



**Council for the
Accreditation of
Educator Preparation**

ACCREDITATION ACTION REPORT

Graduate School of Education and Counseling
Lewis and Clark College
Portland, Oregon

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 Fall 2026. The next site visit will take place in Spring 2026.

Accreditation is granted at the advanced-level. This Accreditation status is effective between Spring 2020 and Fall 2026. The next site visit will take place in Spring 2026.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Met	Met
STANDARD 2/A.2: Clinical Partnerships and Practice	Met	Met
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Met	Met
STANDARD 4/A.4: Program Impact	Met	Met
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	Met	Met

AREAS FOR IMPROVEMENT AND STIPULATIONS

Areas for Improvement: Identified areas for improvement are addressed in the provider's annual report.

Stipulations: Stipulations are addressed in the provider's annual report and must be corrected within two years to retain accreditation.

INITIAL-LICENSURE LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD 3: Candidate Quality, Recruitment, And Selectivity

	Areas for Improvement	Rationale
1	The EPP provided limited evidence of meeting the CAEP requirement for academic achievement. (component 3.2)	The EPP submitted partial data for this standard. GPA data shows the 3.0 GPA requirement is met for academic achievement, however the EPP does not use a nationally normed test to determine group average performance on mathematical, reading, and writing achievement in the top 50% of those assessed. Additional data is needed to meet the nationally normed testing requirement for academic achievement.

STANDARD 5: Provider Quality Assurance and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP's quality assurance system provides limited relevant, verifiable, representative, cumulative, and actionable measures. (component 5.2)	Some of the EPP-created assessments are not sufficient according to CAEP's requirements. Rubrics for admission interviews, unit plans, and other EPP-created assessments have limited content validity and reliability that meets CAEP expectations.
2	The EPP provides limited evidence that measures of completer impact, including outcome data on P-12 student growth, are summarized, externally bench marked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future directions. (component 5.4)	The EPP provides and widely shares most of the 8 outcome measures but not all.
3	The EPP provided limited evidence that stakeholders are involved in program evaluation, improvement, and identification of models of excellence. (component 5.5)	The EPP partially shares data with appropriate stakeholders to get feedback on program evaluation, improvement, and identification of models of excellence.

ADVANCED LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD A.5: Provider Quality Assurance and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP provided limited evidence that stakeholders are involved in program evaluation, improvement, and identification of models of excellence. (component A.5.5)	The EPP partially shares data with appropriate stakeholders to get feedback on program evaluation, improvement, and identification of models of excellence.

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 does not regularly and systematically use program data to make informed decisions at the unit level. [Both]	1. NCATE legacy areas for improvement are addressed in CAEP standard 5 and A5. Team recommends removal of AFI for both initial and advanced.
2. [NCATE STD3]The unit does not ensure that all candidates	2. NCATE legacy areas for improvement are addressed in

in the advanced programs for other school personnel participate in field and clinical experiences. [ADV]

CAEP standard A2. Team recommends removal of AFI.

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