



**Council for the  
Accreditation of  
Educator Preparation**

## ACCREDITATION ACTION REPORT

Department of Education  
Wilmington College  
Wilmington, Ohio

Accreditation Council October 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 Fall 2020 and Fall 2025. The next site visit will take place in Spring 2025.

### SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Met	Not Applicable
STANDARD 2/A.2: Clinical Partnerships and Practice	Met	Not Applicable
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Met	Not Applicable
STANDARD 4/A.4: Program Impact	Met	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 insufficient evidence that candidates model and apply technology standards as they design, implement	There is insufficient evidence to demonstrate proficiencies in the use of technology.

and assess learning experiences to engage students in improved learning. (component 1.5)
--

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

	Areas for Improvement	Rationale
1	The EPP has an insufficient plan to recruit and support the completion of high quality candidates. (component 3.1)	The EPP recruitment plan is limited in detailing strategies and steps necessary for the recruitment, support, and retention of high quality candidates.
2	The EPP did not establish a process that monitors attributes and dispositions beyond academic ability. (component 3.3)	The implementation steps and any available data do not suggest that the evidence compiled under the plan will be valid and sufficient for measuring dispositions throughout the program.
3	The EPP lacks sufficient criteria for program progression that manages candidate advancement. (component 3.4)	The EPP does not closely monitor candidate progress, or assess candidate development through the program.

### STANDARD 4: Program Impact

	Areas for Improvement	Rationale
1	The EPP plan does not provide sufficient evidence that the EPP uses employer satisfaction measures that result in valid and reliable data. (component 4.3)	The implementation steps and any available data do not suggest that the evidence compiled under the plan will be valid and sufficient for the intended purpose.
2	The EPP plan does not provide sufficient evidence that the EPP uses completer measures that result in valid and reliable data. (component 4.4)	The implementation steps and any available data do not suggest that the evidence compiled under the plan will be valid and sufficient for the intended purpose.

### STANDARD 5: Provider Quality Assurance and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP's Quality Assurance System (QAS) does not provide disaggregate data by specialty licensure areas, test innovations, or guide decision making at the program level across all CAEP standards (component 5.1).	A new QAS has been adopted that includes multiple measures, however, the EPP has not gathered sufficient data to establish a consistent process for monitoring candidate progress or making data-informed decisions.
2	The EPP does not involve stakeholders consistently in the Quality Assurance System. (component 5.5)	There is limited evidence provided that demonstrates how stakeholders are involved in decision-making related program improvement and evaluation.

## 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 level 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 level 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.**

