



**Council for the
Accreditation of
Educator Preparation**

ACCREDITATION ACTION REPORT

College of Education, Nursing and Health Professions
The University of Hartford
West Hartford, Connecticut

Accreditation Council April 2023
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 is granted at the initial-licensure level and the advanced level. This Accreditation status is effective between Spring 2023 and Spring 2030. The next site review will take place in Fall 2029.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED LEVEL
STANDARD R1/RA1: Content and Pedagogical Knowledge	Met	Met
STANDARD R2/RA2: Clinical Partnerships and Practice	Met	Met
STANDARD R3/RA3: Candidate Quality and Selectivity	Met	Met
STANDARD R4/RA4: Satisfaction with Preparation	Met	Met
STANDARD R5/RA5: Quality Assurance System and Continuous Improvement	Met	Met
STANDARD R6/RA6: Fiscal and Administrative Capacity	Met	Met
STANDARD R7/RA7: Record of Compliance with Title IV of the Higher Education Act	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 R3: Candidate Quality and Selectivity

Areas for Improvement	Rationale

1	The EPP provided limited evidence that candidates possess critical dispositions reflecting positive beliefs about the learning potentials of all students. (component R3.3)	The EPP disposition data lacked disaggregation and analysis of candidates' critical dispositions.
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STANDARD R4: Satisfaction with Preparation

	Areas for Improvement	Rationale
1	The EPP provided limited evidence to demonstrate that program completers effectively contributed to P-12 student learning (component R4.1)	One cycle of data was provided; however, no Transition Plan was included.
2	The EPP provided limited evidence that employers were satisfied with program completers. (component R4.2)	Data provided were in the form of reporting on informal interviews only with school officials.
3	The EPP provided limited evidence that completers were satisfied with program preparation. (component R4.3)	Data provided were not evidence of completer satisfaction.

STANDARD R5: Quality Assurance System and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP provided limited evidence of a functioning Quality Assurance System. (component R5.1)	While the EPP provided the parts of a QAS, the system lacked sufficient evidence of system capability and systematic functionality, of valid and reliable data, and of the collection, review, and analysis supporting program improvement.

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's data management system is not fully operational across all programs. [Both]	(1) This NCATE legacy AFI is reviewed under R5.1 and any additional or continuing CAEP AFIs will be addressed there. Team recommends removal of legacy AFI.
(2) [NCATE STD4]The unit has not demonstrated good-faith efforts to recruit and maintain professional education faculty members from diverse ethnic/racial groups. [Both]	(2) Team recommends removal. This is covered under CAEP component R3.1.
(3) [NCATE STD6]An inadequate number of support personnel limits the maintenance of the assessment system. [Both]	(3) This NCATE legacy AFI is not part of CAEP current standards. Team recommends removal of legacy AFI.

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
Early Childhood Ed Birth-K Undergraduate	Initial	Baccalaureate
Early Childhood Education Birth-K Graduate	Initial	Master's
Early Childhood Education PK-3 Graduate	Initial	Master's
Early Childhood Education PK-3 Undergraduate	Initial	Baccalaureate
Elementary Education - Graduate	Initial	Master's
Elementary Education - Undergraduate	Initial	Baccalaureate
Integrated Elementary and Special Education Initial Certification	Initial	Baccalaureate
Masters in Special Education	Initial	Master's
Secondary English	Initial	Baccalaureate
Secondary Math	Initial	Baccalaureate
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