



**Council for the  
Accreditation of  
Educator Preparation**

## ACCREDITATION ACTION REPORT

LJFF College of Education  
University of Akron  
Akron, Ohio

Accreditation Council April 2020

Accreditation Application Date: 3/26/2008

*This is the official record of the Educator Preparation Provider's accreditation status.*

*The Educator Preparation Provider should retain this document for at least two accreditation cycles.*

### ACCREDITATION DECISION

**Accreditation** is granted at the initial-licensure level. This Accreditation status is effective between Spring 2020 and Spring 2024. The next site visit will take place in Fall 2023.

### SUMMARY OF STANDARDS

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

	Areas for Improvement	Rationale
1	A sufficient plan was not provided to demonstrate strong partnerships with P-12 schools (Component 2.1)	There was insufficient evidence that P-12 partners are involved in ongoing decision making and designing and evaluating programs and clinical experiences.
2	The EPP did not provide a plan to ensure that school and	A plan was not presented outlining a systematic

	EPP-based clinical educators are evaluated in a systematic way (Component 2.2).	approach to the evaluation of clinical faculty to improve candidate performance and P-12 student learning.
3	A sufficient plan was not provided to demonstrate that candidates are consistently placed in a diverse field and clinical settings and are tracked in a systematic manner (Component 2.3).	It is unclear if all candidates are placed in diverse settings and how placements are tracked to ensure appropriate placements to allow the development of knowledge, skills, and dispositions to be successful in diverse settings.

### STANDARD 3: Candidate Quality, Recruitment, And Selectivity

	Areas for Improvement	Rationale
1	The EPP did not present a sufficient plan to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations (Component 3.1).	The Recruitment Plan did not contain the necessary components to provide achievement of their recruitment goals. Faculty interviews confirmed that the Recruitment Plan had not been further developed, as the committee responsible for the plan has not reconvened.
2	The EPP does not provide a sufficient plan to monitor attributes and dispositions beyond academic ability during admissions and throughout the program (Component 3.3).	The EPP provides limited evidence of a plan to establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and throughout the program

### STANDARD 4: Program Impact

	Areas for Improvement	Rationale
1	A sufficient plan was not present to ensure that data are collected from employers on a systematic basis to improve programs (Component 4.3).	Data has been collected from employers on an inconsistent basis resulting in little opportunity to improve programs or candidate performance.

## 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