CAEP Council for the
Accreditation of
Educator Preparation

ACCREDITATION ACTION REPORT
Department of Education
Shaw University
Raleigh, North Carolina

Accreditation Council April 2020
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. This Accreditation status is effective between Spring 2020 and Spring 2027. The next site visit will take place in Fall 2026.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Met	Not Applicable
STANDARD 2/A.2: Clinical Partnerships and Practice	Met	Not Applicable
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Met	Not Applicable
STANDARD 4/A.4: Program Impact	Met	Not Applicable
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	Met	Not Applicable

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 1: Content and Pedagogical Knowledge

	Areas for Improvement	Rationale
1	The EPP provided limited evidence that candidates	The Educator Disposition Assessment (EDA) was

	demonstrate an understanding of the 10 InTASC Standards at the appropriate progression level(s). (Component 1.1)	identified as a means of demonstrating candidate understanding of the 10 InTASC Standards at the appropriate progression level(s). However, data were not provided documenting candidate performance on the EDA. Data for course-based assessments identified as evidence points for this component were not provided during the onsite visit.
2	The EPP provided limited evidence of candidates' ability to measure their P-12 students' progress. (Component 1.2)	The evidence provided limited analysis and interpretation of PPAT and NCTR data, having less than three cycles of data provided for the standard component

STANDARD 2: Clinical Partnerships and Practice

	Areas for Improvement	Rationale
1	The EPP provided limited evidence that multiple measures are used at key points during clinical experiences to monitor candidate performance. (Component 2.3)	Although some data was provided to monitor candidates at key points during cinical experiences, The EPP did not provide data that candidates demonstrate the development of professional dispositions.

STANDARD 3: Candidate Quality, Recruitment, And Selectivity

	Areas for Improvement	Rationale
1	The EPP provided limited evidence that non-academic measures are used as a predictor of candidate success. (Component 3.3)	Evidence provided for Standard 3.3 has insufficient data to support adequate association/correlation of professional dispositions and non-academic criteria in the successful preparation of candidates and effective performance of program completers at multiple points.

STANDARD 4: Program Impact

	Areas for Improvement	Rationale
1	The EPP provided insufficient evidence that employers are satisfied with completers preparation. (Component 4.3)	The EPP did not provide at least one cycle of data as required to meet the criteria of sufficiency of the phase in plan.

STANDARD 5: Provider Quality Assurance and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP provided limited evidence of a quality assurance system that uses multiple measures to monitor candidate progress throughout the program, monitor the achievements of completers, and monitor the operational effectiveness of the provider. (Component 5.1)	While the QAS provided narrative of monitoring candidate progress, completer achievement, and operational effectiveness, no data were provided.
2	The EPP provided limited evidence that the EPP is collecting and using data to regularly and systematically assess	The EPP provided limited evidence that demonstrates regular and systematic collection, analysis, and sharing

performance and drive program changes. (Component 5.3)	of data.

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 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 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, site visitors, 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