



Council for the
Accreditation of
Educator Preparation

ACCREDITATION ACTION REPORT

School of Education
Pace University
Pleasantville, New York

Accreditation Council April 2020
Accreditation Application Date: *

*This is the official record of the Educator Preparation Provider's accreditation status.
The Educator Preparation Provider should retain this document for at least two accreditation cycles.*

* This EPP was accredited previously by NCATE or TEAC and the initial application date is not available. CAEP was established July 1, 2013.

ACCREDITATION DECISION

Accreditation is granted at the initial-licensure level. This Accreditation status is effective between Spring 2020 and Spring 2025. The next site visit will take place in Fall 2024.

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 1: Content and Pedagogical Knowledge

	Areas for Improvement	Rationale
1	The EPP has not provided sufficient evidence that candidates	To date, the EPP does not have data to document

	in all programs have an understanding of the 10 InTASC standards at the appropriate progression levels in the 4 categories. (Component 1.1)	competencies from common assessments to measure candidates' abilities on InTASC standards. The EPP presented data for individual programs based on state and professional association standards and is in the process of developing key assessments
2	There is little evidence the EPP ensures all candidates use research and evidence to develop an understanding of the teaching profession and to measure P-12 student progress and their professional practice. (Component 1.2)	The EPP provided limited evidence to demonstrate that candidates use research and evidence to develop an understanding of the teaching profession and to measure P-12 student progress and their professional practice. The EPP has plans to assess 1.2 in the newly developed student teaching and unit plan common assessments. However, at the time of the visit, no data were available.
3	The EPP does not provide sufficient evidence to demonstrate all completers model and apply technology standards as they design, implement, and assess learning. (Component 1.5)	Although technology is integrated into assignments, the EPP's assessment system does not allow for collecting and analyzing assessment data related to applying technology standards for designing, implementing, and assessing student learning

STANDARD 2: Clinical Partnerships and Practice

	Areas for Improvement	Rationale
1	The EPP does not provide a sufficient plan to ensure that partners co-select, prepare, evaluate, and support high-quality clinical educators. (Component 2.2)	Site interviews demonstrated inconsistent processes for co-selecting, preparing and evaluating clinical educators.

STANDARD 3: Candidate Quality, Recruitment, And Selectivity

	Areas for Improvement	Rationale
1	The EPP does not provide a sufficient plan to monitor candidates' non-academic attributes and dispositions. (Component 3.3)	Even though this was an area for improvement from the last accreditation visit, there were no data for the team to review by the onsite visit. The EPP's Dispositions Working Group indicates the EPP will pilot a new dispositions assessment instrument spring 2018
2	Little evidence is provided that the EPP monitors all candidates' advancement from admissions through completion. (Component 3.4)	Candidates are monitored individually, however, a system for monitoring progress through two or more gateways from admission to completion in ways that allow for data collection and analysis is not evident.

STANDARD 4: Program Impact

	Areas for Improvement	Rationale
1	The EPP does not provide a sufficient plan to document completers' impact on P-12 student learning and development. (Component 4.1)	The EPP's working group has revised the case study plan based on the FFR. While the plan is still in early stages of instrument development and implementation, the implementation plan is not well-defined.
2	The EPP does not have a sufficient plan to adequately monitor employment milestones and employer satisfaction	The EPP has not provided a sufficient plan to explain the data in the tables of the School of Education Outcomes

with program preparation in ways that allow for analysis, evaluation, and interpretation of employment data. (Component 4.3)

document, including what the numbers are intended to represent and an analysis of the employers' responses to survey questions.

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