

ACCREDITATION ACTION REPORT

School of Education
Hunter College of the City University of New York
New York, New York

Accreditation Council October 2023
Accreditation Application Date: 2/27/2002

*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 Fall 2023 and Fall 2030. The next site review will take place in Spring 2030.

SUMMARY OF STANDARDS

| CAEP STANDARDS | INITIAL-LICENSURE LEVEL | ADVANCED LEVEL |
|---|-------------------------|----------------|
| STANDARD R1/RA1: Content and Pedagogical Knowledge | Met | Met |
| STANDARD R2/RA2: Clinical Partnerships and Practice | Met | Met |
| STANDARD R3/RA3: Candidate Quality and Selectivity | Met | Met |
| STANDARD R4/RA4: Satisfaction with Preparation | Met | Met |
| STANDARD R5/RA5: Quality Assurance System and Continuous Improvement | Met | Met |
| STANDARD R6/RA6: Fiscal and Administrative Capacity | Met | Met |
| STANDARD R7/RA7: Record of Compliance with Title IV of the Higher Education Act | 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 R4: Program Impact

| | Areas for Improvement | Rationale |
|---|--|---|
| 1 | The EPP provided limited evidence that employers were satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and | Employer satisfaction data were limited. Three cycles of data were not provided or disaggregated by programs. |

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| their families. (component R4.2) | |
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ADVANCED LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD RA1: Content and Pedagogical Knowledge

| | Areas for Improvement | Rationale |
|---|--|---|
| 1 | The EPP provided limited evidence that program candidates had opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards. (component RA1.2) | The EPP provided less than three cycles of data to demonstrate the ability to meet the requirements of the component RA1.2 for the following programs: Early Childhood Development and Learning, Elementary Mathematics Specialist Program, Childhood Education with a Specialization in STEM Program, and ECDL advanced preparation program. |

STANDARD RA4: Satisfaction with Preparation

| | Areas for Improvement | Rationale |
|---|---|--|
| 1 | The EPP provided an insufficient Phase-in plan for addressing employer satisfaction. (component RA4.1) | The Phase-in plan did not meet CAEP sufficiency criteria. The EPP did not specify personnel responsible for the implementation of the Phase-in plan. |
| 2 | The EPP provided an insufficient Phase-in plan for addressing completer satisfaction. (component RA4.2) | The Phase-in plan did not meet CAEP sufficiency criteria. The EPP did not specify personnel responsible for the implementation of the Phase-in plan. |

STANDARD RA5: Quality Assurance System and Continuous Improvement

| | Areas for Improvement | Rationale |
|---|--|--|
| 1 | The EPP provided limited evidence of a functioning Quality Assurance System that monitored candidate progress, completer achievements, and provider operational effectiveness. (component RA5.1) | The EPP had not established effective communication channels to ensure that all stakeholders were aware of the Quality Assurance System and their roles in its implementation. |
| 2 | The EPP provided limited evidence that the Quality Assurance System relied on relevant, verifiable, representative, cumulative, and actionable measures. (component RA5.2) | The EPP provided limited data to demonstrate the reliability and validity of their assessments. |

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

Removed:

| Area for Improvement or Weakness | Rationale |
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| (1) [NCATE STD2] All syllabi for the unit do not reflect assessment of the constituent elements of the conceptual framework. [Both] | (1) This legacy AFI is no longer part of CAEP Standards. Team recommends removal at both levels. |
| (2) [NCATE STD4] The unit does not have diversity proficiencies that all candidates are expected to develop | (2) This legacy AFI is addressed in CAEP Standards R1/RA1 and R2/RA2 Team recommends removal at both levels. |

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| during their professional education programs. [Both] (3) [NCATE STD4] The unit is unable to assess diversity related to the conceptual framework. [Both] | (3) This legacy AFI is no longer part of CAEP Standards. Team recommends removal at both levels. |
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Continued:

| Area for Improvement or Weakness | Rationale |
|----------------------------------|-----------|
| None | None |

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 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.

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.

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.

The following programs are included in the current accreditation cycle:

| Name | Level | Degree |
|---|---------|---------------|
| Adolescent Education in Languages Other than English: French, Italian, and Spanish (MA) | Initial | Master's |
| Adolescent Education in Languages Other than English: Chinese (MA) | Initial | Master's |
| Adolescent Education in Languages Other than English: French, Italian, and Spanish (Adv Cert) | Initial | Post Master's |
| Adolescent Education in Languages Other than English: French, Italian, and Spanish (BA) | Initial | Baccalaureate |
| Adolescent Education in Languages Other than English: Latin (Adv Cert) | Initial | Post Master's |
| Adolescent Education in Languages Other than English: Latin (MA) | Initial | Master's |
| Adolescent English Education (Adv Cert) | Initial | Post Master's |
| Adolescent English Education (BA) | Initial | Baccalaureate |
| Adolescent English Education (MA) | Initial | Master's |
| Adolescent Mathematics Education (Adv Cert) | Initial | Post Master's |
| Adolescent Mathematics Education (BA/MA) | Initial | Baccalaureate |
| Adolescent Mathematics Education (MA) | Initial | Master's |
| Adolescent Science Education: Biology, Chemistry, Earth Science, and Physics (Adv Cert) | Initial | Post Master's |
| Adolescent Science Education: Biology, Chemistry, Earth Science, and Physics (BA/BAMA) | Initial | Baccalaureate |
| Adolescent Science Education: Biology, Chemistry, Earth Science, and Physics (MA) | Initial | Master's |
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| Adolescent Social Studies Education (Adv Cert) | Initial | Post Master's |
| Adolescent Social Studies Education (BA) | Initial | Baccalaureate |
| Adolescent Social Studies Education (MA) | Initial | Master's |
| Blind and Visually Impaired (Adv Cert) | Initial | Post Master's |
| Blind and Visually Impaired (MSED) | Initial | Master's |
| Childhood Education, Grades 1-6 (MSED) | Initial | Master's |
| Childhood Education, Grades 1-6 QUEST (BA) | Initial | Baccalaureate |
| Childhood LD and Adolescent Special Education (Adv Cert) | Initial | Post Master's |
| Childhood LD and Adolescent Special Education (MSED) | Initial | Master's |
| Childhood Special Education: Behavior Disorders (MSED) | Initial | Master's |
| Computer Science Education (Adv Cert) | Initial | Post Baccalaureate |
| Computer Science Education (MSEd) | Initial | Master's |
| Dance Education (BA/BAMA) | Initial | Baccalaureate |
| Dance Education (MA) | Initial | Master's |
| Deaf and Hard-of-Hearing (MSED) | Initial | Master's |
| Early Childhood and Childhood Special Education: Severe/Multiple Disabilities (MSED) | Initial | Master's |
| Early Childhood Education, Birth to Grade 2 (Adv Cert) | Initial | Post Master's |
| Early Childhood Education, Birth to Grade 2 (BA) | Initial | Baccalaureate |
| Early Childhood Education, Birth to Grade 2 (MSED) | Initial | Master's |
| Early Childhood Special Education (Adv Cert) | Initial | Post Master's |
| Early Childhood Special Education (MSED) | Initial | Master's |
| Educational Leadership: School Building Leader (MSED) | Initial | Master's |
| Literacy Education Grades 5-12 (MSED) | Initial | Master's |
| Literacy Education, Birth to Grade 6 (MSED) | Initial | Master's |
| Music Education (BAMA) | Initial | Baccalaureate |
| Music Education (MA) | Initial | Master's |
| Teachers of English to Speakers of Other Languages (Adv Cert) | Initial | Post Master's |
| Teachers of English to Speakers of Other Languages (MA) | Initial | Master's |
| Visual Arts Education (MA) | Initial | Master's |
| Adolescent Mathematics Professional Certification (MA) | Advanced | Master's |
| Advanced Preparation in Special Education (MSED) | Advanced | Master's |
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| Childhood Education with Specialization in STEM (MSED) | Advanced | Master's |
| Elementary Mathematics Specialist Program (MSED) | Advanced | 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