2023
ANNUAL REPORT

CAEP Council for the
Accreditation of
Educator Preparation

Data collected as of November 17, 2023

INTRODUCTION

We have the opportunity through our annual report to look back on the work that we have performed over the past year and provide you with an update on our efforts to advance excellence in educator preparation. This year brought new opportunities for the Council for the Accreditation of Educator Preparation (CAEP) as the world continued to rebound from a global pandemic which required all of us to sacrifice and make significant changes to our daily lives. What we have learned since 2020 is that CAEP providers are not only compassionate, innovative and committed to making a difference in the lives of K-12 students through educator preparation, they are also resilient, willing to face challenges and excel in their work to make our world better.

The year of 2023 marks the 10-year anniversary of CAEP. In 2013, the National Council for the Accreditation of Teacher Education and the Teacher Education Accreditation Council merged to create a new entity, committed to evidence-based accreditation and a single set of standards for the field. Standards that are based on evidence of what is most impactful to successful teaching—content expertise, clinical experience, learning outcomes for K-12 learners and continuous improvement.

At CAEP, we work to support educator preparation providers. We maintain the Gold Standards for educator preparation. Standards that are challenging, yet attainable. CAEP providers are committed to using evidence to support quality in preparation and continuous improvement to strengthen P-12 learning.

We share our commitment to excellence in educator preparation with providers, states and professional organizations. We have accredited more than 550 providers under the CAEP Standards, with more in the process of seeking accreditation for the first time. CAEP has partnership agreements with 33 states, and eight states utilize CAEP accreditation as a form of reciprocity. Additionally, 13 specialized professional associations have formal partnerships as part of content specific reviews. CAEP works with these partners to reduce duplication of efforts for providers and those entities that license educators.

The CAEP Board of Directors is made up of professionals from all walks of education, including education preparation providers, educators actively engaged in classrooms and administrators who work to staff our P-12 schools. This year, we welcomed three new members to our board. Noel Candelaria is the Secretary-Treasurer of the National Education Association and past president of the Texas State Teachers Association. Lindsey Jensen is the executive director for Educators Rising Illinois and the 2018 Illinois Teacher of the Year. Tes Mehring has served as the Dean of Schools of Education and as Provost at Emporia State University and Baker University and serves as the Vice Chair of the CAEP Accreditation Council.

CAEP is a peer-based organization. Without volunteers the work we do would not be possible. Whether it is as a site reviewer, Accreditation Council member, member of the Board of Directors, or an individual who volunteers to present at a CAEP conference, the work we do is collaborative and aimed toward strengthening our profession. We are peers and we are committed to excellence in preparing teachers for all students.

On behalf of my colleagues on the CAEP Board of Directors, I thank you for your service to educator preparation. Every child in our P-12 classrooms deserves an excellent teacher who will support them in achieving success. Together, we make this possible, and it all begins with our standards.
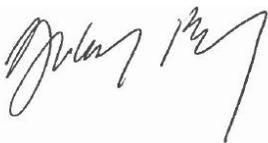
Yuhang Rong
Chair, CAEP Board of Directors
Associate Vice President for Global Affairs, University of Connecticut

CONTENTS

LETTER FROM THE PRESIDENT OF CAEP

Dear Providers of Educator Preparation:

2023 marks the 10-year anniversary of the Council for the Accreditation of Educator Preparation (CAEP). We have come a long way since the Boards of the National Council for the Accreditation of Teacher Education and the Teacher Education Accreditation Council voted themselves out of existence in order to unify the field under a single set of standards. In 2013, the two previous accreditors merged to create CAEP and develop educator preparation standards tied directly to P-12 student outcomes. Part of our mission includes a focus on continuous improvement, and in that practice, we have reviewed and revised our standards to ensure that they remain rigorous and relevant in today's world.

10 years is a long time. More than 550 educator preparation providers in 43 states, the District of Columbia, Puerto Rico, Jordan and the United Arab Emirates, have been accredited under the CAEP standards. In 2020, we moved all our site visits online and continue this practice to this day with overwhelming support from the field, increasing efficiency and reducing costs. The number of staff at CAEP is a small fraction of what existed prior to the merger, and we are fully remote with employees in at least eight different states spread throughout the country.

CAEP has changed, but our commitment to excellence has not.

This year, for the first time since the start of the pandemic, we hosted an in-person CAEPCon in Arlington, Virginia. After three years, we were not sure what to expect, however, it was an astounding success. We were joined by more than 700 attendees for dozens of presentations and networking. Thank you to the staff and volunteers who made this event a success. We are already looking forward to hosting our next in-person CAEPCon in fall 2024.

This year we received a grant from the W.K. Kellogg Foundation to redevelop our family engagement modules and fully align them to the 2022 Revised CAEP Standards. We are working with our partners at Branch Alliance for Educator Diversity and the National Association of Family, School and Community Engagement (NAFSCE). These modules have been a very popular resource for CAEP providers, aligned to the NAFSCE core competencies and targeted to assist preservice teachers. The new family engagement modules will be available for CAEP providers in 2025.

We also lost a very good friend this year. Emerson Elliott was an amazing professional, writer and thinker. He was a champion of the CAEP mission, vision and standards. He was instrumental in bridging the tenets of NCATE and TEAC. He was committed to a single set of standards to unite educator preparation and was a driving force in shaping the merger that is today CAEP. He spent countless hours with staff, volunteers and Board members as we put into practice policy and research. We are a better organization because of him.

Thank you for supporting the future educators that will help shape our future. Thank you for your commitment to CAEP and we look forward to our continued work together.

Christopher A. Koch, Ed.D

CAEP President, November 2022

CAEP BY THE NUMBERS

551
CAEP
accredited

11
NCATE
accredited*

3
TEAC
accredited*

ACCREDITATION W/ STIPULATIONS: 16
PROBATIONARY ACCREDITATION: 15
REVOCATION: 5 | DENIAL: 3

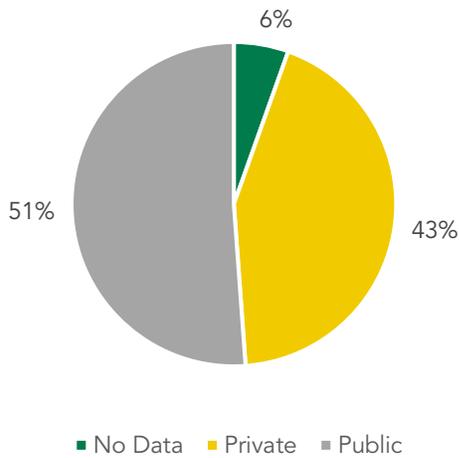**11** NEW EPP Applicants in Last 365 Days*

*2024 will conclude accreditation of providers previously accredited under NCATE and TEAC standards
*EPPs that have started a CAEP Initial application in 2023

ACCREDITATION COUNCIL 675;E;A@S

	Fall 2023	Spring 2023
CAEP Accredited	ITP: 38 | ADV: 27	ITP: 0 | ADV: 26
CAEP Probationary Accreditation	ITP: 2 | ADV: 1	ITP: 2 | ADV: 0
CAEP Accredited w/ Stipulations	ITP: 2 | ADV: 0	ITP: 2 | ADV: 0

By Control of Institution

6%
51%
43%

■ No Data ■ Private ■ Public

By Location

7%
5%
35%
28%
25%

■ No Data ■ Other ■ Rural ■ Suburban ■ Urban

EPPs by Size

27%

36%

18%

19%

■ 0-50 ■ 151-300 ■ 301+ ■ 51-150

Number of Completers
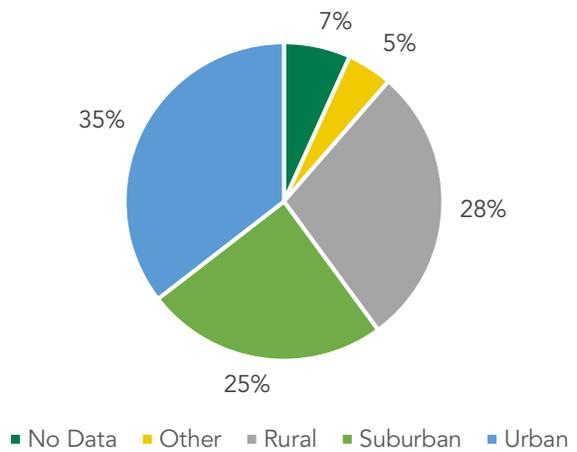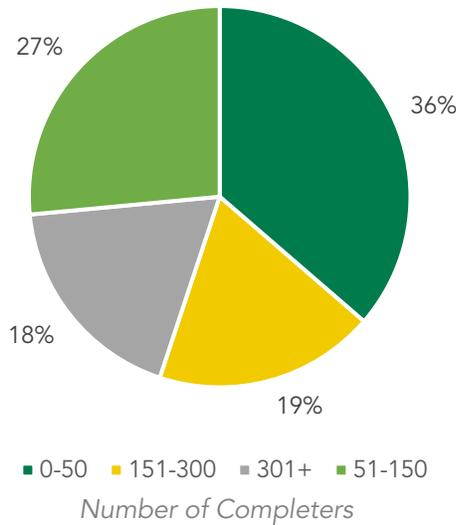
CAEP Accredited
Minority Serving EPPs

47 Historically
Black College
& University

37 Hispanic
Serving
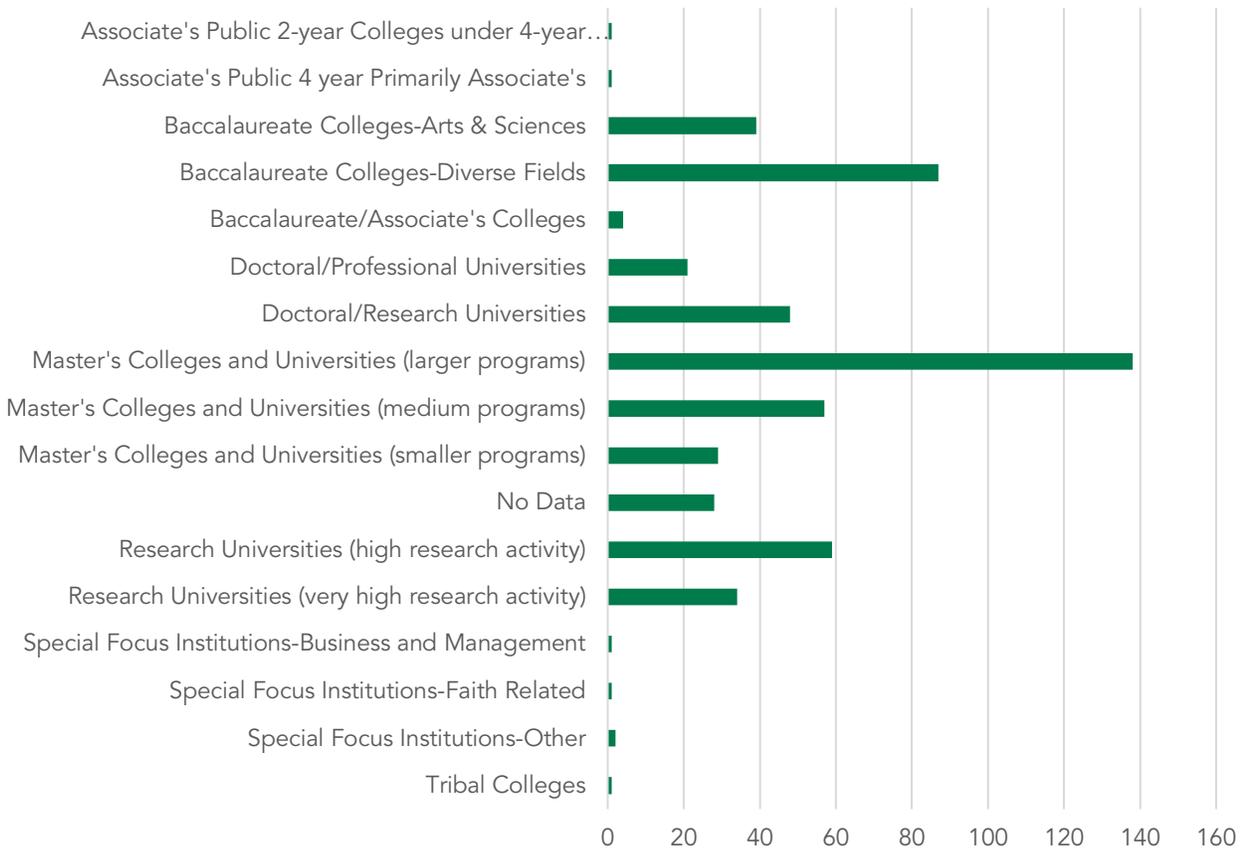Institution

1 Tribal
College

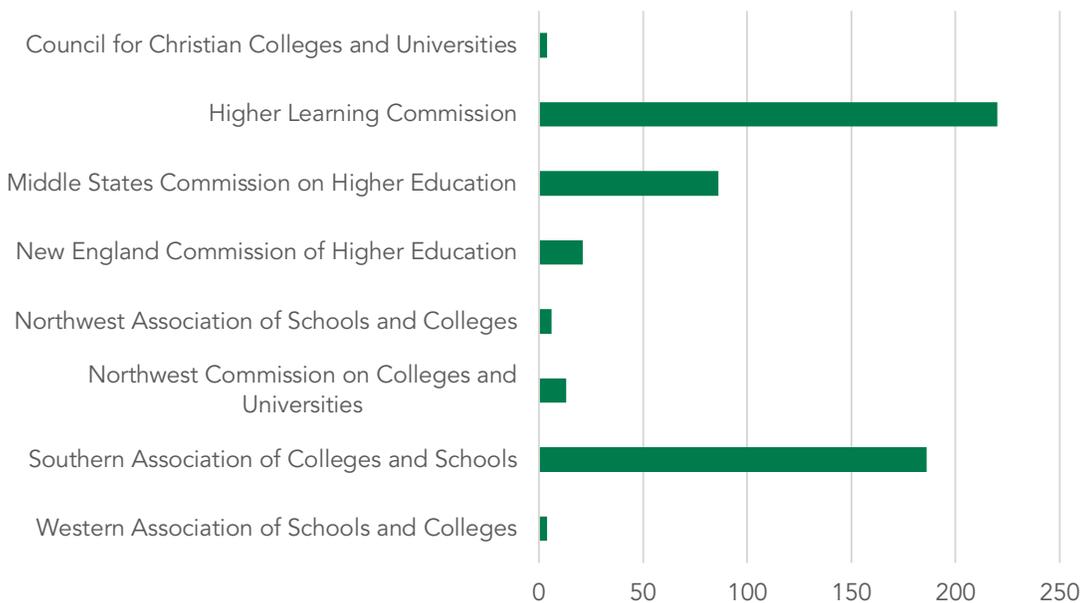## International EPPs

5 CAEP Accredited:
    3 United Arab Emirates
    1 Jordan
    1 Bahrain
2 Legacy NCATE/TEAC Accredited

7 CAEP Applicants
2 CAEP Eligible

By Carnegie Classification

Classification	Value
Associate's Public 2-year Colleges under 4-year…	~1
Associate's Public 4 year Primarily Associate's	~1
Baccalaureate Colleges-Arts & Sciences	~42
Baccalaureate Colleges-Diverse Fields	~87
Baccalaureate/Associate's Colleges	~4
Doctoral/Professional Universities	~22
Doctoral/Research Universities	~49
Master's Colleges and Universities (larger programs)	~138
Master's Colleges and Universities (medium programs)	~57
Master's Colleges and Universities (smaller programs)	~33
No Data	~30
Research Universities (high research activity)	~58
Research Universities (very high research activity)	~36
Special Focus Institutions-Business and Management	~1
Special Focus Institutions-Faith Related	~1
Special Focus Institutions-Other	~3
Tribal Colleges	~1

By Affiliation

| Affiliation	Value
Council for Christian Colleges and Universities	~5
Higher Learning Commission	~220
Middle States Commission on Higher Education	~87
New England Commission of Higher Education	~20
Northwest Association of Schools and Colleges	~8
Northwest Commission on Colleges and Universities	~13
Southern Association of Colleges and Schools	~185
Western Association of Schools and Colleges	~5

EDUCATOR PREPARATION PROVIDER DEMOGRAPHICS

NUMBER OF COMPLETERS

TOP TEN STATES

| State	2019	2020	2021	2022	2023
New York	5782	6471	7297	8021	7709
Utah	4321	8344	6211	6457	5454
Texas	3779	4760	4387	6070	5395
Ohio	6367	5754	5699	5401	5311
Indiana	4768	5078	4739	4948	5303
North Carolina	4745	4553	4859	5157	5176
Illinois	3280	3193	2977	4240	4771
Virginia	4160	4183	4016	4177	4557
New Jersey	3368	4040	4789	4245	4378
Kentucky	4887	4639	4681	4265	4267

TOP TEN EPPS

| EPP Name	State/Region	2022	2023
Western Governors University	UT	5873	4883
iteachU.S.	TX	3236	2895
Al Ain University	UAE	234	2180
Moreland University TEACH-NOW Graduate School of Education	DC	1314	1841
Relay Graduate School of Education	NY	1659	1373
University of the Cumberlands	KY	1534	1357
American College of Education	IN	1145	1241
National-Louis University	IL	1028	1226
Concordia University Chicago	IL	842	1189
Liberty University	VA	791	1161

Total Completers by Year
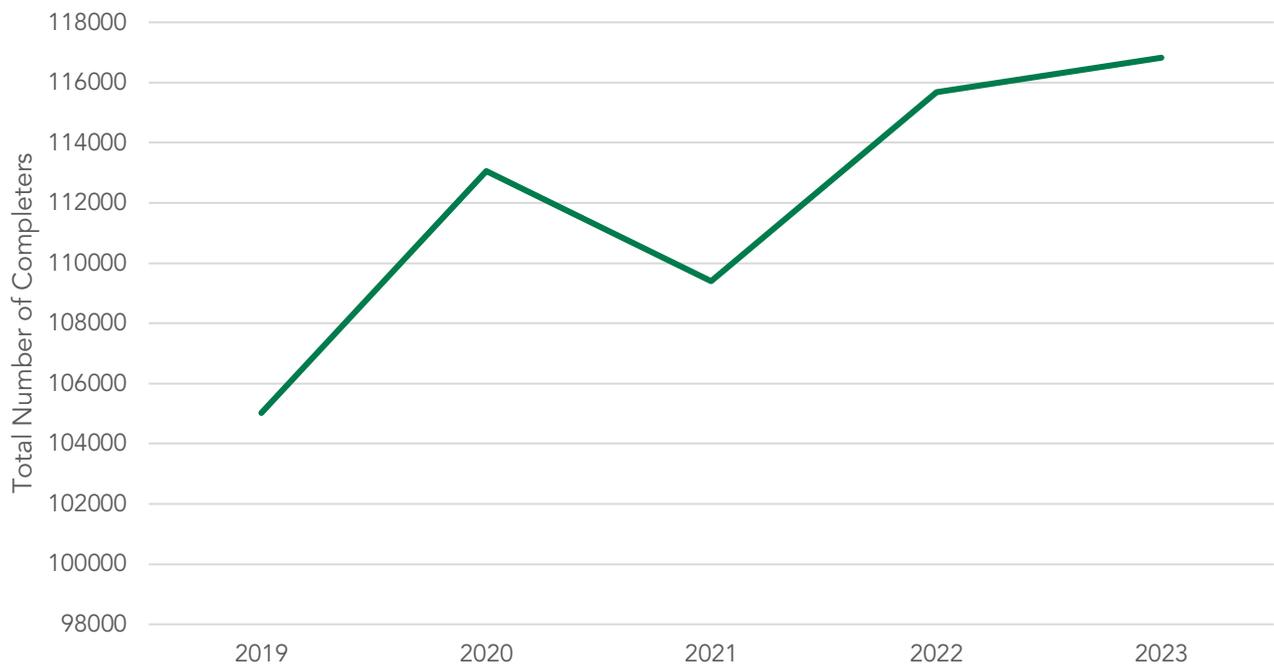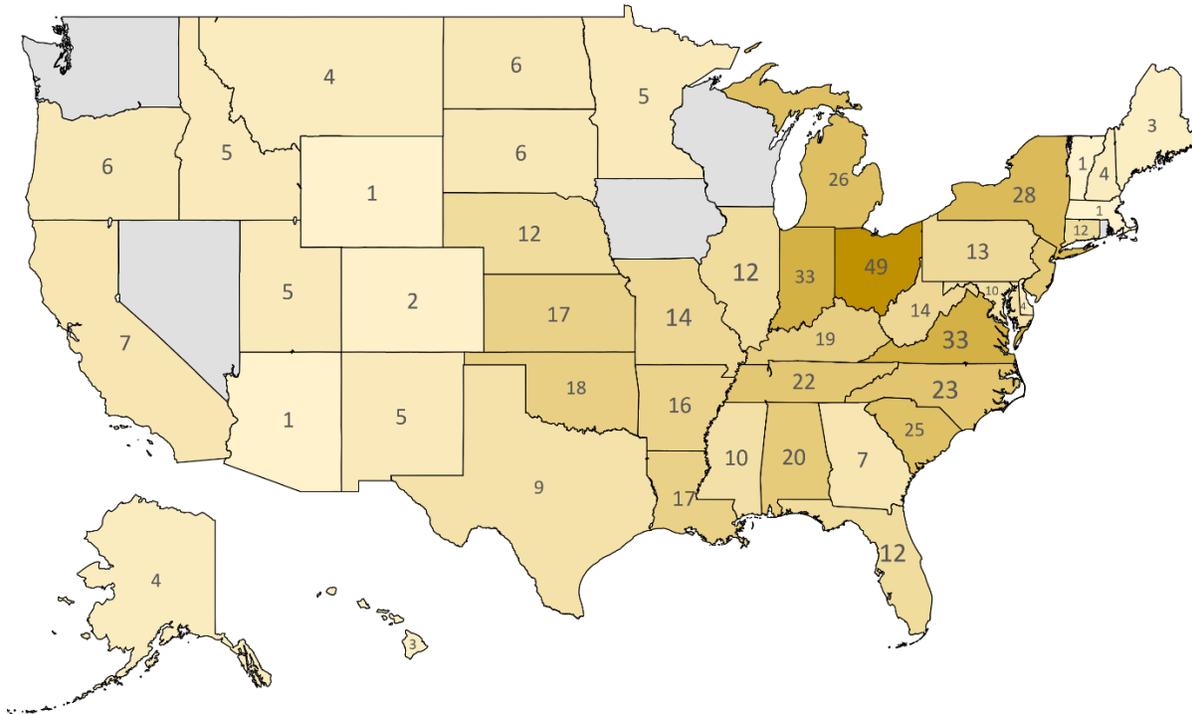

Average Number of Completers per EPP by Year
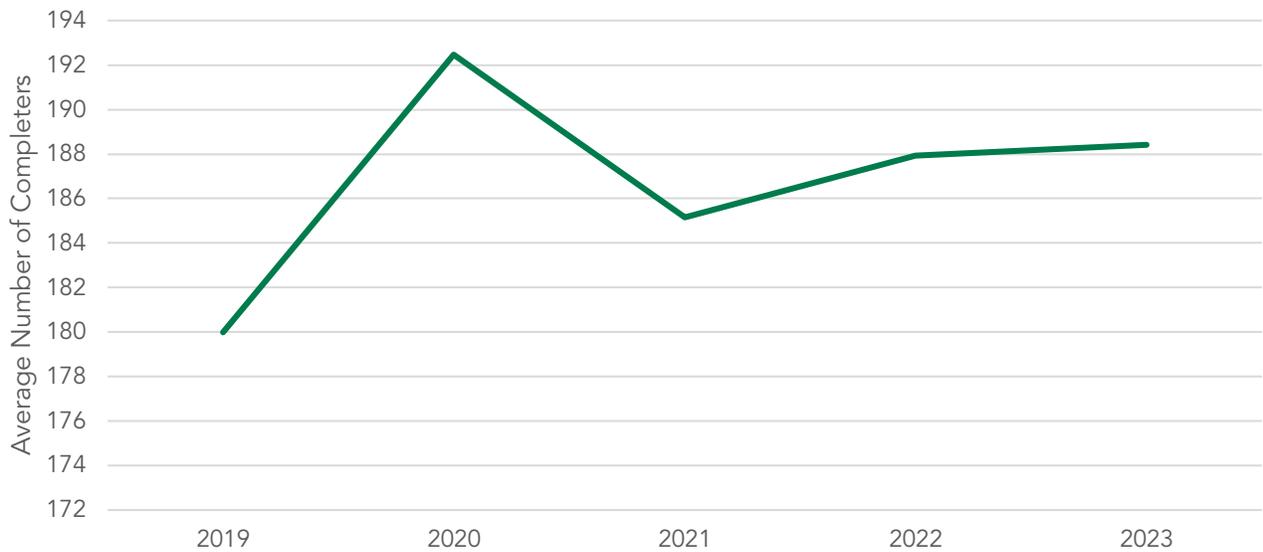
STATE AGREEMENTS

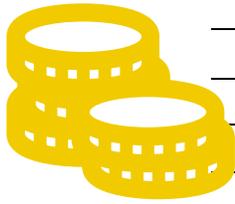### EPPs with State Agreements (33)
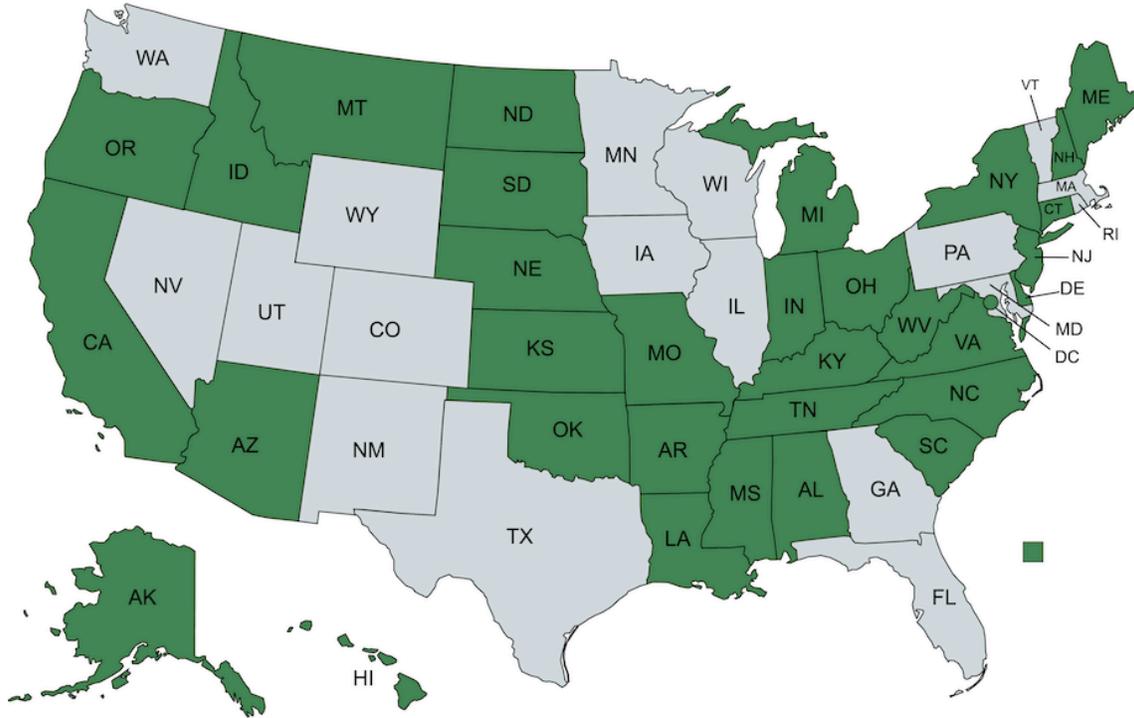
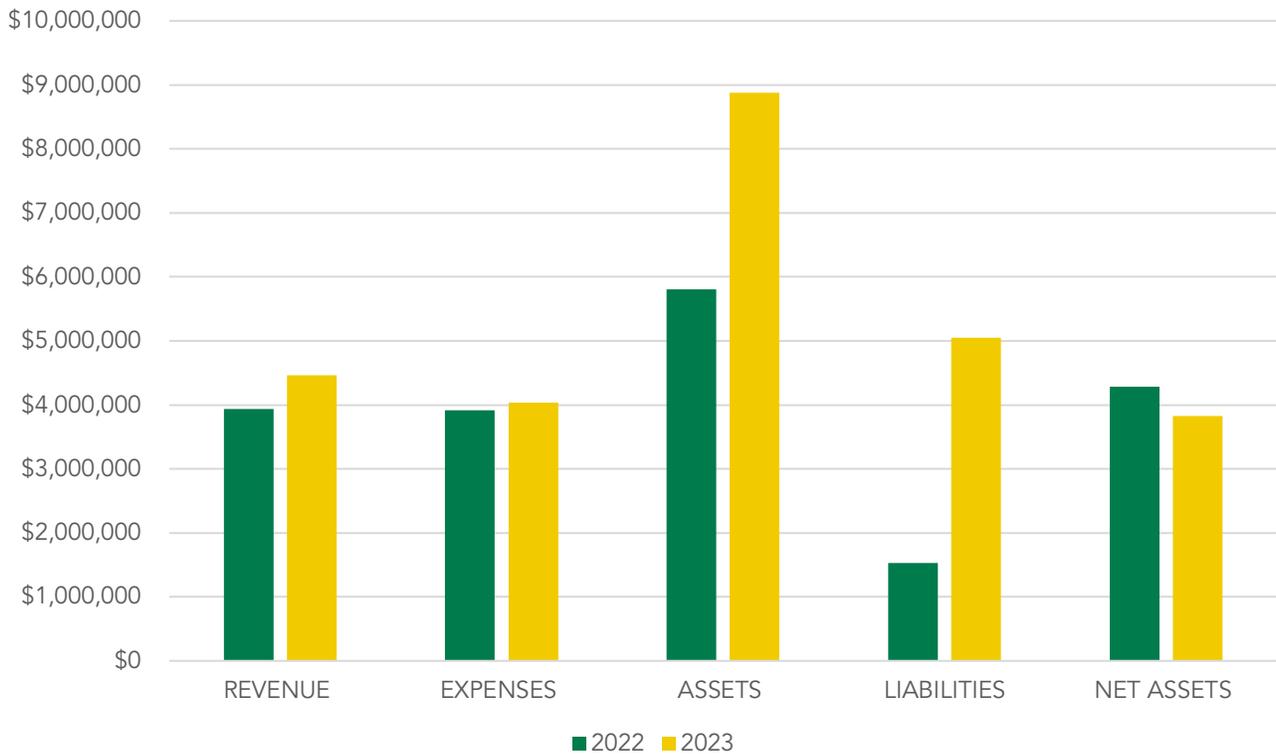### Number of CAEP Accredited EPPs by State

FINANCIAL INFORMATION

	2022	2023
REVENUE	$ 3,934,988	$4,460,797
EXPENSES	$ 3,918,362	$4,033,097
ASSETS	$ 5,809,194	$8,875,490
LIABILITIES	$ 1,527,931	$5,048,011
NET ASSETS	$ 4,281,263	$3,827,479

ANNUAL REPORTING MEASURES

CAEP maintains and periodically reviews and revises annual monitoring and reevaluation expectations of accredited EPPs, as appropriate to meet the requirements of CAEP policy, recognition guidelines of the Council for Higher Education Accreditation (CHEA), and federal accreditor recognition requirements. The Annual Accreditation Report (Annual Report) process, along with CAEP's review of any complaint against an EPP and information provided by other accreditors, is used to monitor, and evaluate an EPP's continued compliance with CAEP's Standards and accreditation requirements. As part of the Annual Reporting process, CAEP has outlined a set of impact and outcomes measures that providers are required to report on annually and share with the public using data gathered during a specific academic year. The four accountability measures that providers reported on in their 2023 Annual Report include:

CAEP Accountability Measures:

1. Completer effectiveness and impact on P-12 learning and development

2. Satisfaction of employers and stakeholder involvement

3: Candidate competency at program completion

4: Ability of completers to be hired in education positions for which they have prepared

What follows are examples of how some of the 2023 Frank Murray Award Recipients gathered and reported data on the four CAEP Accountability Measures as gathered from the 2021-2022 academic year. Examples are based on the measures that were best reported by the respective EPPs:

MEASURE 1: COMPLETER EFFECTIVENESS AND IMPACT ON P-12 LEARNING AND DEVELOPMENT

Data on completer effectiveness and impact, which directly align with CAEP Component R4.1, may come from various sources, and EPPs are asked to provide data related 1) Impact on P-12 Learning and Development and 2) **Indicators of Teaching Effectiveness.**

Elon University The Dr. Jo Watts Williams School of Education at Elon University uses data from the North Carolina Department of Public Instruction's (NCDPI) reports to assess the effectiveness of its program completers. The Undergraduate Report Card and EPP Dashboard are key sources of this data, reflecting on the performance of beginning teachers through the North Carolina Educator Evaluation System (NCEES) and the Educator Value-Added Assessment System (EVAAS). Key points from the 2021-2022 data include: 90% of Elon's teacher education program completers met or exceeded the expected P-12 student learning growth, outperforming the state average of 81%, and that Elon's rate of completers who exceeded expected growth was nearly triple the state average, with 29% surpassing expectations compared to the previous year's 14.3%.

Grace College in Indiana collects data on its completers' impact and effectiveness through the EPP's Action Research Case Study, and partner schools' NWEA student growth data. Because the state of Indiana does not currently provide data on completer impact and effectiveness, the EPP implemented an action research project requiring program completers in their first three years of professional teaching to undertake a Professional Teacher Work Sample (PTWS). This bi-annual project requires participating teachers to present their work, which emphasizes student growth data, to their peers and the School of Education faculty. The PTWS involves teachers using a variety of strategies tailored to individual student strengths, needs, and experiences. They must provide evidence of their ability to foster learning, document student progress during a unit, and align their instruction with state standards. The process includes thorough planning, documenting, analyzing, and reflecting on student learning to demonstrate growth. A group of 14 completers was evaluated across three PTWS iterations: Fall 2020

(5 participants), Spring 2021 (4 participants), and Spring 2022 (5 participants). The results showed that teachers prepared by the Grace School of Education possess the necessary knowledge and skills to enhance student learning growth. Evidence from the project highlighted that all participants met or exceeded the target goals in all categories, showcasing their ability to integrate contextual understanding and research-backed strategies to achieve significant student learning improvements. In addition to the action research case study, the EPP works with partner schools to collect the NWEA Student Growth Data of Grace College Completers. A sampling of fifteen Grace completers' (who are within three years of program completion and employed in various grade levels and subject areas) student-growth data, Grace SOE demonstrates a positive impact on student learning. In 27 of 30 data-point instances, the students of Grace completers exceeded NWEA's norm of 50%.

The University of Mississippi reports data from the 2022 NSPARC Impact Report Card, a collaboration between the University of Mississippi School of Education and The National Strategic Planning and Analysis Research Center (NSPARC) at Mississippi State University. This annual Impact Report Card is part of a broader effort involving fourteen public and private higher education institutions in Mississippi. The NSPARC Impact Report Card highlights the learning outcomes of Mississippi public school students taught by completers of the University of Mississippi School of Education (UM SOE) programs. It includes statistics on these students' performance in standardized assessments, compared to students statewide and those taught by educators from other Educator Preparation Providers (EPPs) in Mississippi from the same cohort. The findings indicate that students taught by UM SOE program completers generally perform better on a majority of grade-level assessments than other students across the state. In addition to the NSPARC data, the EPP created a case study to evaluate UM SOE completers' teaching effectiveness. The case study tracks program completers in their first three years of teaching and allows the EPP to evaluate its completers' teaching effectiveness. Using the Teacher Growth Rubric (TGR) completed by school principals, the EPP conducted this case study to understand the ways in which our initial program completers are performing in their first three years in the classroom. Aggregate totals reported by both Lafayette School District and Oxford School District show that EPP candidates are performing well in their first three years of teaching with the vast majority of standards being met at levels 3 and 4.

MEASURE 2: SATISFACTION OF EMPLOYERS AND STAKEHOLDER INVOLVEMENT

CAEP-accredited EPPs are required to survey the employers of their completers to gain insight into the perceived quality of their recent graduates' preparation.

Georgia Gwinnett College in Georgia, reports data on employer satisfaction through two mechanisms, a state conducted survey and an EPP conducted survey. The Georgia Professional Standards Commission (GaPSC) conducts an annual survey evaluating first-year teachers using a 31-item questionnaire based on InTASC Standards. Employers rate new teachers on a scale from 1 to 5. This data is then matched to individual Education Preparation Providers (EPPs) and integrated with data from the previous two years to calculate a three-year average for each item and each EPP. These averages are combined into a single score for the entire survey for each EPP and program, which is then translated into a rating score. This detailed information is published in the annual PPEM Report for both EPPs and the public. However, in response to low employer participation in the state survey, GGC conducted its own 15-item survey in Spring 2021, paralleling the InTASC Standards. This survey targeted employers of GGC's recent graduates and aimed to gather feedback on the 2018-2019 and 2019-2020 cohorts who have completed one or two years of teaching. There was a 21% overall response rate from employers on this survey, and most employers felt positive about the preparation program at GGC. The areas rated the highest by the more recent employers were understanding and following professional ethics, policies, and legal codes of conduct, working collaboratively with colleagues and other professionals, delivering instruction incorporating theories of student development, and impacting student

outcome learning. The lowest areas were differentiation of at-risk candidates, candidates with disabilities, and English Language Learners and various evidence-based practices to differentiate learning in general. However, it is noted that most employers still agreed or strongly agreed that GGC teachers were prepared in those areas.

At Kent State University in Ohio, the EPP conducts a phone survey with area administrators about their satisfaction with the preparation of EPP graduates. The survey was last conducted November 2020 - February 2021, and the EPP plans to administer the survey every three years to avoid overburdening its partners. The survey shows overall satisfaction with Kent State University (KSU) teachers, with an average satisfaction score of 3.47 out of 4, indicating a level between "satisfied" and "very satisfied." Satisfaction was lowest regarding assessment capabilities but highest for diversity, technology use, professional ethics, collaboration, and student treatment. When comparing KSU teachers to those from other institutions, they were rated as being between "about the same" and "better," with an average score of 2.30 out of 3. Areas of student learning, diversity, content strategies, assessment, data analysis, and learning environment were rated lower, suggesting KSU teachers are comparable to those from other programs. However, they scored slightly higher in student treatment, collaboration, technology use, and communication, leaning towards "better than others." In addition to surveying employers of EPP graduates, the EPP conducts focus groups and surveys of its clinical partners to understand how EPP partners perceive the EPP candidates and completers, and to inform the EPP's continuous improvement efforts.

Al Ain University, one of CAEP's international EPPs located in the United Arab Emirates, conducts an Employers Satisfaction Survey yearly and the results of its 2022 survey showed that 93.19% of employers rated their overall satisfaction with completers as "Agree" or "Strongly Agree". Further the results also indicated that the overall average was very high satisfaction scores for all domains ranging from 91.67 % to 94.45 %, indicating that the employers were very satisfied with the preparation of completers from Al Ain University's educator programs.

MEASURE 3: CANDIDATE COMPETENCY AT PROGRAM COMPLETION

CAEP-accredited EPPs are expected to gather licensure area data and report on candidates' performance on meeting state licensure requirements prior to program completion.

Liberty University in Virginia utilizes the Candidate Preservice Assessment Student Teaching (CPAST) to assess its candidate's competency at program completion. The CPAST is a proprietary formative and summative assessment implemented during the student teaching practicum (i.e., the culminating field experience of a teacher preparation program). Because the assessment is used as a coaching tool, it is used twice – once midway through the student teaching practicum and once at the end. The data from the CPAST assessment allows for national comparison. The final results of the CPAST student teaching assessment show that, in both semesters for the 2021-22 academic terms, Liberty University candidates consistently scored above the national average on this culminating assessment for teaching performance.

In Mississippi, all educators, including teachers and administrators, must adhere to specific licensure guidelines as outlined in the "Guidelines for Licensure K-12" handbook. This handbook details the requirements set by the Mississippi State Board of Education for various types of licensures and certification, as mandated by law. At Mississippi State University additional evaluation measures are used to assess the competency of candidates in both initial and advanced programs. For initial level programs the Impact on Student Learning (IoSL) assessment, which originated as an assessment created by the Educator Preparation Provider (EPP), became a statewide standard in Spring 2021. It is designed by the Educator Preparation Provider Collaborative Committee (EPPCC). Teacher Candidates (TCs) are required to apply their learning in planning, instruction, and assessment, and then

analyze student data to evaluate their impact on student learning during their student teaching or internship. For Advanced programs, a Comprehensive Exam, created by the EPP, is used to evaluate a candidate's knowledge and understanding in areas of leading, teaching, and learning. This exam references educational leadership theories, research, technology, and best practices aligned with professional standards and dispositions.

Slippery Rock University in Pennsylvania collects data on candidate competency at completion through multiple measures: through Title II certification exam pass rate data, student teaching data, a framework for teaching rubric, unit wide SLO data, and student teacher SLO data. Through the combination of these measures the EPP is able to assess its candidate's competency at program completion. The EPP's Title II report data show that the EPP's completer's exam pass rate is comparable to the statewide pass rate.

MEASURE 4: ABILITY OF COMPLETERS TO BE HIRED IN EDUCATION POSITIONS FOR WHICH THEY ARE PREPARED

CAEP-accredited EPPs are required to provide data on the ability of completers to be hired.

Northwest Nazarene University in Idaho reports data on the ability of completers to be hired in education positions for which they have been prepared for its initial level completers and its advanced level completers. The College of Education is proud of the excellent educator preparation candidates receive in the initial and advanced programs at Northwest Nazarene University. The employment rates of NNU program completers are an indicator of the high value placed on its graduates by school district employers across the state of Idaho, and the greater Northwest region. Employment of NNU graduates is tracked by initial and advanced programs at the department level when self-reported by completers. Maintaining contact with completers beyond graduation enables the EPP to continue supporting its alumni in their new roles and fosters continuous learning for the EPP and completers throughout their careers in education. Completers of educator preparation programs at Northwest Nazarene University are highly employable in their area of preparation. School districts across the state of Idaho seek out graduates of the EPP based on a pattern of superior performance from our completers and the enduring positive reputation our programs enjoy. In the spring of 2022, 24 Initial Licensure program completers reported employment results to the EPP in 2021-2022, with two completers not reporting. Of those that reported, 100% of the Initial Program completers from that year obtained employment, almost 92% were in the field of education, and 100% were in certified instructional positions for which they prepared. In the state of Idaho educators are incentivized in the state-supported Career Ladder Pay System for taking leadership positions. Many teacher leaders who are already serving in leadership roles in school buildings decide to enhance leadership opportunities by seeking an advanced degree. To seek an educational leadership endorsement, candidates must have at least three years' teaching experience indicating all of the EPP's completers are already in the education profession. In their first year holding a certification, 45% of the EPP's advanced level completers are active administrators—an increase of 12% from last year. Furthermore, not all completers are ready to apply for administrative positions, so many are serving students as classroom teachers and teacher-leaders within Idaho school districts.

The University of South Carolina Beaufort tracks and reports on the ability of completers to be hired in education positions for which they have been prepared through an Alumni Survey. The data showed that a majority (95%) of the EPP's initial licensure program completers were employed as full-time teachers in AY 22-23. The EPP further disaggregated employment rates by program. The EPP's Early Childhood Education program had an 88% employment rate, the Elementary program had a 100% employment rate, the Secondary English program had a 100% employment rate, and the Secondary Mathematics Program had a 100% employment rate.

At Spelman College in Georgia, the EPP proudly shares that 100% of its completers were hired in teacher positions in their content areas. The EPP collects this information from Senior Capstone Portfolio presentations, completer surveys, and information provided by completers to the Education Department. The EPP also notes

that beyond strong employment rates, Spellman College completers teach in diverse communities across the United States.

FRANK MURRAY RECOGNITION

The Council for the Accreditation of Educator Preparation (CAEP) announced today that 21 providers from 15 states and the United Arab Emirates received recognition for their leadership and commitment to continuous improvement. The recipients of the 2023 Frank Murray Leadership Recognition for Continuous Improvement provided evidence and data trends to achieve accreditation with no stipulations or areas for improvement.

The Frank Murray Leadership Recognition for Continuous Improvement is named after the founding President of the Teacher Education Accreditation Council (TEAC). CAEP was created by the consolidation of the National Council for Accreditation of Teacher Education and TEAC. Murray was the founding President of TEAC, served as Chairman of the Board for TEAC and was also an initial member of the CAEP Board of Directors. He was a key advocate for a single set of educator preparation standards to unify the profession and was instrumental in the merger that created CAEP. He also served as the Dean of the College of Education at the University of Delaware from 1979 to 1995.

"Frank Murray was passionate about education preparation, a prominent leader in our profession, and an advocate for evidence to improve education. The providers that CAEP is recognizing are committed to continuous improvement and preparing their students to succeed in a diverse range of classrooms after they graduate," said Yuhang Rong Chair of the CAEP Board of Directors. "CAEP Accreditation is a sign of commitment to quality through purposeful use of evidence. The Murray Leadership Recognition recipients should be proud of their accomplishments."

Recipients of the 2023 Frank Murray Leadership Recognition for Continuous Improvement are selected from the educator preparation providers (EPPs) that were granted accreditation by CAEP at the initial level from the previous year, who provided a full complement of evidence with demonstrated data trends and no plans. Recipients had no stipulations or areas for improvement. Providers selected for recognition advance equity and excellence in educator preparation through purposeful use of self-study procedures and evidence-based reporting that assure quality and support continuous improvement to strengthen P-12 learning. These EPPs use inquiry and assessments to establish quality assurance systems to drive improvement.

"This fifth class to receive the Murray Recognition represents the diversity and innovation that comes with CAEP accreditation. Small, large, public, private, faith-based, and historically minority serving," said CAEP President Christopher Koch. "These recipients reflect the innovation that CAEP affords in achieving excellence, by meeting the standards in a variety of ways, for the diverse populations they serve."

CAEP accreditation serves the dual purposes of accountability and continuous improvement. 541 educator preparation providers in 43 states, the District of Columbia, Puerto Rico, Jordan and the United Arab Emirates have been accredited under the CAEP Standards. The CAEP accreditation process evaluates the performance of providers and focuses particularly on whether candidates will be prepared for the challenging responsibilities that educators face in our classrooms. Approximately, 600 educator preparation providers participate in the CAEP Accreditation system, including some previously accredited through former standards.

2023 Recipients of the Frank Murray Recognition for Continuous Improvement

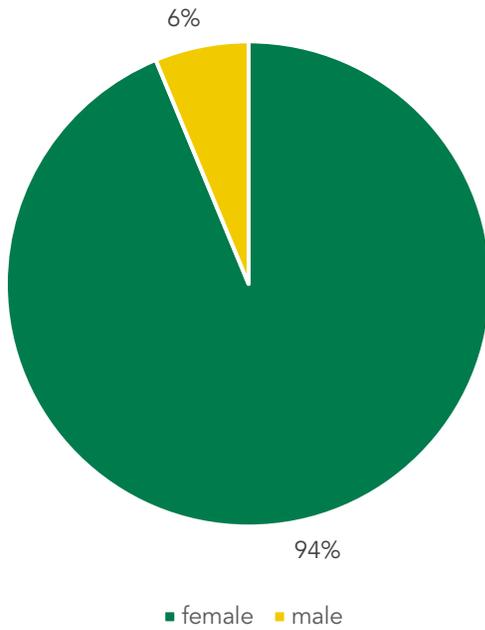Al Ain University—United Arab Emirates

Alcorn State University—Mississippi
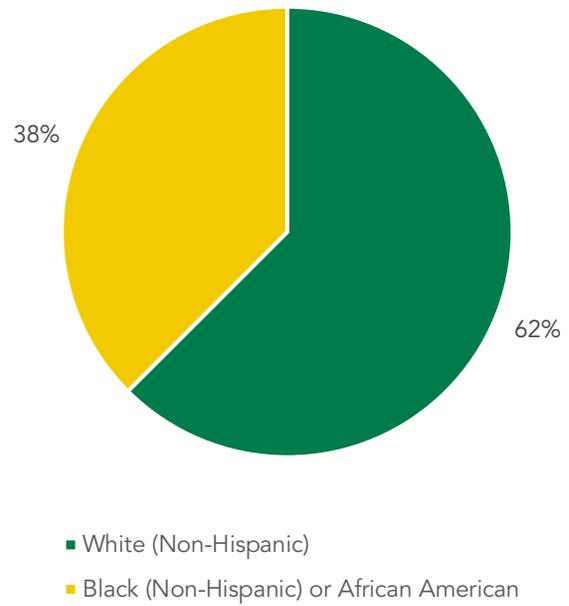
Elon University—North Carolina

Florida Atlantic University

Georgia Gwinnett College

Grace College—Indiana

Kent State University—Ohio

Liberty University—Virginia

Mississippi State University

Missouri Western University

North Carolina State University

Northwest Nazarene University—Idaho

Sam Houston State University—Texas

Slippery Rock University of Pennsylvania

Spelman College—Georgia

The University of Mississippi

University of South Carolina Beaufort

Valley City State University—North Dakota

Virginia Wesleyan University

Western Oregon University

Williams Baptist University—Arkansas
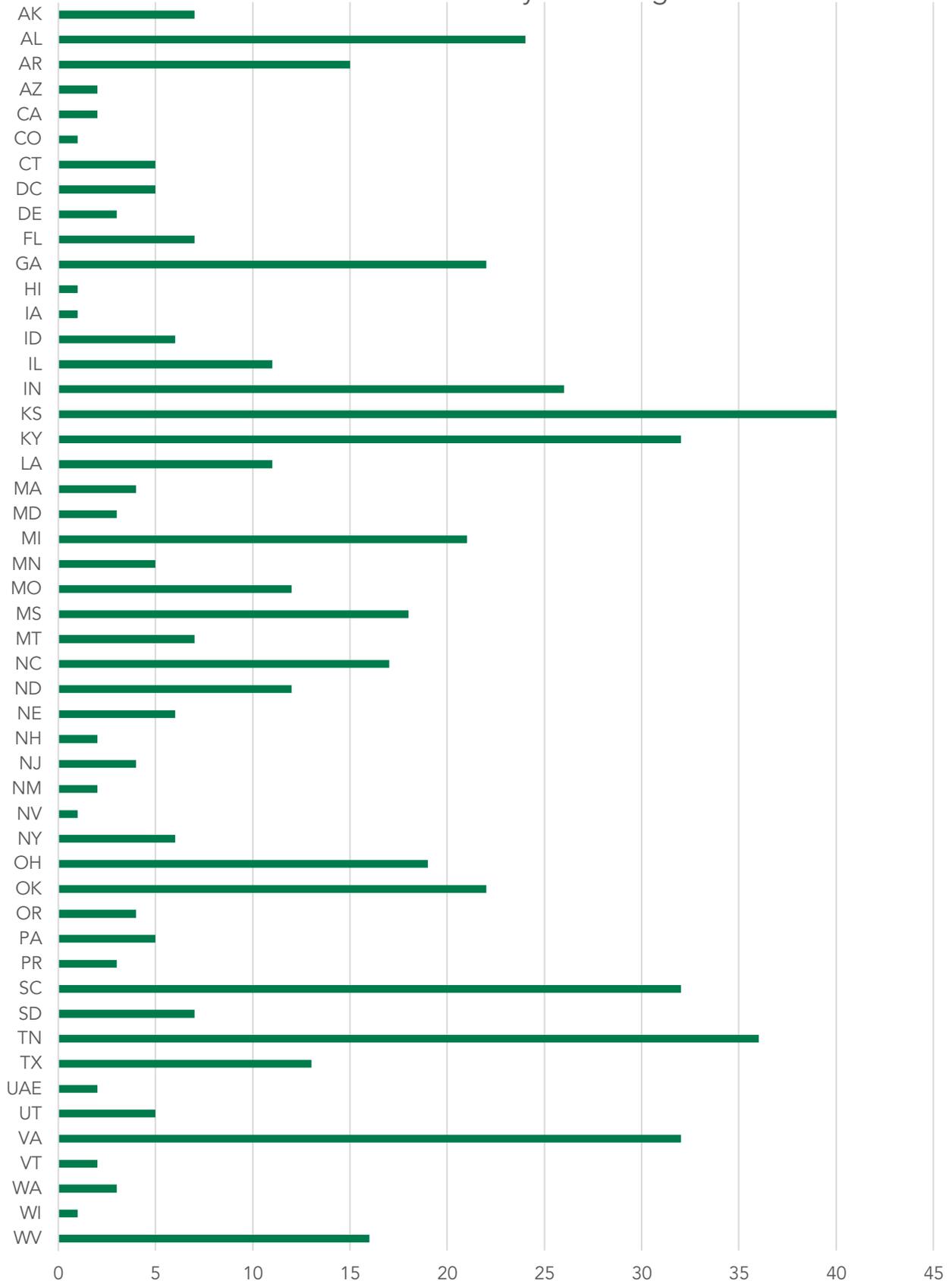
ACCREDITATION COUNCIL MEMBERS

By Gender

6%

94%

■ female ■ male

By Ethnicity

38%

62%

■ White (Non-Hispanic)

■ Black (Non-Hispanic) or African American

Review Team Members by State/Region

State/Region	Members
AK	7
AL	24
AR	15
AZ	2
CA	2
CO	1
CT	5
DC	5
DE	3
FL	7
GA	22
HI	1
IA	1
ID	6
IL	11
IN	26
KS	40
KY	32
LA	11
MA	4
MD	3
MI	21
MN	5
MO	12
MS	18
MT	7
NC	17
ND	12
NE	6
NH	2
NJ	4
NM	2
NV	1
NY	6
OH	19
OK	22
OR	4
PA	5
PR	3
SC	32
SD	7
TN	36
TX	13
UAE	2
UT	5
VA	32
VT	2
WA	3
WI	1
WV	16

BOARD OF DIRECTORS

Yuhang Rong
Member/Chair
July 1, 2022 - June 30, 2024
Associate Vice President, University of Connecticut
Postsecondary Expertise

Patty Alvarez-McHatton
Member/Vice Chair
July 1, 2022 - June 30, 2025
Vice President of Strategy, Branch Alliance for Educator Diversity (BranchED)
Postsecondary Expertise

David Barnes
Member
July 1, 2022 - June 30, 2025
Associate Executive Director, National Council of Teachers of Mathematics
Postsecondary Expertise, SPA

Colleen Callahan
Member
July 1, 2022 - June 30, 2025
Professional Issues Director, Rhode Island Federation of Teachers and Health Professionals
P-12 Practitioner, Employer, or Policy Maker

Noel Candelaria
Member
National Education Association (NEA)
July 1, 2023 - June 30, 2026
P-12 Practitioner, Employer, or Policy Maker Sector: P-12 Teacher

Skip Fennell
Member
July 1, 2022 - June 30, 2025
Professor Emeritus of Education, McDaniel College
Public and At Large

Robert Floden
Member
July 1, 2022 - June 30, 2025
Dean, College of Education, Michigan State University
Postsecondary Expertise, Other Scholarly Society

Anthony Graham
Member/Secretary
July 1, 2021 - June 30, 2024
President, Winston Salem State University
Postsecondary Expertise

Lindsey Jensen
Member
National Education Association (NEA)
July 1, 2023 - June 30, 2026

P-12 Practitioner, Employer, or Policy Maker Sector: P-12 Teacher

M. Veronica Kortan
Member
July 1, 2021 - June 30, 2024
Administrator for Organizational Development, Harlingen Consolidated Independent School District, TX
P-12 Practitioner, Employer or Policy Maker

Tes Mehring
Ex-Officio Member / Vice Chair of Accreditation Council
July 1, 2023 - June 30, 2026
Graduate School of Education
Baker University, KS
Postsecondary Expertise

Jayne Meyer
Member / Chair of Accreditation Council
July 1, 2022 - June 30, 2025
(Retired) Director, Alabama State Department of Education
Public and At Large

Gerardo Muñoz
Member
July 1, 2022 - June 30, 2025
Social Studies Teacher, Denver Center for International Studies
P-12 Practitioner, Employer, or Policy Maker; State Official

Lawrence Paska
Member/Treasurer
July 1, 2021 - June 30, 2024
Executive Director, National Council for the Social Studies
Postsecondary Expertise

Denise Pearson
Member
July 1, 2023 - June 30, 2026
Vice Chancellor and Chief Diversity, Equity, and Inclusion Officer, PSSHE
P-12 Practitioner, Employer, or Policy Maker; State Official

Allyson Watson
Member
July 1, 2022 - June 30, 2025
Dean, College of Education, FAMU
Postsecondary Expertise; PS Teacher Educator

Christopher A. Koch
Ex-Officio Member
President, Council for the Accreditation of Educator Preparation (CAEP)

BOARD COMMITTEES

EXECUTIVE COMMITTEE / AUDIT COMMITTEE

The Executive Committee shall consist of the Board Officers and the Chair of the Accreditation Council. The Executive Committee shall oversee CAEP's financial operations, set the compensation of the President, evaluate the performance of the President, and make decisions on behalf of the Board when such authority is delegated by the Board or on emergency matters where action is temporary.

Yuhang Rong, Chair

Christopher Koch, President

Patricia McHatton, Vice Chair

Jayne Meyer, AC Council Chair

Lawrence Paska, Treasurer

Anthony Graham, Secretary

Amy Starzynski, Outside Counsel

The Audit Committee shall oversee the external audit process, which shall include the selection, oversight, and retention of an independent auditor. The Committee shall also oversee the financial reporting process and advise the Board on risk assessment and risk management.

Skip Fennell, Committee Chair

Christopher Koch, President

Veronica Kortan

Allyson Watson

Noel Candelaria

BYLAWS AND POLICY COMMITTEE

The Bylaws and Policy Committee shall carry out such duties as may be assigned to it in an annual charge approved by the Board which shall include an annual review of the CAEP Bylaws and CAEP Policy.

Yuhang Rong, Committee Chair

Christopher Koch, President

Jayne Meyer

Denise Pearson

Amy Starzynski, Outside Counsel

NOMINATING COMMITTEE

The Nominating Committee shall solicit recommendations and present to the Board one or more slates of candidates for election, re-election, or appointment to Board Director or Officer positions, including the Accreditation Chair position. The Nominating Committee shall also provide consultation to the President on the appointment of Board, Standing, and Advisory Committee members. In making its nominations for Officers, the Nominating Committee shall ensure that the leadership of CAEP reflects the necessary partnership between educator preparation and P-12 education and CAEP's commitment to diversity.

Yuhang Rong, Committee Chair

Jayne Meyer

M. Veronica Kortan

Tim Finklea, Staff Liaison

Christopher Koch, President

EQUITY AND DIVERSITY COMMITTEE

The Equity and Diversity Committee serve as independent experts advising CAEP on issues of diversity and equity in accreditation.

Etta Hollins, Chair
University of Missouri Kansas City

Maria del Carmen Salazar
University of Denver

Joan Auchter
National Association of Secondary School Principals

Diana Cournoyer
National Indian Education Association

Lena Rodriguez
Hispanic Association of Colleges and Universities (HACU)

Cassandra Herring
Branch Alliance for Educator Diversity (BranchED)

Noran Moffett
Fayetteville State University

Al Rabanera, Board Liaison
La Vista High School

Blake West
NEA Center for Great Public Schools

Christopher Koch, CAEP Staff Liaison

Tim Finklea, CAEP Staff Liaison

RESEARCH COMMITTEE

The Research Committee serve as independent experts whose function is to advise CAEP on specific matters pertaining to the organization's research, data, and reporting efforts.

Charles Coble, Chair
Teacher Preparation Analytics

Robert Floden, Board Liaison
Michigan State University

Eric Anderman
The Ohio State University

Kevin Bastian
UNC Public Policy

Mary Brabeck
New York University

Hardin Coleman
Boston University

Roseanne Flores
Hunter College CUNY

Kurt Geisinger
Buros Center for Testing

Dan Goldhaber
Center for Analysis of Longitudinal Data in Education Research (CALDER)

Stephen Meyer
RMC Research Corporation

Suzanne Wilson
University of Connecticut

Malina Monaco, CAEP Staff Liaison

SPA STANDARDS COMMITTEE

The SPA Standards Committee is responsible for reviewing new or revised standards, policies, and procedures developed by specialized professional associations (SPAs) for reviewing programs which provide licensure in professional specialty area studies. The Committee's actions on SPA standards shall constitute actions of the Board.

Audrey Church, Chair
American Association of School Librarians

John Johnston
CAEP Elementary Standards Committee Representative

Carolyn Kaplan
American Council on the Teaching of Foreign Language

Leah Nellis
National Association of School Psychologists

Eleni Pappamihiel
Teachers of English to Speakers of Other Languages (2017 – Alternate years)

Cornelia Paraskevas
National Council of Teacher of English

Lawrence Paska, Board Liaison
National Council for Social Studies

Alvin Peters
National Council for Social Studies

Katherine Rasch
National Council of Teachers of Mathematics

Michelle Young
National Policy Board for Educational Administration and Educational Leadership Constituent Council

Banhi Bhattacharya, CAEP Staff Liaison

CAEP STAFF

President's Office
Christopher Koch, President
Raquel Bailey, Executive Office Manager & Master Scheduler
Tim Finklea, Vice President for Membership Engagement and Board Services

Accreditation - General
Malina Monaco, Senior Vice President
Ben Frattini, Accreditation Operations Manager
Shelly Boardman, Director of Volunteer Management and Training
Jessica Evans, Accreditation Assistant

Accreditation - Annual Report
Banhi Bhattacharya, Senior Accreditation Director
Rose-Helen Graham, Senior Accreditation Associate

External Affairs and State Relations
Matt Vanover, Vice President for Communications and Government Affairs

Finance
Keisha Walker, Director of Finance and Events

Information Technology - AIMS Support
Liz Lee, Database Manager

EDUCATOR PREPARATION PROVIDER LISTING

CAEP ACCREDITED

#TEACH, LLC (Training Educators And Creating Hope) (MI)

Adelphi University - College of Education and Health Sciences (NY)

Adrian College - Department of Education (MI)

Ajman University - Education Department (UAE)

Al Ain University - College of Education, Humanities and Social Sciences (UAE)

Alabama A&M University - College of Education (AL)

Alabama State University - College of Education (AL)

Alaska Bible College - 0 (AK)

Alaska Pacific University - Education Program (AK)

Albertus Magnus College - NULL (CT)

Albion College - Education Department (MI)

Alcorn State University - School of Education and Psychology (MS)

Alliant International University - California School of Education (CA)

Alma College - Education Department (MI)

American College of Education - NULL (IN)

American Museum of Natural History - NULL (NY)

American University - School of Education (DC)

Amman Arab University - Faculty of Educational and Psychological Sciences (JO)

Anderson University - College of Education (SC)

Anderson University - Department of Teacher Education (IN)

Andrews University - College of Education and International Services (MI)

Appalachian Bible College - Elementary Education (WV)

Appalachian State University - Reich College of Education (NC)

Aquinas College - Teacher Education Program (MI)

Arabian Gulf University - The Department of Gifted Education and the Department of Learning and Intellectual Disabilities (BH)

Arkansas Baptist College - Department of Education (AR)

Arkansas State University - Professional Education Unit (AR)

Arkansas Tech University - College of Education and Health (AR)

Asbury University - School of Education (KY)

Ashland University - Dwight Schar College of Education (OH)

Athens State University - College of Education (AL)

Auburn University - College of Education (AL)

Auburn University Montgomery - College of Education (AL)

Austin Peay State University - Eriksson College of Education (TN)

Averett University - Education Department (VA)

Azusa Pacific University - School of Education (CA)

Baker University - School of Education (KS)

Baldwin Wallace University - Department of Education (OH)

Ball State University - Teachers College (IN)

Belhaven University - Belhaven University School of Education (MS)

Bellarmine University - Annsley Frazier Thornton School of Education (KY)

Belmont University - College of Education (TN)

Berea College - Education Studies Department (KY)

Bethel College - Teacher Education Department (KS)

Bethel University - Education Department (IN)

Bethune-Cookman University - School of Education (FL)

Birmingham-Southern College - Department of Education (AL)

Black Hills State University - School of Education (SD)

Blue Mountain Christian University - School of Education (MS)

Bluefield State University - Department of Professional Education (WV)

Bluefield University - School of Education and Social Sciences (VA)

Bluffton University - Education Department (OH)

Boise State University - College of Education (ID)

Bowie State University - College of Education (MD)

Bowling Green State University - College of Education and Human Development (OH)

Boyce College - Teacher Education Program (KY)

Bridgewater College - Teacher Education Program (VA)

Brigham Young University - Educator Preparation Program (UT)

Butler University - College of Education (IN)

Caldwell University - Professional Education Unit (NJ)

Calumet College of St. Joseph - Education Program (IN)

Calvin University - Teacher Education (MI)

Cameron University - Educator Preparation (OK)

Campbellsville University - School of Education (KY)

Capella University - Professional Education Unit (MN)

Capital University - School of Education (OH)

Capitol Region Education Council - Connecticut Teacher Residency Program (CT)

Carson-Newman University - Education Department (TN)

Case Western Reserve University - Educator Preparation Unit (OH)

Cedarville University - School of Education (OH)

Centenary University - School of Education and Humanities (NJ)

Central Baptist College - Central Baptist Teacher Education Program (AR)

Central Connecticut State University - School of Education and Prof'l Studies (CT)

Central Michigan University - Educator Preparation Program (MI)

Central State University - College of Education (OH)

Chadron State College - Department of Education (NE)

Chapman University - Donna Ford Attallah College of Educational Studies (CA)

Charleston Southern University - College of Education (SC)

Christian Brothers University - Department of Education (TN)

Christopher Newport University - Teacher Preparation Program (VA)

City Teaching Alliance (formerly Urban Teachers) - NULL (MD)

Claflin University - School of Education (SC)

Clark Atlanta University - School of Education (GA)

Clemson University - College of Education (SC)

Cleveland State University - Levin College of Public Affairs and Education (OH)

Coastal Carolina University - Spadoni College of Education and Social Sciences (SC)

College of Staten Island/CUNY - School of Education (NY)

Commonwealth University of Pennsylvania - College of Education and Human Studies (PA)

Concord University - Educator Preparation Provider (WV)

Concordia University - School of Education (MI)

Concordia University Chicago - College of Education (IL)

Concordia University, Nebraska - College of Education, Health, and Human Sciences (NE)

Connecticut Alternate Route to Certification - State of Connecticut Office of Higher Education (CT)

Coppin State University - Education Unit (MD)

Cornerstone University - Teacher Education (MI)

Creighton University - Education Department (NE)

Crowley's Ridge College - Division of Teacher Education (AR)

Dakota State University - College of Education (SD)

Dallas Baptist University - The Dorothy M. Bush College of Education (TX)

Davis & Elkins College - Education Department (WV)

Defiance College - Education Department (OH)

Delaware State University - Professional Education Unit (DE)

Delaware Technical Community College - Education Department (DE)

Delta State University - College of Education (MS)

Dickinson State University - College of Education, Business and Applied Sciences (ND)

Doane University - College of Education (NE)

Drew University - NULL (NJ)

Drexel University - School of Education (PA)

Drury University - School of Education and Child Development (MO)

Duke University - Teacher Preparation Programs (NC)

Duquesne University - School of Education (PA)

East Carolina University - College of Education (NC)

East Central University - Teacher Preparation Program (OK)

East Stroudsburg University - Teacher Education Unit (PA)

East Tennessee State University - Clemmer College (TN)

Eastern Connecticut State University - School of Education & Professional Studies (CT)

Eastern Illinois University - College of Education (IL)

Eastern Kentucky University - College of Education and Applied Human Sciences (KY)

Eastern Mennonite University - Education Department (VA)

Eastern Michigan University - College of Education (MI)

Elizabeth City State University - School of Education and Business (NC)

Elon University - Dr. Jo Watts Williams School of Education (NC)

Emory & Henry College - Department of Education (VA)

Emporia State University - The Teachers College (KS)

Erskine College - Department of Education and Special Education (SC)

Fairfield University - School of Education and Human Development (CT)

Fairleigh Dickinson University - School of Education (NJ)

Fairmont State University - Teacher Education (WV)

Faulkner University - College of Education (AL)

Fayetteville State University - College of Education (NC)

Ferris State University - School of Education (MI)

Ferrum College - NULL (VA)

Florida A&M University - College of Education (FL)

Florida Atlantic University - College of Education (FL)

Florida Gulf Coast University - College of Education (FL)

Florida International University - College of Arts, Sciences and Education (FL)

Fort Hays State University - College of Education (KS)

Francis Marion University - School of Education (SC)

Franciscan University of Steubenville - Education Department (OH)

Franklin University - School of Education (OH)

Freed-Hardeman University - College of Education and Behavioral Sciences (TN)

Friends University - Professional Education Unit (KS)

Frostburg State University - College of Education (MD)

Furman University - Department of Education (SC)

Gallaudet University - Professional Education Program (PEP) (DC)

Gardner-Webb University - School of Education (NC)

George Mason University - School of Education, College of Education and Human Development (VA)

George Washington University - Graduate School of Education & Human Development (DC)

Georgetown College - Department of Education (KY)

Georgia College and State University - The John H. Lounsbury College of Education (GA)

Georgia Gwinnett College - Teacher Education Unit / School of Education (GA)

Georgia Southern University - College of Education (GA)

Georgian Court University - The School of Education (NJ)

Glenville State University - Teacher Education (WV)

God's Bible School & College - Division of Professional Studies; Division of Music (OH)

Goshen College - Department of Education (IN)

Governors State University - College of Education (IL)

Grace College - School of Education (IN)

Grand Valley State University - College of Education and Community Innovation (MI)

Greenville University - Education Department (IL)

Hamline University - Professional Education Unit (MN)

Hampton University - Department of Education (VA)

Hanover College - Department of Education (IN)

Harris-Stowe State University - College of Education (MO)

Haskell Indian Nations University - School of Education (KS)

Hastings College - Education Department (NE)

Heidelberg University - School of Education (OH)

Higher Colleges of Technology - Faculty of Education (UAE)

Hiram College - Education Department (OH)

Hollins University - Education Department (VA)

Holy Cross College - NULL (IN)

Hope College - Education Department (MI)

Howard University - School of Education (DC)

Hunter College of the City University of New York - School of Education (NY)

Huntingdon College - Department of Teacher Education (AL)

Huntington University - Department of Education (IN)

Idaho State University - College of Education (ID)

Illinois State University - College of Education (IL)

Indiana State University - Bayh College of Education (IN)

Indiana University - Bloomington - School of Education (IN)

Indiana University - Purdue University, Columbus - Division of Education (IN)

Indiana University East - School of Education (IN)

Indiana University Kokomo - School of Education (IN)

Indiana University Northwest - School of Education (IN)

Indiana University of Pennsylvania - College of Education and Communications (PA)

Indiana University Purdue University - Indianapolis - School of Education (IN)

Indiana University South Bend - School of Education (IN)

Indiana University Southeast - School of Education (IN)

Indiana Wesleyan University - Education Unit (IN)

Inter American University of Puerto Rico - Aguadilla - Education & Humanistic Studies (PR)

Inter American University of Puerto Rico - Arecibo Campus - Department of Education (PR)

Inter American University of Puerto Rico - Fajardo - Education & Social Sciences (PR)

Inter American University of Puerto Rico - Metropolitan Campus - Education Department (PR)

iteachU.S. - NULL (TX)

Jackson State University - College of Education and Human Development (MS)

Jacksonville State University - College of Education and Professional Studies (AL)

James Madison University - College of Education (VA)

John Carroll University - Department of Education and School Psychology (OH)

Kansas State University - College of Education (KS)

Kean University - College of Education (NJ)

Keene State College - College of Academic Programs (NH)

Kent State University - College of Education, Health, and Human Services (OH)

Kentucky State University - School of Education (KY)

KIPP North Carolina Public Schools - 0 (NC)

Kutztown University of Pennsylvania - College of Education (PA)

Lake Erie College - Education Department (OH)

Lake Superior State University - School of Education (MI)

Lander University - College of Education (SC)

Lee University - Helen DeVos College of Education (TN)

Lehman College-CUNY - School of Education (NY)

Lewis and Clark College - Graduate School of Education and Counseling (OR)

Lewis-Clark State College - Division of Teacher Education (ID)

Liberty University - School of Education (VA)

Lincoln Memorial University - Carter & Moyers School of Education (TN)

Lindenwood University - College of Education and Human Services (MO)

Lindsey Wilson College - Education Division (KY)

Linfield University - Teacher Education Program (OR)

Lipscomb University - College of Education (TN)

Livingstone College - Division of Education, Psychology and Social Work (NC)

Longwood University - Office of Teacher Preparation (VA)

Louisiana State University and A&M College - School of Education (LA)

Louisiana State University at Alexandria - Department of Education (LA)

Louisiana State University in Shreveport - College of Education & Human Development, Department of Education (LA)

Louisiana Tech University - College of Education (LA)

Lourdes University - National Education Programs and Policy (OH)

Loyola Marymount University - School of Education (CA)

Loyola University Chicago - School of Education (IL)

Madonna University - College of Education and Human Development (MI)

Malone University - School of Education (OH)

Manchester University - Teacher Education (IN)

Manhattanville University - School of Education (NY)

Marian University - Educator Preparation Program (IN)

Marietta College - Education Department (OH)

Marshall University - College of Education and Professional Development (WV)

Martin University - Department of Teacher Education (IN)

Mary Baldwin University - School of Education (VA)

Marymount University - School of Sciences, Mathematics, and Education (VA)

MathTrack - NULL (IN)

Mayville State University - Division of Education (ND)

McNeese State University - Burton College of Education (LA)

McPherson College - Teacher Education Board (KS)

Medgar Evers College, CUNY - School of Education (NY)

Mercy College - The School of Education (NY)

Miami University - College of Education, Health and Society (OH)

Michigan Association of Secondary School Principals - Path to Leadership (MI)

Michigan Association of Superintendents and Administrators - NULL (MI)

Michigan State University - College of Education (MI)

MidAmerica Nazarene University - School of Education (KS)

Middle Tennessee State University - College of Education (TN)

Midwestern State University - West College of Education (TX)

Miles College - Division of Education (AL)

Millersville University of Pennsylvania - School of Education (PA)

Milligan University - School of Social Sciences and Education (TN)

Minnesota State University-Moorhead - College of Education and Human Services (MN)

Minnesota State University, Mankato - College of Education (MN)

Minot State University - Teacher Education Unit (ND)

Mississippi College - Department of Teacher Education & Leadership (MS)

Mississippi State University - College of Education (MS)

Mississippi University for Women - School of Education (MS)

Mississippi Valley State University - College of Education (MS)

Missouri Baptist University - Education Division (MO)

Missouri Southern State University - College of Health, Life Sciences, and Education (MO)

Missouri Western State University - Department of Education (MO)

Mitchell College - Department of Education (CT)

Monmouth University - School of Education (NJ)

Monroe College - School of Education (NY)

Montana State University - Bozeman - College of Education, Health & Human Development (MT)

Montana State University-Billings - College of Education (MT)

Montclair State University - College of Education and Human Services (NJ)

Morehead State University - College of Education (KY)

Moreland University TEACH-NOW Graduate School of Education - NULL (DC)

Morgan State University - School of Education and Urban Studies (MD)

Morris College - Teacher Education (SC)

Mount St. Joseph University - School of Education (OH)

Mount Vernon Nazarene University - Jetter School of Professional Studies (OH)

Murray State University - College of Education and Human Services (KY)

National-Louis University - National College of Education and Undergraduate College (IL)

New Jersey City University - College of Education (NJ)

New Mexico Highlands University - School of Education (NM)

New Mexico State University - College of Health, Education, and Social Transformation (NM)

New York Institute of Technology - College of Arts & Sciences - Education Department (NY)

Newberry College - Department of Teacher Education (SC)

Newman University - School of Education (KS)

Niagara University - College of Education (NY)

Nicholls State University - College of Education and Behavioral Sciences (LA)

Norfolk State University - School of Education (VA)

North Carolina A & T State University - School of Education (NC)

North Carolina Central University - School of Education (NC)

North Carolina State University - College of Education (NC)

North Dakota State University - School of Education (ND)

North Greenville University - Education Division (SC)

Northeastern Illinois University - Daniel L. Goodwin College of Education (IL)

Northeastern State University - College of Education (OK)

Northern Arizona University - Professional Education Programs (AZ)

Northern Illinois University - Professional Education (IL)

Northern Kentucky University - College of Education (KY)

Northern State University - Millicent Atkins School of Education, Teacher Education Program (SD)

Northwest Nazarene University - College of Education (ID)

Northwestern Oklahoma State University - Division of Education (OK)

Northwestern State University of Louisiana - Gallaspy College of Education and Human Development (LA)

Notre Dame College - Division of Professional Education (OH)

Notre Dame of Maryland University - School of Education (MD)

Nova Southeastern University - Fischler College of Education & School of Criminal Justice (FL)

NUC University - School of Education (PR)

Oakland University - School of Education and Human Services (MI)

Oakwood University - Department of Education (AL)

Ohio Christian University - Department of Teacher Education (OH)

Ohio Dominican University - Education Division (OH)

Ohio Northern University - Center for Teacher Education (OH)

Ohio University - The Patton College of Education (OH)

Ohio Wesleyan University - Education Department (OH)

Oklahoma Baptist University - McCabe Family School of Education (OK)

Oklahoma Christian University - School of Education (OK)

Oklahoma City University - Department of Education (OK)

Oklahoma Panhandle State University - OPSU Teacher Education Program (TEP) (OK)

Oklahoma State University - Professional Education Unit (OK)

Oklahoma Wesleyan University - Teacher Education Council (OK)

Old Dominion University - Darden College of Education and Professional Studies (VA)

Oral Roberts University - College of Education (OK)

Oregon State University - College of Education (OR)

Ottawa University - School of Education: Teacher Education Department (KS)

Otterbein University - Education Department (OH)

Ouachita Baptist University - Michael D. Huckabee School of Education (AR)

Pathway to Practice NC - Education Department (NC)

Pennsylvania Western University - College of Education, Arts & Humanities (PA)

Peru State College - School of Education (NE)

Pfeiffer University - Division of Education (NC)

Philander Smith College - Division of Education (AR)

Pillar College - Teacher Education Department (NJ)

Pittsburg State University - College of Education (KS)

Plymouth State University - Holmes Center for School Partnerships and Educator Preparation (NH)

Pontificia Universidad Católica de Puerto Rico - School of Education (PR)

Prairie View A&M University - Whitlowe R. Green College of Education (TX)

Presbyterian College - Education Department (SC)

Princeton University - Program in Teacher Preparation (NJ)

Purdue University - College of Education (IN)

Purdue University Fort Wayne - School of Education (IN)

Purdue University Northwest - School of Education and Counseling (IN)

Queen Rania Teacher Academy - Teacher Education Professional Diploma (JO)

Queens College - Division of Education (NY)

Queens University of Charlotte - Cato School of Education (NC)

Quinnipiac University - School of Education (CT)

Radford University - College of Education and Human Development (VA)

Ramapo College of New Jersey - Teacher Education (NJ)

Randolph College - Education Department (VA)

Randolph-Macon College - Department of Education (VA)

Regent University - School of Education - ADM 207 (VA)

Relay Graduate School of Education - NULL (NY)

Rider University - College of Education and Human Services (NJ)

Roanoke College - Education Department (VA)

Robert Morris University - School of Nursing, Education and Human Studies (PA)

Rochester Institute of Technology - Teacher Education Program (NY)

Rochester University - NULL (MI)

Rockhurst University - School of Education (MO)

Rowan University - College of Education (NJ)

Rust College - Department of Teacher Education (MS)

Rutgers University - Graduate School of Education (NJ)

Rutgers University - Camden - Teacher Education (NJ)

Rutgers University - Newark - Department of Urban Education (NJ)

Sacred Heart University - Isabelle Farrington College of Education and Human Development (CT)

Saginaw Valley State University - College of Education (MI)

Saint Bonaventure University - School of Education (NY)

Saint Mary-of-the-Woods College - Education Department (IN)

Saint Mary's College - Education Department (IN)

Salem University - School of Education (WV)

Sam Houston State University - College of Education (TX)

Samford University - Department of Education (AL)

Schoolcraft College - Alternate Route to Interim Teacher Certification Program (MI)

Seton Hall University - College of Human Development, Culture, and Media (NJ)

Shaw University - Department of Education (NC)

Shawnee State University - School of Education (OH)

Shenandoah University - College of Arts & Sciences, Division of Education & Leadership (VA)

Shepherd University - Professional Education Unit (WV)

Shippensburg University of Pennsylvania - College of Education & Human Services (PA)

Siena Heights University - Division of Education (MI)

Slippery Rock University of Pennsylvania - College of Education (PA)

South Carolina State University - Department of Education (SC)

South Dakota State University - College of Education and Human Sciences (SD)

Southeast Missouri State University - Educator Preparation Program (MO)

Southeastern Louisiana University - College of Education (LA)

Southeastern Oklahoma State University - School of Education and Behavioral Sciences (OK)

Southern Adventist University - School of Education and Psychology (TN)

Southern Arkansas University - College of Education (AR)

Southern Connecticut State University - College of Education (CT)

Southern Illinois University at Carbondale - School of Education (IL)

Southern Illinois University Edwardsville - School of Education, Health and Human Behavior (IL)

Southern Nazarene University - School of Education (OK)

Southern New Hampshire University - School of Arts, Sciences and Education (NH)

Southern University and A&M College - School of Education (LA)

Southern University at New Orleans - College of Education and Human Development (LA)

Southern Wesleyan University - School of Education (SC)

Southwestern College - Education Department (KS)

Southwestern Oklahoma State University - Department of Education (OK)

Spalding University - College of Education (KY)

Spelman College - Education Department (GA)

Spring Arbor University - School of Education (MI)

Spring Hill College - Division of Education (AL)

St. John Fisher University - Ralph C. Wilson, Jr. School of Education (NY)

State University of New York at Geneseo - Ella Cline Shear School of Education (NY)

State University of New York at Oswego - School of Education (NY)

State University of New York at Potsdam - School of Education & Professional Studies (NY)

State University of New York Brockport - Professional Education Unit (NY)

Stephen F. Austin State University - James I. Perkins College of Education (TX)

SUNY Buffalo State - Teacher Education Unit - Educator Preparation Provider (NY)

SUNY Cortland - Professional Education Unit (NY)

Sweet Briar College - 0 (VA)

Talladega College - Division of Social Sciences and Education (AL)

Taylor University - Department of Education (IN)

Tennessee State University - Professional Education Unit (TN)

Tennessee Technological University - College of Education (TN)

Texas Tech University - College of Education (TX)

The Catholic University of America - Department of Education (DC)

The Citadel The Military College of South Carolina - Zucker Family School of Education (SC)

The College of Charleston - School of Education, Health, and Human Performance (SC)

The College of William and Mary - School of Education (VA)

The College of Wooster - Professional Education Unit - Department of Education (OH)

The Ohio State University - Educator Preparation Unit (OH)

The Pennsylvania State University - College of Education (PA)

The Public Authority for Applied Education & Training - College of Basic Education (SKW)

The University of Alabama - College of Education (AL)

The University of Alabama at Birmingham - School of Education (AL)

The University of Alabama in Huntsville - College of Education (AL)

The University of Dayton - School of Education and Health Sciences (OH)

The University of Hartford - College of Education, Nursing and Health Professions (CT)

The University of Jordan - School of Education (JO)

The University of Memphis - College of Education (TN)

The University of Michigan-Flint - Education Department (MI)

The University of Mississippi - School of Education (MS)

The University of Montana Western - Education Division (MT)

The University of New Mexico - College of Education & Human Sciences (NM)

The University of North Carolina Asheville - Department of Education (NC)

The University of North Carolina at Greensboro - School of Education (NC)

The University of North Carolina at Pembroke - School of Education (NC)

The University of Oklahoma - College of Education (OK)

The University of Science and Arts of Oklahoma - Teacher Education (OK)

The University of Southern Mississippi - Professional Education Unit (MS)

The University of Tampa, College of Social Sciences, Mathematics, and Education - Department of Education (FL)

The University of Tennessee - Graduate School of Education, College of Education, Health and Human Sciences (TN)

The University of Texas Rio Grande Valley - College of Education and P-16 Integration (TX)

The University of Toledo - Judith Herb College of Education (OH)

The University of Vermont - College of Education and Social Services (VT)

The University of Virginia's College at Wise - Department of Education (VA)

The University of West Alabama - Julia S. Tutwiler College of Education (AL)

Thomas Edison State University - Heavin School of Arts, Sciences and Technology (NJ)

Tougaloo College - School of Education, Supervision, and Instruction (MS)

Touro University - Graduate School of Education (NY)

Trevecca Nazarene University - School of Education (TN)

Trine University - Franks School of Education (IN)

Trinity Washington University - School of Education (DC)

Troy University - College of Education (AL)

Union College - Educational Studies Unit (KY)

Union College - Education Department (NE)

Union University - College of Education (TN)

United Arab Emirates University - College of Education (UAE)

Universidad Adventista De Las Antillas - School of Education, Humanities and Psychology (PR)

Universidad Ana G. Méndez- Recinto de Carolina - Educación Department (PR)

Universidad Ana G. Méndez- Recinto de Gurabo - Departamento De Educación (PR)

Universidad Ana G. Mendez, Cupey Campus (formerly Universidad Metropolitana) - School of Education (PR)

Universidad De Puerto Rico De Mayaguez - Teacher Preparation Program (PR)

Universidad De Puerto Rico En Carolina - NULL (PR)

Universidad De Puerto Rico Ponce - Department of Education (PR)

Universidad De Puerto Rico-Rio Piedras Campus - School of Education (PR)

Universitas Negeri Padang - NULL (MAL)

University of Akron - LJFF School of Education (OH)

University of Alaska Anchorage - School of Education (AK)

University of Alaska Fairbanks - UAF School of Education (AK)

University of Alaska Southeast - Alaska School of Education (AK)

University of Arkansas at Pine Bluff - School of Education (AR)

University of Arkansas, Fayetteville - College of Education and Health Professions (AR)

University of Bahrain - Bahrain Teachers College (BH)

University of Bridgeport - School of Education (CT)

University of Central Arkansas - College of Education (AR)

University of Central Missouri - College of Education (MO)

University of Central Oklahoma - College of Education and Professional Studies (OK)

University of Cincinnati - College of Education, Criminal Justice&Human Services (OH)

University of Connecticut - Neag School of Education (CT)

University of Delaware - Center for Excellence and Equity in Teacher Preparation (DE)

University of Denver - Morgridge College of Education (CO)

University of Evansville - School of Education (IN)

University of Findlay - College of Education (OH)

University of Florida - College of Education (FL)

University of Hawaii - West O'ahu - Division of Education (HI)

University of Holy Cross - Education Department (LA)

University of Idaho - College of Education, Health & Human Sciences (ID)

University of Indianapolis - School of Education (IN)

University of Kansas - School of Education and Human Sciences (KS)

University of Louisiana at Lafayette - College of Education & Human Development (LA)

University of Louisiana at Monroe - College of Arts, Education, and Sciences (LA)

University of Louisville - College of Education and Human Development (KY)

University of Lynchburg - College of Education, Leadership Studies and Counseling (VA)

University of Maine - College of Education and Human Development (ME)

University of Maine At Farmington - College of Education, Health & Rehabilitation (ME)

University of Mary Washington - College of Education (VA)

University of Maryland Baltimore County - Department of Education (MD)

University of Michigan-Dearborn - College of Education, Health, and Human Services (MI)

University of Missouri-Columbia - College of Education & Human Development (MO)

University of Missouri-Kansas City - School of Education, Social Work and Psychological Sciences (MO)

University of Mobile - School of Education (AL)

University of Montana-Missoula - Phyllis J. Washington College of Education (MT)

University of Montevallo - College of Education and Human Development (AL)

University of Mount Union - School of Education (OH)

University of Nebraska At Kearney - College of Education (NE)

University of Nebraska-Lincoln - College of Education and Human Sciences (NE)

University of New Orleans - College of Education and Human Development (LA)

University of North Alabama - College of Education and Human Sciences (AL)

University of North Carolina at Chapel Hill - School of Education (NC)

University of North Carolina at Charlotte - Cato College of Education (NC)

University of North Carolina Wilmington - Watson College of Education (NC)

University of North Dakota - College of Education and Human Development (ND)

University of North Florida - College of Education and Human Services (FL)

University of North Georgia - College of Education (GA)

University of Notre Dame - Institute for Educational Initiatives (IN)

University of Pikeville - Patton College of Education (KY)

University of Portland - School of Education (OR)

University of Puerto Rico - HUMACAO (PR)

University of Puerto Rico at Arecibo - Department of Education (PR)

University of Puerto Rico at Bayamon - NULL (PR)

University of Puerto Rico at Cayey - Department of Pedagogy (PR)

University of Puerto Rico-Aguadilla - Department of Education (PR)

University of Richmond - Department of Education (VA)

University of Rio Grande - Bunce School of Education (OH)

University of Saint Francis - Department of Education (IN)

University of Saint Joseph - Department of Education, School of Arts, Sciences, Business and Education (SASBE) (CT)

University of Saint Mary - Education Department (KS)

University of Sioux Falls - Frederickson School of Education (SD)

University of South Alabama - College of Education and Professional Studies (AL)

University of South Carolina - College of Education (SC)

University of South Carolina Beaufort - Department of Education (SC)

University of South Carolina Upstate - College of Education, Human Performance, and Health (SC)

University of South Carolina-Aiken - School of Education (SC)

University of South Dakota - School of Education (SD)

University of South Florida - College of Education (FL)

University of Southern Indiana - Pott College of Science, Engineering, and Education (IN)

University of Southern Maine - School of Education and Human Development (ME)

University of Tennessee at Chattanooga - College of Health, Education, & Professional Studies (TN)

University of Tennessee at Martin - College of Education, Health and Behavioral Sciences (TN)

University of Tennessee Southern - Grissom School of Education (TN)

University of Texas of the Permian Basin - College of Education (TX)

University of the Cumberlands - School of Education (KY)

University of the District of Columbia - Department of Education (DC)

University of Utah - College of Education (UT)

University of Virginia - School of Education and Human Development (VA)

University of West Florida - College of Education and Professional Studies (FL)

Ursuline College - Education Unit (OH)

Valley City State University - School of Education and Graduate Studies (ND)

Valparaiso University - Department of Education (IN)

Vanderbilt University - Peabody College of Education & Human Development (TN)

Vincennes University - NULL (IN)

Virginia Commonwealth University - School of Education (VA)

Virginia Polytechnic Institute & State University - College of Liberal Arts and Human Sciences (VA)

Virginia State University - College of Education (VA)

Virginia Union University - Syphax School of Education and Interdisciplinary Studies (VA)

Virginia Wesleyan University - Education Department (VA)

Walden University - Richard W. Riley College of Education and Human Sciences (MN)

Walsh University - Division of Education (OH)

Want More? Do More!, Inc - NULL (NC)

Washburn University - Department of Education (KS)

Washington and Lee University - Teacher Education (VA)

Wayne State College - School of Education & Behavioral Sciences (NE)

Wayne State University - College of Education (MI)

Webster University - School of Education (MO)

West Chester University of Pennsylvania - College of Education & Social Work (PA)

West Liberty University - Teacher Education Unit (WV)

West Virginia State University - Education Department (WV)

West Virginia University - College of Education and Human Services (WV)

West Virginia University at Parkersburg - Education Department (WV)

West Virginia Wesleyan College - School of Education (WV)

Western Carolina University - College of Education and Allied Professions (NC)

Western Connecticut State University - School of Professional Studies: Education and Educational Psychology Department (CT)

Western Governors University - Teachers College (UT)

Western Kentucky University - College of Education and Behavioral Sciences (KY)

Western Michigan University - College of Education and Human Development (MI)

Western New Mexico University - School of Education (NM)

Western Oregon University - College of Education (OR)

Wichita State University - College of Applied Studies (KS)

William Carey University - School of Education (MS)

William Paterson University - College of Education (NJ)

Williams Baptist University - Teacher Education Program (AR)

Wilmington College - Department of Education (OH)

Wilmington University - College of Education (DE)

Winston-Salem State University - The College of Arts, Sciences, Business, and Education/The Faculty of Education (NC)

Winthrop University - Richard W. Riley College of Education (SC)

Wittenberg University - Education Department (OH)

Wright State University - College of Health, Education, and Human Services (OH)

WS/FCS Teacher Residency Program - Winston-Salem/ Forsyth County Schools (NC)

Xavier University - School of Education (OH)

Xavier University of Louisiana - Division of Education and Counseling (LA)

York College - Education Department (NE)

York College/CUNY - Department of Teacher Education (NY)

Youngstown State University - Beeghly College of Liberal Arts, Social Sciences, and Education (OH)

Zayed University - College of Education (UAE)

NCATE ACCREDITED

Grambling State University - College of Education (LA)

Langston University - School of Education and Behavioral Sciences (OK)

Limestone University - Teacher Education Program (SC)

Northern New Mexico College - Department of Teacher Education (NM)

Qatar University - NULL (SQA)

Stillman College - School of Education (AL)

Sultan Qaboos University - College of Education (SOM)

Texas Southern University - College of Education (TX)

The University of Wyoming - College of Education (WY)

Towson University - College of Education (MD)

Tuskegee University - School of Education (AL)

TEAC ACCREDITED

Chaminade University of Honolulu - Education Division, Counselor Education (HI)

Tulane University - Teacher Preparation Certification Program (LA)

University of Michigan-Ann Arbor - School of Education (MI)