



ACCREDITATION ACTION REPORT

Capitol Region Education Council
 Capitol Region Education Council
 Hartford, Connecticut

Accreditation Council April 2026
 Initial Accreditation Date: 04/19/2026

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

ACCREDITATION DECISION

Initial-Licensure Level Decision: Accreditation

Accreditation Term: 04/19/2026 through 06/30/2033

Next Review Semester: Fall 2032

Advanced Level Decision: Accreditation

Accreditation Term: 04/19/2026 through 06/30/2033

Next Review Semester: Fall 2032

SUMMARY OF STANDARDS

CAEP STANDARDS: Initial-Licensure Level	Standards Decision
Standard R1: Content and Pedagogical Knowledge	Met
Standard R2: Clinical Partnerships and Practice	Met
Standard R3: Candidate Recruitment, Progression, and Support	Met
Standard R4: Program Impact	Met
Standard R5: Quality Assurance System and Continuous Improvement	Met
Standard R6: Fiscal and Administrative Capacity	Met

CAEP STANDARDS: Initial-Licensure Level	Standards Decision
Standard R7: Record of Compliance with Title IV of the Higher Education Act	Met

CAEP STANDARDS: Advanced Level	Standards Decision
Standard RA1: Content and Pedagogical Knowledge	Met
Standard RA2: Clinical Partnerships and Practice	Met
Standard RA3: Candidate Quality and Selectivity	Met
Standard RA4: Satisfaction with Preparation	Met
Standard RA5: Quality Assurance System and Continuous Improvement	Met
Standard RA6: Fiscal and Administrative Capacity	Met
Standard RA7: Record of Compliance with Title IV of the Higher Education Act	Met

AREAS FOR IMPROVEMENT AND STIPULATIONS

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

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

INITIAL-LICENSURE LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

R4 Program Impact

Areas for Improvement	Rationale
AFI - R4.1 - The EPP provided limited evidence to demonstrate that program completers effectively contributed to P-12 student-learning growth and apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.	The EPP revised the instruments used to determine impact and effectiveness, but identified only two cycles of data.
AFI - R4.2 - The EPP provided limited evidence that employers were satisfied with completers' preparation.	The EPP revised the instruments used to determine employer satisfaction, but the EPP identified only two cycles of data.
AFI - R4.3 - The EPP provided limited evidence that completers were satisfied with program preparation.	The EPP revised the instruments used to determine completer satisfaction, but the EPP identified that they had two cycles of data that were provided.

ADVANCED LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

RA.4 Satisfaction with Preparation

Areas for Improvement	Rationale
AFI - RA4.1 - The EPP provided limited evidence demonstrating that employers were satisfied with completers' preparation for their assigned responsibilities.	The EPP recently developed a structured process and had one cycle of employer satisfaction data.

PROGRAMS INCLUDED IN REVIEW

Program Name	Licensure Level	Degree Level
CT Comprehensive Special Education Residency Program	Initial-Licensure Level	Endorsement Only
CT Elementary Teacher Residency Program	Initial-Licensure Level	Endorsement Only
CT Middle Grades Mathematics	Initial-Licensure Level	Endorsement Only
Advanced Advanced Alternate Route to Certification for Special Education	Advanced Level	Endorsement Only

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 level 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** 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 level 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, evaluators, 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