



Council for the
Accreditation of
Educator Preparation

ACCREDITATION ACTION REPORT

Teacher Education
Morris College
Sumter, South Carolina

Accreditation Council April 2020
Accreditation Application Date: *

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

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

ACCREDITATION DECISION

Accreditation with stipulations is granted at the initial-licensure level. Accreditation status is effective between Spring 2020 and Spring 2022. The provider must demonstrate that all stipulations have been corrected within two years to continue accreditation. A Stipulation Documentation virtual site visit will occur in Fall 2021.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Not Applicable	Not Applicable
STANDARD 2/A.2: Clinical Partnerships and Practice	Not Applicable	Not Applicable
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Not Applicable	Not Applicable
STANDARD 4/A.4: Program Impact	Not Applicable	Not Applicable
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	Met	Not Applicable

AREAS FOR IMPROVEMENT AND STIPULATIONS

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

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

INITIAL-LICENSURE LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD 3: Candidate Quality, Recruitment, And Selectivity

	Areas for Improvement	Rationale
1	The EPP's plan does not include in their recruitment strategies how data will be recorded, monitored, and in planning and modifying their recruitment strategies (Component 3.1).	One component of the recruit plan is missing: the EPP fails to document how data will be collected and used to increase the number of candidates in the program

STANDARD 4: Program Impact

	Areas for Improvement	Rationale
1	The EPP's plan for documenting completer impact on student learning does not meet all of the qualifications as outlined in the CAEP guidelines. (Component 4.1)	The EPP's plan for documenting completer's ability to impact P-12 student learning and development does not include a strategy for how to analyze data from completers on student growth
2	The EPP's plan for documenting teacher effectiveness does not meet all of the qualifications as outlined in the CAEP guidelines. (Component 4.2)	The EPP's plan for documenting teacher effectiveness does not include the steps for appropriate analyses and how data will be used for continuous improvement.
3	The EPP's plan for documenting employer satisfaction does not meet all of the qualifications as outlined in the CAEP guidelines. (Component 4.3)	The EPP's Employer Surveys were not complete and the plan did not include a plan for how to collect data and steps for how to determine content validity of the instrument
4	The EPP's plan for documenting completer satisfaction does not meet all of the qualifications as outlined in the CAEP guidelines. (Component 4.4)	The EPP's plan for Completer surveys lacks relevant measures to ensure data quality

STANDARD 5: Provider Quality Assurance and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP provided limited evidence of tracking of results over time to validate continuous improvement or testing of innovation. (component 5.3)	The EPP provided limited evidence of a quality assurance system that is used to regularly and systematically collect and analyze assessment performance data against program goals and relevant standards; track results over time; or evidence of using results to improve program elements and processes.
2	The EPP provided insufficient completer impact-outcome data on P-12 student growth. (component 5.4)	The EPP provided limited measures of completer impact on P-12 student growth, benchmarks, decision-making, resource allocation, and future direction.

	Stipulations	Rationale
1	The EPP did not provide documentation of verifiable, cumulative, relevant, and actionable evidences for continuous improvement. (component 5.2)	The EPP did not provide data that produces empirical evidence of effective analyses and use of data to ensure valid and consistent evaluations for continuous improvement.

INFORMATION ABOUT ACCREDITATION STATUSES

Accreditation for seven (7) years is granted if the EPP meets all CAEP Standards and components, even

if areas for improvement (AFIs) are identified in the final report of the Accreditation Council.

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

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

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

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

SCOPE OF ACCREDITATION

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

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

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

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

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

teachers or other school professionals for P-12 schools/districts.

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

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

End of Action Report