



ACCREDITATION ACTION REPORT

Isabelle Farrington College of Education and Human Development
Sacred Heart University
Fairfield, Connecticut

Accreditation Council October 2025
Initial Accreditation Date: 03/28/1998

**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: 10/19/2025 through 12/31/2032

Next Review Semester: Spring 2032

Advanced Level Decision: Accreditation

Accreditation Term: 10/19/2025 through 12/31/2032

Next Review Semester: Spring 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

R5 Quality Assurance System and Continuous Improvement

Areas for Improvement	Rationale
AFI - R5.2 - The EPP provided limited evidence that the EPP's Quality Assurance System relied on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data were valid and consistent.	While most of the data from proprietary assessments were valid and reliable, there was limited documentation that the EPP ensured that the data from the CFAST and EDA were consistent. Site interviews revealed that some clinical educators would welcome more preparation and calibration for the CFAST instrument.
AFI - R5.3 - The EPP provided limited evidence of internal and external stakeholder involvement in program design, evaluation, and continuous improvement process.	The EPP provided limited documentation of external stakeholders engaged in program evaluation and continuous improvement. There was little documentation of external stakeholders' review of EPP outcomes on a systematic, on-going basis. Most of the

Areas for Improvement	Rationale
	evidence provided for Standard R5 was relevant to Standard R2.

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 provided some evidence to support collection of employer satisfaction. However, not all programs provided 3-cycles of data or had data to support employer satisfaction. Evidence provided demonstrated the start of a process for continued collection.

PROGRAMS INCLUDED IN REVIEW

Program Name	Licensure Level	Degree Level
Elementary Education	Initial-Licensure Level	Master's
Master of Arts in Teaching: Music Education K-12	Initial-Licensure Level	Master's
Secondary English Education	Initial-Licensure Level	Master's
Secondary Mathematics Education	Initial-Licensure Level	Master's
Secondary Science: Biology	Initial-Licensure Level	Master's
Secondary Science: Chemistry	Initial-Licensure Level	Master's
Secondary Science: General Science	Initial-Licensure Level	Master's
Secondary Social Studies	Initial-Licensure Level	Master's
Secondary World Language: Spanish	Initial-Licensure Level	Master's
Special Education - Comprehensive K-12	Initial-Licensure Level	Master's
Administration and Supervision (building level)	Advanced Level	Specialist or C.A.S.
Administration and Supervision (district level)	Advanced Level	Specialist or C.A.S.
Connecticut Literacy Specialist Program (CLSP)	Advanced Level	Specialist or C.A.S.
School Counseling	Advanced Level	Master's

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