Teachers of Mathematics
Postsecondary Expertise, SPA

Colleen Callahan
Member
July 1, 2022 - June 30, 2025
Professional Issues Director, Rhode Island Federation of Teachers and Health Professionals
P-12 Practitioner, Employer, or Policy Maker

Skip Fennell
Member
July 1, 2022 - June 30, 2025
Professor Emeritus of Education, McDaniel College
Public and At Large

Robert Floden
Member
July 1, 2022 - June 30, 2025
Dean, College of Education, Michigan State University
Postsecondary Expertise, Other Scholarly Society

Anthony Graham
Secretary
July 1, 2021 - June 30, 2024
President, Winston Salem State University
Postsecondary Expertise

M. Veronica Kortan
Member
July 1, 2021 - June 30, 2024
Assistant Superintendent for Leadership and Innovation, Harlingen Consolidated
Independent School District, TX
P-12 Practitioner, Employer or Policy Maker

Shelly Krajacic
Member
July 1, 2020 - June 30, 2023
National Education Association
P-12 Practitioner, Employer or Policy Maker

Jayne Meyer
Member / Chair of Accreditation Council
July 1, 2022 - June 30, 2025
(Retired) Director, Alabama State Department of Education
Public and At Large

Gerardo Muñoz
Member
July 1, 2022 - June 30, 2024
Social Studies Teacher, Denver Center for International Studies
P-12 Practitioner, Employer, or Policy Maker; State Official

Lawrence Paska
Treasurer
July 1, 2021 - June 30, 2024
Executive Director, National Council for the Social Studies
Postsecondary Expertise

Denise Pearson
Member
July 1, 2022 - June 30, 2023
Vice Chancellor and Chief Diversity, Equity, and Inclusion Officer, PSSHE
P-12 Practitioner, Employer, or Policy Maker; State Official

Al Rabanera
Member
July 1, 2020 - June 30, 2023
Teacher, La Vista High School
P-12 Practitioner, Employer or Policy Maker

Allyson Watson
Member
July 1, 2022 - June 30, 2025
Dean, College of Education, FAMU
Postsecondary Expertise; PS Teacher Educator

Noran Moffett
Ex-Officio Member / Vice Chair of Accreditation Council
April 19, 2019 - June 30, 2022
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 / AUDIT 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.

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.

Yuhang Rong, Chair

Christopher Koch, President

Patricia McHatton, Vice Chair

Jayne Meyer, AC Council Chair

Lawrence Paska, Treasurer

Anthony Graham, Secretary

Thanh Tran, Staff Liaison

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.

Yuhang Rong, Committee Chair

Christopher Koch, President

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.

Yuhang Rong, Committee Chair

Jayne Meyer

M. Veronica Kortan

Al Rabanera

Tim Finklea, Staff Liaison

Christopher Koch, President

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
University of Denver

Joan Auchter
National Association of Secondary School Principals

Diana Cournoyer
National Indian Education Association

Lena Rodriguez
Hispanic Association of Colleges and Universities (HACU)

Cassandra Herring
Branch Alliance for Educator Diversity (BranchED)

Noran Moffett
Fayetteville State University

Al Rabanera, Board Liaison
La Vista High School

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
The Ohio State University

Kevin Bastian
UNC Public Policy

Mary Brabeck
New York University

Hardin Coleman
Boston University

Emerson Elliott
CAEP

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

Suzanne Wilson
University of Connecticut

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

John Johnston
CAEP Elementary Standards Committee Representative

Carolyn Kaplan
American Council on the Teaching of Foreign Language

Leah Nellis
National Association of School Psychologists

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

Cornelia Paraskevas
National Council of Teacher of English

Lawrence Paska, Board Liaison
National Council for Social Studies

Alvin Peters
National Council for Social Studies

Katherine Rasch
National Council of Teachers of Mathematics

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

Banhi Bhattacharya, CAEP Staff Liaison

CAEP STAFF

President's Office
Christopher Koch, President
Raquel Bailey, Executive Office Manager & Master Scheduler
Tim Finklea, VP for Membership Engagement and Board Services

Accreditation - General

Malina Monaco, Sr. Vice President for Accreditation
Ben Frattini, Accreditation Operations Manager

Accreditation - Annual Report

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

External Affairs and State Relations
Matt Vanover, VP for Communications and Government Affairs

Finance

Thanh Tran, VP and Chief Financial Officer
Keisha Walker, Director of Finance

Information Technology - AIMS Support

Liz Lee, Database Manager
Mert Saka, IT Manager

EDUCATOR PREPARATION PROVIDER LISTING

CAEP ACCREDITED

Adelphi University - College of Education and Health Sciences (NY)

Adrian College - Department of Education (MI)

Al Ain University - College of Education, Humanities and Social Sciences (UAE)

Alabama A&M University - College of Education (AL)

Alabama State University - College of Education (AL)

Albertus Magnus College (CT)

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

Alliance University - School of Education (NY)

Alma College - Education Department (MI)

American College of Education (IN)

American Museum of Natural History (NY)

Anderson University - School of Education (IN)

Andrews University - College of Education and International Services (MI)

Appalachian Bible College - Elementary Education (WV)

Appalachian State University - Reich College of Education (NC)

Aquinas College - Teacher Education Program (MI)

Arkansas State University - Professional Education Unit (AR)

Arkansas Tech University - College of Education (AR)

Asbury University - School of Education (KY)

Ashland University - Dwight Schar College of Education (OH)

Athens State University - College of Education (AL)

Auburn University - College of Education (AL)

Auburn University Montgomery - College of Education (AL)

Austin Peay State University - Eriksson College of Education (TN)

Averett University - Education Department (VA)

Avila University - School of Education (MO)

Baker College - School of Education (MI)

Baker University - School of Education (KS)

Baldwin Wallace University - Department of Education (OH)

Ball State University - Teachers College (IN)

Bellarmine University - Annsley Frazier Thornton School of Education (KY)

Belmont University - College of Education (TN)

Berea College - Education Studies Department (KY)

Bethel College - Teacher Education Department (KS)

Bethune-Cookman University - School of Education (FL)

Black Hills State University - School of Education (SD)

Bloomfield College - Division of Education (NJ)

Bluefield State College - Department of Professional Education (WV)

Bluffton University - Education Department (OH)

Boise State University - College of Education (ID)

Bowie State University - College of Education (MD)

Boyce College - Teacher Education Program (KY)

Bridgewater College - Teacher Education Program (VA)

Brigham Young University - Educator Preparation Program (UT)

Butler University - College of Education (IN)

Caldwell University - Professional Education Unit (NJ)

Calvin University - Teacher Education (MI)

Campbellsville University - School of Education (KY)

Capella University - Professional Education Unit (MN)

Capital University - School of Education (OH)

Carson-Newman University - Education Department (TN)

Case Western Reserve University - Educator Preparation Unit (OH)

Cedarville University - School of Education (OH)

Centenary University - Department of Education (NJ)

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

Central Connecticut State University - School of Education and Prof'l Studies (CT)

Central Michigan University - Educator Preparation Program (MI)

Central State University - College of Education (OH)

Chadron State College - Department of Education (NE)

Chapman University - Donna Ford Attallah College of Educational Studies (CA)

Christian Brothers University - Department of Education (TN)

Christopher Newport University - Teacher Preparation Program (VA)

Claflin University - School of Education (SC)

Clark Atlanta University - School of Education (GA)

Clemson University - College of Education (SC)

Cleveland State University - College of Education (OH)

Coastal Carolina University - Spadoni College of Education and Social Sciences (SC)

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

Commonwealth University of Pennsylvania - College of Education (PA)

Concord University - Educator Preparation Provider (WV)

Concordia College - Department of Education (NY)

Concordia University - School of Education (MI)

Concordia University Chicago - College of Education (IL)

Concordia University, Nebraska - College of Education, Health, and Human Sciences (NE)

Cornerstone University - Teacher Education (MI)

Creighton University - Education Department (NE)

Crowley's Ridge College - Division of Teacher Education (AR)

Dakota State University - College of Education (SD)

Dallas Baptist University - The Dorothy M. Bush College of Education (TX)

Davis & Elkins College - Education Department (WV)

Defiance College - Education Department (OH)

Delaware State University - Professional Education Unit (DE)

Delta State University - College of Education (MS)

Dickinson State University - College of Education, Business and Applied Sciences (ND)

Doane University - College of Education (NE)

Drew University (NJ)

Drexel University - School of Education (PA)

Drury University - School of Education and Child Development (MO)

Duke University - Teacher Preparation Programs (NC)

Duquesne University - School of Education (PA)

East Carolina University - College of Education (NC)

East Central University - Teacher Preparation Program (OK)

East Stroudsburg University - Teacher Education Unit (PA)

East Tennessee State University - Clemmer College (TN)

Eastern Connecticut State University - School of Education & Professional Studies (CT)

Eastern Illinois University - College of Education (IL)

Eastern Kentucky University - College of Education (KY)

Eastern Mennonite University - Education Department (VA)

Eastern Michigan University - College of Education (MI)

Elizabeth City State University - School of Education and Business (NC)

Elon University - Dr. Jo Watts Williams School of Education (NC)

Emory & Henry College - Department of Education (VA)

Emporia State University - The Teachers College (KS)

Erskine College - Department of Education and Special Education (SC)

Fairfield University - School of Education and Human Development (CT)

Fairleigh Dickinson University - School of Education (NJ)

Fairmont State University - Teacher Education (WV)

Faulkner University - College of Education (AL)

Fayetteville State University - College of Education (NC)

Ferris State University - School of Education (MI)

Ferrum College (VA)

Florida A&M University - College of Education (FL)

Florida Atlantic University - College of Education (FL)

Florida Gulf Coast University - College of Education (FL)

Florida International University - College of Arts, Sciences and Education (FL)

Fort Hays State University - College of Education (KS)

Framingham State University - Department of Education (MA)

Francis Marion University - School of Education (SC)

Franciscan University of Steubenville - Education Department (OH)

Franklin University - School of Education (OH)

Freed-Hardeman University - College of Education and Behavioral Sciences (TN)

Friends University - Professional Education Unit (KS)

Frostburg State University - College of Education (MD)

Furman University - Department of Education (SC)

Gallaudet University - Professional Education Program (PEP) (DC)

Gardner-Webb University - School of Education (NC)

George Mason University - Graduate School of Education (VA)

George Washington University - Graduate School of Education & Human Development (DC)

Georgetown College - Department of Education (KY)

Georgia College and State University - The John H. Lounsbury College of Education (GA)

Georgia Southern University - College of Education (GA)

Georgian Court University - The School of Education (NJ)

Glenville State College - Teacher Education (WV)

God's Bible School & College - Division of Professional Studies; Division of Music (OH)

Goshen College - Department of Education (IN)

Governors State University - College of Education (IL)

Grace College - School of Education (IN)

Grand Valley State University - College of Education and Community Innovation (MI)

Greenville University - Education Department (IL)

Hamline University - Professional Education Unit (MN)

Hampton University - Department of Education (VA)

Hanover College - Department of Education (IN)

Harris-Stowe State University - College of Education (MO)

Haskell Indian Nations University - School of Education (KS)

Hastings College - Education Department (NE)

Heidelberg University - School of Education (OH)

Henderson State University - Teachers College, Henderson (AR)

High Point University - Stout School of Education (NC)

Hiram College - Education Department (OH)

Hollins University - Education Department (VA)

Hope College - Education Department (MI)

Howard University - School of Education (DC)

Huntington University - Department of Education (IN)

Illinois State University - College of Education (IL)

Indiana State University - Bayh College of Education (IN)

Indiana University - Bloomington - School of Education (IN)

Indiana University - Purdue University, Columbus - Division of Education (IN)

Indiana University East - School of Education (IN)

Indiana University Kokomo - School of Education (IN)

Indiana University Northwest - School of Education (IN)

Indiana University of Pennsylvania - College of Education and Communications (PA)

Indiana University Purdue University - Indianapolis - School of Education (IN)

Indiana University South Bend - School of Education (IN)

Indiana University Southeast - School of Education (IN)

Indiana Wesleyan University - Education Unit (IN)

Inter American University of Puerto Rico - Arecibo Campus - Department of Education (PR)

Inter American University of Puerto Rico - Fajardo - Education & Social Sciences (PR)

Inter American University of Puerto Rico - Metropolitan Campus - Education Department (PR)

iteachU.S. (TX)

Jacksonville State University - School of Education (AL)

James Madison University - College of Education (VA)

John Brown University - Department of Teacher Education (AR)

John Carroll University - Department of Education and School Psychology (OH)

Kean University - College of Education (NJ)

Keene State College - School of Arts, Education and Humanities (NH)

Kentucky State University - School of Education (KY)

Kutztown University of Pennsylvania - College of Education (PA)

Lake Superior State University - School of Education (MI)

Lander University - College of Education (SC)

Lee University - Helen DeVos College of Education (TN)

Lehman College-CUNY - School of Education (NY)

LeMoyne-Owen College - Division of Education (TN)

Lewis and Clark College - Graduate School of Education and Counseling (OR)

Lewis-Clark State College - Division of Teacher Education (ID)

Liberty University - School of Education (VA)

Lincoln Memorial University - Carter & Moyers School of Education (TN)

Lindenwood University - College of Education and Human Services (MO)

Lindsey Wilson College - Education Division (KY)

Linfield University - Teacher Education Program (OR)

Lipscomb University - College of Education (TN)

Livingstone College - Division of Education, Psychology and Social Work (NC)

Longwood University - Office of Teacher Preparation (VA)

Louisiana State University and A&M College - School of Education (LA)

Louisiana State University at Alexandria - Department of Education (LA)

Louisiana State University in Shreveport - College of Education & Human Development, Department of Education (LA)

Louisiana Tech University - College of Education (LA)

Lourdes University - National Education Programs and Policy (OH)

Loyola Marymount University - School of Education (CA)

Loyola University Chicago - School of Education (IL)

Lyon College - Liberal Arts Teacher Education Committee (AR)

Madonna University - College of Education and Human Development (MI)

Malone University - School of Education (OH)

Manchester University - Teacher Education (IN)

Manhattanville College - School of Education (NY)

Marian University - Educator Preparation Program (IN)

Marietta College - Education Department (OH)

Marshall University - College of Education and Professional Development (WV)

Mary Baldwin University - School of Education (VA)

Marymount University - School of Sciences, Mathematics, and Education (VA)

Mayville State University - Division of Education (ND)

McNeese State University - Burton College of Education (LA)

McPherson College - Teacher Education Board (KS)

Medgar Evers College, CUNY - School of Education (NY)

Mercy College - The School of Education (NY)

Miami University - College of Education, Health and Society (OH)

Michigan State University - College of Education (MI)

MidAmerica Nazarene University - School of Education (KS)

Middle Tennessee State University - College of Education (TN)

Midwestern State University - West College of Education (TX)

Miles College - Division of Education (AL)

Millersville University of Pennsylvania - School of Education (PA)

Milligan University - School of Social Sciences and Education (TN)

Minnesota State University, Mankato - College of Education (MN)

Minnesota State University-Moorhead - College of Education and Human Services (MN)

Minot State University - Teacher Education Unit (ND)

Mississippi College - Department of Teacher Education & Leadership (MS)

Mississippi State University - College of Education (MS)

Mississippi University for Women - School of Education (MS)

Mississippi Valley State University - College of Education (MS)

Missouri Baptist University - Education Division (MO)

Missouri Southern State University - School of Education (MO)

Missouri Western State University - Department of Education (MO)

Monmouth University - School of Education (NJ)

Monroe College - School of Education (NY)

Montana State University - Bozeman - College of Education, Health & Human Development (MT)

Montana State University-Billings - College of Education (MT)

Montclair State University - College of Education and Human Services (NJ)

Morehead State University - College of Education (KY)

Moreland University TEACH-NOW Graduate School of Education (DC)

Morris College - Teacher Education (SC)

Mount St. Joseph University - School of Education (OH)

Mount Vernon Nazarene University - Jetter School of Professional Studies (OH)

Murray State University - College of Education and Human Services (KY)

Muskingum University - Education Department (OH)

National-Louis University - National College of Education and Undergraduate College (IL)

New Jersey City University - College of Education (NJ)

New Mexico Highlands University - School of Education (NM)

New Mexico State University - College of Health, Education, and Social Transformation (NM)

New York Institute of Technology - College of Arts & Sciences - Education Department (NY)

Newberry College - Department of Teacher Education (SC)

Newman University - School of Education (KS)

Niagara University - College of Education (NY)

North Carolina A & T State University - School of Education (NC)

North Carolina Central University - School of Education (NC)

North Carolina State University - College of Education (NC)

North Dakota State University - School of Education (ND)

North Greenville University - Education Division (SC)

Northeastern Illinois University - Daniel L. Goodwin College of Education (IL)

Northeastern State University - College of Education (OK)

Northern Arizona University - Professional Education Programs (AZ)

Northern Illinois University - Professional Education (IL)

Northern Kentucky University - College of Education (KY)

Northern State University - Millicent Atkins School of Education, Teacher Education Program (SD)

Northwest Nazarene University - College of Education (ID)

Northwestern Oklahoma State University - Division of Education (OK)

Northwestern State University of Louisiana - Gallaspy College of Education and Human Development (LA)

Notre Dame College - Division of Professional Education (OH)

Notre Dame of Maryland University - School of Education (MD)

Nova Southeastern University - Fischler College of Education & School of Criminal Justice (FL)

NUC University - School of Education (PR)

Oakland University - School of Education and Human Services (MI)

Ohio Christian University - Department of Teacher Education (OH)

Ohio Northern University - Center for Teacher Education (OH)

Ohio University - The Patton College of Education (OH)

Ohio Wesleyan University - Education Department (OH)

Oklahoma Baptist University - McCabe Family School of Education (OK)

Oklahoma Christian University - School of Education (OK)

Oklahoma City University - Department of Education (OK)

Oklahoma Panhandle State University - OPSU Teacher Education Program (TEP) (OK)

Oklahoma State University - Professional Education Unit (OK)

Old Dominion University - Darden College of Education and Professional Studies (VA)

Oral Roberts University - College of Education (OK)

Ottawa University - School of Education: Teacher Education Department (KS)

Ouachita Baptist University - Michael D. Huckabee School of Education (AR)

Pennsylvania Western University - College of Education and Liberal Arts (PA)

Pfeiffer University - Division of Education (NC)

Philander Smith College - Division of Education (AR)

Pittsburg State University - College of Education (KS)

Plymouth State University - Holmes Center for School Partnerships and Educator Preparation (NH)

Pontificia Universidad Católica de Puerto Rico - School of Education (PR)

Portland State University - College of Education (OR)

Presbyterian College - Education Department (SC)

Princeton University - Program in Teacher Preparation (NJ)

Purdue University - College of Education (IN)

Purdue University Fort Wayne - School of Education (IN)

Purdue University Northwest - School of Education and Counseling (IN)

Queen Rania Teacher Academy - Teacher Education Professional Diploma (JO)

Queens College - Division of Education (NY)

Quinnipiac University - School of Education (CT)

Radford University - College of Education and Human Development (VA)

Ramapo College of New Jersey - Teacher Education (NJ)

Randolph College - Education Department (VA)

Randolph-Macon College - Department of Education (VA)

Relay Graduate School of Education (NY)

Rider University - College of Education and Human Services (NJ)

Robert Morris University - School of Nursing, Education and Human Studies (PA)

Rochester Institute of Technology - Teacher Education Program (NY)

Rockhurst University - School of Education (MO)

Rowan University - College of Education (NJ)

Rutgers University - Graduate School of Education (NJ)

Rutgers University - Newark - Department of Urban Education (NJ)

Sacred Heart University - Isabelle Farrington College of Education (CT)

Saginaw Valley State University - College of Education (MI)

Saint Mary's College - Education Department (IN)

Salem University - School of Education (WV)

Samford University - Department of Education (AL)

Seton Hall University - College of Education and Human Services (NJ)

Shaw University - Department of Education (NC)

Shenandoah University - College of Arts & Sciences, Division of Education & Leadership (VA)

Shepherd University - Professional Education Unit (WV)

Siena Heights University - Division of Education (MI)

Slippery Rock University of Pennsylvania - College of Education (PA)

South Carolina State University - Department of Education (SC)

South Dakota State University - College of Education and Human Sciences (SD)

Southeast Missouri State University - Educator Preparation Program (MO)

Southeastern Louisiana University - College of Education (LA)

Southeastern Oklahoma State University - School of Education and Behavioral Sciences (OK)

Southern Adventist University - School of Education and Psychology (TN)

Southern Arkansas University - College of Education (AR)

Southern Connecticut State University - College of Education (CT)

Southern Illinois University at Carbondale - School of Education (IL)

Southern Nazarene University - School of Education (OK)

Southern University and A&M College - School of Education (LA)

Southwestern College - Education Department (KS)

Southwestern Oklahoma State University - Department of Education (OK)

Spalding University - College of Education (KY)

Spring Arbor University - School of Education (MI)

St. John Fisher University - Ralph C. Wilson, Jr. School of Education (NY)

State University of New York at Geneseo - Ella Cline Shear School of Education (NY)

State University of New York at Oswego - School of Education (NY)

State University of New York at Potsdam - School of Education & Professional Studies (NY)

State University of New York College at Brockport - Professional Education Unit (NY)

Stephen F. Austin State University - James I. Perkins College of Education (TX)

Stetson University - Department of Teacher Education (FL)

Stockton University - School of Education (NJ)

SUNY Buffalo State - Teacher Education Unit - Educator Preparation Provider (NY)

SUNY Cortland - Professional Education Unit (NY)

Taylor University - Department of Education (IN)

Tennessee State University - Professional Education Unit (TN)

Tennessee Technological University - College of Education (TN)

Texas Tech University - College of Education (TX)

The Catholic University of America - Department of Education (DC)

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

The College of Charleston - School of Education, Health, and Human Performance (SC)

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

The College of Wooster - Professional Education Unit - Department of Education (OH)

The Ohio State University - Educator Preparation Unit (OH)

The Pennsylvania State University - College of Education (PA)

The University of Alabama at Birmingham - School of Education (AL)

The University of Alabama in Huntsville - College of Education (AL)

The University of Dayton - School of Education and Health Sciences (OH)

The University of Memphis - College of Education (TN)

The University of Michigan-Flint - Education Department (MI)

The University of Mississippi - School of Education (MS)

The University of Montana Western - School of Education, Business and Technology (MT)

The University of North Carolina Asheville - Department of Education (NC)

The University of North Carolina at Greensboro - School of Education (NC)

The University of Oklahoma - College of Education (OK)

The University of Science and Arts of Oklahoma - Teacher Education (OK)

The University of Southern Mississippi - Professional Education Unit (MS)

The University of Tampa, College of Social Sciences, Mathematics, and Education - Department of Education (FL)

The University of Tennessee - Graduate School of Education, College of Education, Health and Human Sciences (TN)

The University of Texas Rio Grande Valley - College of Education and P-16 Integration (TX)

The University of Toledo - Judith Herb College of Education (OH)

The University of Vermont - College of Education and Social Services (VT)

The University of Virginia's College at Wise - Department of Education (VA)

The University of West Alabama - Julia S. Tutwiler College of Education (AL)

Thomas More University - Education Department (KY)

Touro University - Graduate School of Education (NY)

Trine University - Franks School of Education (IN)

Trinity Washington University - School of Education (DC)

Troy University - College of Education (AL)

Truman State University - Professional Education Unit (MO)

Union College - Education Department (NE)

Union College - Educational Studies Unit (KY)

Union University - College of Education (TN)

United Arab Emirates University - College of Education (UAE)

Universidad Ana G. Méndez- Recinto de Carolina - Educación Department (PR)

Universidad Ana G. Méndez- Recinto de Gurabo - Departamento De Educación (PR)

Universidad De Puerto Rico De Mayaguez - Teacher Preparation Program (PR)

Universidad De Puerto Rico Ponce - Department of Education (PR)

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

University of Akron - LJFF School of Education (OH)

University of Alaska Anchorage - School of Education (AK)

University of Alaska Fairbanks - UAF School of Education (AK)

University of Alaska Southeast - Alaska School of Education (AK)

University of Arkansas - Fort Smith - School of Education (AR)

University of Arkansas at Little Rock - School of Education (AR)

University of Arkansas at Pine Bluff - School of Education (AR)

University of Arkansas, Fayetteville - College of Education and Health Professions (AR)

University of Bridgeport - School of Education (CT)

University of Central Arkansas - College of Education (AR)

University of Cincinnati - College of Education, Criminal Justice&Human Services (OH)

University of Connecticut - Neag School of Education (CT)

University of Delaware - Delaware Center for Teacher Education (DE)

University of Denver - Morgridge College of Education (CO)

University of Evansville - School of Education (IN)

University of Findlay - College of Education (OH)

University of Florida - College of Education (FL)

University of Hawaii - West O'ahu - Division of Education (HI)

University of Holy Cross - Education Department (LA)

University of Idaho - College of Education, Health & Human Sciences (ID)

University of Indianapolis - School of Education (IN)

University of Kansas - School of Education and Human Sciences (KS)

University of Louisiana at Lafayette - College of Education & Human Development (LA)

University of Louisiana at Monroe - College of Arts, Education, and Sciences (LA)

University of Louisville - College of Education and Human Development (KY)

University of Maine - College of Education and Human Development (ME)

University of Maine At Farmington - College of Education, Health & Rehabilitation (ME)

University of Mary Washington - College of Education (VA)

University of Maryland Baltimore County - Department of Education (MD)

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

University of Missouri-Columbia - College of Education & Human Development (MO)

University of Missouri-Kansas City - School of Education (MO)

University of Montana-Missoula - Phyllis J. Washington College of Education and Human Sciences (MT)

University of Montevallo - College of Education and Human Development (AL)

University of Mount Union - School of Education (OH)

University of Nebraska At Kearney - College of Education (NE)

University of Nebraska-Lincoln - College of Education and Human Sciences (NE)

University of North Alabama - College of Education and Human Sciences (AL)

University of North Carolina at Chapel Hill - School of Education (NC)

University of North Carolina at Charlotte - College of Education (NC)

University of North Carolina Wilmington - Watson College of Education (NC)

University of North Florida - College of Education and Human Services (FL)

University of North Georgia - College of Education (GA)

University of Pikeville - Patton College of Education (KY)

University of Portland - School of Education (OR)

University of Puerto Rico at Arecibo - Department of Education (PR)

University of Puerto Rico at Bayamon (PR)

University of Puerto Rico at Cayey - Department of Pedagogy (PR)

University of Puerto Rico-Aguadilla - Department of Education (PR)

University of Richmond - Department of Education (VA)

University of Rio Grande - Bunce School of Education (OH)

University of Saint Francis - Department of Education (IN)

University of Saint Joseph - Department of Education, School of Arts, Sciences, Business and Education (SASBE) (CT)

University of Saint Mary - Education Department (KS)

University of Sioux Falls - Frederickson School of Education (SD)

University of South Alabama - College of Education and Professional Studies (AL)

University of South Carolina - College of Education (SC)

University of South Carolina Beaufort - Department of Education (SC)

University of South Carolina Upstate - School of Education (SC)

University of South Carolina-Aiken - School of Education (SC)

University of South Dakota - School of Education (SD)

University of South Florida - College of Education (FL)

University of Southern California - Rossier School of Education (CA)

University of Southern Indiana - Pott College of Science, Engineering, and Education (IN)

University of Southern Maine - School of Education and Human Development (ME)

University of Tennessee at Chattanooga - College of Health, Education, & Professional Studies (TN)

University of Tennessee at Martin - College of Education, Health and Behavioral Sciences (TN)

University of Texas of the Permian Basin - College of Education (TX)

University of the Cumberlands - School of Education (KY)

University of the District of Columbia - Department of Education (DC)

University of Utah - College of Education (UT)

University of Virginia - School of Education and Human Development (VA)

University of West Florida - College of Education and Professional Studies (FL)

Ursuline College - Education Unit (OH)

Valdosta State University - College of Education and Human Services (GA)

Valparaiso University - Department of Education (IN)

Vanderbilt University - Peabody College of Education & Human Development (TN)

Vincennes University (IN)

Virginia Commonwealth University - School of Education (VA)

Virginia Polytechnic Institute & State University - College of Liberal Arts and Human Sciences (VA)

Virginia State University - College of Education (VA)

Virginia Union University - Syphax School of Education and Interdisciplinary Studies (VA)

Walden University - Richard W. Riley College of Education and Human Sciences (MN)

Walsh University - Division of Education (OH)

Washburn University - Department of Education (KS)

Washington and Lee University - Teacher Education (VA)

Wayne State College - School of Education & Behavioral Sciences (NE)

Wayne State University - College of Education (MI)

Webster University - School of Education (MO)

Wesley College - Department of Educational Studies and Teacher Licensure (DE)

West Chester University of Pennsylvania - College of Education & Social Work (PA)

West Liberty University - Teacher Education Unit (WV)

West Virginia State University - Education Department (WV)

West Virginia University - College of Education and Human Services (WV)

West Virginia University at Parkersburg - Education Department (WV)

West Virginia Wesleyan College - School of Education (WV)

Western Carolina University - College of Education and Allied Professions (NC)

Western Connecticut State University - School of Professional Studies: Education and Educational Psychology Department (CT)

Western Governors University - Teachers College (UT)

Western Kentucky University - College of Education and Behavioral Sciences (KY)

Western Michigan University - College of Education and Human Development (MI)

Western New Mexico University - School of Education (NM)

Wichita State University - College of Applied Studies (KS)

William Paterson University - College of Education (NJ)

Williams Baptist University - Teacher Education Program (AR)

Wilmington College - Department of Education (OH)

Wilmington University - College of Education (DE)

Winston-Salem State University - The College of Arts, Sciences, Business, and Education/The Faculty of Education (NC)

Winthrop University - Richard W. Riley College of Education (SC)

Wittenberg University - Education Department (OH)

Xavier University - School of Education (OH)

Xavier University of Louisiana - Division of Education and Counseling (LA)

York College - Education Department (NE)

York College/CUNY - Department of Teacher Education (NY)

Youngstown State University - Beeghly College of Liberal Arts, Social Sciences, and Education (OH)

Zayed University - College of Education (UAE)

NCATE ACCREDITED

Alaska Pacific University - Education Program (AK)

American University - School of Education (DC)

Anderson University - College of Education (SC)

Azusa Pacific University - School of Education (CA)

Benedict College - School of Education (SC)

Bethel University - Education Department (IN)

Bowling Green State University - College of Education and Human Development (OH)

California State University, Fresno - Kremen School of Educ & Human Development (CA)

California State University, Fullerton - College of Education (CA)

Cameron University - Educator Preparation (OK)

Charleston Southern University - College of Education (SC)

Columbia College - Division of Education (SC)

Coppin State University - Education Unit (MD)

Five Towns College - Education Division (NY)

Georgia Gwinnett College - Teacher Education Unit (GA)

Grambling State University - College of Education (LA)

Hunter College of the City University of New York - School of Education (NY)

Idaho State University - College of Education (ID)

Jackson State University - College of Education and Human Development (MS)

Kansas State University - College of Education (KS)

Kent State University - College of Education, Health, and Human Services (OH)

Langston University - School of Education and Behavioral Sciences (OK)

Limestone University - Teacher Education Program (SC)

McDaniel College - Education Department (MD)

Morgan State University - School of Education and Urban Studies (MD)

Mount St. Mary's University - Education Department (MD)

National University - Sanford College of Education (CA)

Nicholls State University - College of Education and Behavioral Sciences (LA)

Norfolk State University - School of Education (VA)

Northern New Mexico College - Department of Teacher Education (NM)

Oakwood University - Department of Education (AL)

Ohio Dominican University - Education Division (OH)

Oklahoma Wesleyan University - Teacher Education Council (OK)

Oregon State University - College of Education (OR)

Otterbein University - Education Department (OH)

Peru State College - School of Education (NE)

Qatar University (SQA)

Queens University of Charlotte - Cato School of Education (NC)

Saint Bonaventure University - School of Education (NY)

Saint Xavier University - Education Department (IL)

Sam Houston State University - College of Education (TX)

Shawnee State University - School of Education (OH)

Shippensburg University of Pennsylvania - College of Education & Human Services (PA)

Southern Illinois University Edwardsville - School of Education, Health and Human Behavior (IL)

Southern University at New Orleans - College of Education and Human Development (LA)

Southern Wesleyan University - School of Education (SC)

Spelman College - Education Department (GA)

Stillman College - School of Education (AL)

Sultan Qaboos University - College of Education (SOM)

Texas Southern University - College of Education (TX)

The University of Alabama - College of Education (AL)

The University of Hartford - College of Education, Nursing and Health Professions (CT)

The University of New Mexico - College of Education, Dean's Office (NM)

The University of North Carolina at Pembroke - School of Education (NC)

The University of Wyoming - College of Education (WY)

Towson University - College of Education (MD)

Trevecca Nazarene University - School of Education (TN)

Tuskegee University - School of Education (AL)

University of Central Missouri - College of Education (MO)

University of Central Oklahoma - College of Education and Professional Studies (OK)

University of Maryland Global Campus - School of Arts and Sciences, Department of Education and Public Service (MD)

University of Nebraska At Omaha - College of Education, Health, and Human Sciences (NE)

University of New Orleans - College of Education and Human Development (LA)

University of North Dakota - College of Education and Human Development (ND)

University of Phoenix - Utah - College of Education (UT)

Valley City State University - School of Education and Graduate Studies (ND)

Western Oregon University - College of Education (OR)

William Carey University - School of Education (MS)

Wright State University - College of Health, Education, and Human Services (OH)

TEAC ACCREDITED

Albion College - Education Department (MI)

Bluefield University - School of Education and Social Sciences (VA)

Chaminade University of Honolulu - Education Division, Counselor Education (HI)

Colorado State University - Fort Collins - School of Education (CO)

Dixie State University - College of Education (UT)

Granite State College (NH)

Inter American University of Puerto Rico - Aguadilla - Education & Humanistic Studies (PR)

Lake Erie College - Education Department (OH)

Regent University - School of Education - ADM 207 (VA)

Roanoke College - Education Department (VA)

Rutgers University - Camden - Teacher Education (NJ)

Southern New Hampshire University - School of Arts, Sciences and Education (NH)

St. Lawrence University - Department of Education (NY)

Teach For America Hawaii (HI)

Thomas Edison State University - Heavin School of Arts, Sciences and Technology (NJ)

Tulane University - Teacher Preparation Certification Program (LA)

Universidad Ana G. Mendez, Cupey Campus (formerly Universidad Metropolitana) - School of Education (PR)

University of Michigan-Ann Arbor - School of Education (MI)