



**Council for the
Accreditation of
Educator Preparation**

ACCREDITATION ACTION REPORT

School of Education and Human Development
Fairfield University
Fairfield, Connecticut

Accreditation Council October 2021
Accreditation Application Date: 4/27/2005

*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.*

ACCREDITATION DECISION

Accreditation is granted at the initial-licensure level. This Accreditation status is effective between Fall 2021 and Fall 2028. The next site visit will take place in Spring 2028.

Accreditation is granted at the advanced-level. This Accreditation status is effective between Fall 2021 and Fall 2028. The next site visit will take place in Spring 2028.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED-LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Met	Met
STANDARD 2/A.2: Clinical Partnerships and Practice	Met	Met
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Met	Met
STANDARD 4/A.4: Program Impact	Met	Met
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	Met	Met

AREAS FOR IMPROVEMENT AND STIPULATIONS

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

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

INITIAL-LICENSURE LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD 3: Candidate Quality, Recruitment, And Selectivity

	Areas for Improvement	Rationale
1	The EPP provided limited data to demonstrate recruitment of high-quality candidates from diverse backgrounds and to	The EPP's recruiting plan was incomplete. Goals and other components were not provided as part of a formal,

	address high-needs areas. (component 3.1)	coherent plan to recruit candidates, as well as progress reports towards meeting the goals.
2	The EPP provided insufficient data to demonstrate that candidate cohorts meet the minimum cohort mean criteria on a standardized assessment of reading, writing, or mathematics. (component 3.2)	Standardized reading, writing, and mathematics assessment data were not provided for all candidates and across programs.

STANDARD 5: Provider Quality Assurance and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP provided insufficient evidence that the quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces evidence the interpretations of data are valid. (component 5.2)	No validity studies were provided for the EPP-created assessments.
2	The EPP provided insufficient evidence of the use of stakeholder input. (component 5.5)	Limited evidence was presented regarding stakeholder impact at the EPP level.

ADVANCED LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD A.3: Candidate Quality, Recruitment, And Selectivity

	Areas for Improvement	Rationale
1	The EPP provided limited data to demonstrate a commitment to admission of high-quality candidates from diverse backgrounds and to address high-needs areas. (component A.3.1)	The EPP's admissions plan was incomplete. Evidence of monitoring employment trends or progress towards expanding diversity as part of a coherent strategic plan was not provided.

STANDARD A.5: Provider Quality Assurance and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP provided insufficient evidence that the quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces evidence the interpretations of data are valid. (component A.5.2)	There was no written phase-in plan or other evidence for some advanced programs.
2	The EPP provided insufficient evidence that measures of advanced program completer outcomes are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs resource allocation, and future direction. (component A.5.4)	There was no written phase-in plan or other evidence for some advanced programs.
3	The EPP provided insufficient evidence of the use of stakeholder input. (component A.5.5)	Limited evidence was presented regarding stakeholder impact at the EPP level.

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

Removed:

Area for Improvement or Weakness	Rationale
(1) [NCATE STD2]The unit does not regularly and systematically analyze data to improve program quality and unit operations. [Both]	Remove AFIS 1. Standard 5.1. and 5.1 addresses this, new AFIs address this.
(2) [NCATE STD2]The technology systems currently utilized are not effective for maintaining, managing, and disseminating data for unit improvement. [Both]	2. This is not applicable, but systemic data review is part of Standard 5.

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 review 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 levels 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, evaluation team members, 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