



**Council for the
Accreditation of
Educator Preparation**

ACCREDITATION ACTION REPORT

Neag School of Education
University of Connecticut
Storrs, Connecticut

Accreditation Council October 2022
Accreditation Application Date: 4/17/2009

*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 and the advanced level. This Accreditation status is effective between Fall 2022 and Fall 2029. The next site review will take place in Spring 2029.

SUMMARY OF STANDARDS

| CAEP Standards | Initial-Licensure Level | Advanced Level |
|--|-------------------------|----------------|
| Standard R1/A1: Content and Pedagogical Knowledge | Met | Met |
| Standard R2/A2: Clinical Partnerships and Practice | Met | Met |
| Standard R3: Candidate Recruitment, Progression, and Support Standard A3: Candidate Quality and Selectivity | Met | Met |
| Standard R4/A4: Program Impact | Met | Met |
| Standard R5: Quality Assurance System and Continuous Improvement Standard A5: 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.

No Areas for Improvement or Stipulations were identified in this report.

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] Information technologies are not used in all programs (Special Education, School Psychology, and Executive Leadership) to support the systematic collection, aggregation, and analysis of data at the program and unit levels. [Both] (2) [NCATE STD2] The unit does not follow a regular and systematic schedule for conducting employer and graduate follow-up surveys. [Both] | (1) Team recommends removal. This AFI was covered under CAEP Standard R5/A5. (2) Team recommends removal. This AFI was covered under CAEP Standard R4/A4 |

Continued:

| Area for Improvement or Weakness | Rationale |
|----------------------------------|-----------|
| None | None |

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.

The following programs are included in the current accreditation cycle:

| Name | Level | Degree |
|--|----------|----------------------|
| Agricultural Education | Initial | Master's |
| Elementary Education | Initial | Master's |
| English (TCPCG) | Initial | Master's |
| English (IB/M) | Initial | Master's |
| Foreign Languages | Initial | Master's |
| Foreign Languages (TCPCG) | Initial | Master's |
| Mathematics | Initial | Master's |
| Mathematics (TCPCG) | Initial | Master's |
| Science | Initial | Master's |
| Science (TCPCG) | Initial | Master's |
| Social Studies | Initial | Master's |
| Social Studies 5-Year Bachelors/Masters | Initial | Master's |
| Special Education | Initial | Master's |
| Special Education TCPCG | Initial | Master's |
| Administrator Preparation Program (Building Level) | Advanced | Specialist or C.A.S. |
| Executive Leadership (Superintendent Level) | Advanced | Post Master's |
| Reading and Language Arts | Advanced | Master's |
| School Psychology | Advanced | Specialist or C.A.S. |

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