



## ACCREDITATION ACTION REPORT

The Patton College of Education  
Ohio University  
Athens, Ohio

Accreditation Council May 2022

Accreditation Application Date: 2/21/2007

*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 and the advanced-level. This Accreditation status is effective between Spring 2022 and Spring 2029. The next site review will take place in Fall 2028.

### 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 5: Provider Quality Assurance and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP provided limited evidence that scoring criteria met CAEP sufficiency for EPP-created assessments. (component 5.2)	The revised assessments do not meet minimum criteria for sufficiency on the CAEP Evaluation Framework for EPP-Created Assessments as related to scoring criteria.

## AREA(S) FOR IMPROVEMENT OR WEAKNESS(ES) from previous legacy accreditor review (NCATE or TEAC)

### Removed:

Area for Improvement or Weakness	Rationale
[NCATE STD4]The unit does not ensure that all candidates have field experiences or clinical practice with P-12 students from at least two ethnic/racial groups and English language learners. [ADV]	Recommend removal of this previous Area For Improvement.

## 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 review. Progress reports on remediation of AFIs are submitted as part of the Annual Report. AFIs not remediated by a subsequent site review 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 levels 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.

In communicating with students, faculty, other stakeholders, and the public about its accreditation status and term, an EPP is required to distinguish accurately between programs that are accredited, as a result of having been included in the scope of review, and those that are not.

The following programs are included in the current accreditation cycle:

Name	Level	Degree
Art Education	Initial	Master's
Early Childhood and Elementary Education	Initial	Baccalaureate
Early Childhood Intervention Specialist	Initial	Master's
Early Childhood Undergrad	Initial	Baccalaureate
Earth and Space Science	Initial	Baccalaureate
Earth and Space Science Graduate	Initial	Master's
English Language Arts Education	Initial	Baccalaureate
English-Graduate	Initial	Master's
Family and Consumer Sciences	Initial	Baccalaureate
Family and Consumer Sciences	Initial	Master's
French	Initial	Baccalaureate
Health and Physical Education	Initial	Baccalaureate
Integrated Mathematics - Graduate	Initial	Master's
Integrated Mathematics - Undergraduate	Initial	Baccalaureate
Integrated Science	Initial	Baccalaureate
Integrated Science Graduate	Initial	Master's
Intervention Specialist: Mild/Moderate	Initial	Baccalaureate
Intervention Specialist: Mild/Moderate	Initial	Master's
Intervention Specialist: Moderate/Intensive	Initial	Baccalaureate
Intervention Specialist: Moderate/Intensive	Initial	Master's
Life Science	Initial	Baccalaureate
Life Science Graduate	Initial	Master's
Middle Childhood Education	Initial	Baccalaureate

Middle School Education	Initial	Master's
Physical Sciences Graduate: Physics and Chemistry	Initial	Master's
Physical Sciences: Chemistry	Initial	Baccalaureate
Physical Sciences: Physics	Initial	Baccalaureate
Physical Sciences: Physics and Chemistry	Initial	Baccalaureate
Social Studies	Initial	Baccalaureate
Social Studies-Graduate	Initial	Master's
Spanish	Initial	Baccalaureate
Educational Administration- Principal	Advanced	Master's
Educational Administrative- Superintendent	Advanced	Post Master's

***NOTE: Neither CAEP staff, evaluation team members, 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**