



**Council for the
Accreditation of
Educator Preparation**

ACCREDITATION ACTION REPORT

College of Education
The University of Memphis
Memphis, Tennessee

Accreditation Council October 2022
Accreditation Application Date: 4/25/2006

*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 2022 and Fall 2029. The next site review will take place in Spring 2029.

SUMMARY OF STANDARDS

CAEP Standards	Initial-Licensure Level	Advanced Level
Standard R1/A1: Content and Pedagogical Knowledge	Met	Met
Standard R2/A2: Clinical Partnerships and Practice	Met	Met
Standard R3: Candidate Recruitment, Progression, and Support Standard A3: Candidate Quality and Selectivity	Met	Met
Standard R4/A4: Program Impact	Met	Met
Standard R5: Quality Assurance System and Continuous Improvement Standard A5: 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 R1: Content and Pedagogical Knowledge

	Areas for Improvement	Rationale
1	The EPP did not adequately ensure that candidates are able to apply their knowledge of the learner and learning. (component R1.1)	There was inconsistent data disaggregation by cycle and/or program.
2	The evidence submitted did not demonstrate that candidates know their content area. (component R1.2)	There was inconsistent data disaggregation by cycle and/or program.
3	Each program did not adequately ensure that candidates are able to apply their knowledge of instructional practices. (component R1.3)	There was inconsistent data disaggregation by cycle and/or program.
4	The EPP did not adequately ensure that candidates are able to apply their knowledge of professional responsibilities. (component R1.4)	There was inconsistent data disaggregation by cycle and/or program.

STANDARD R4: Program Impact

	Areas for Improvement	Rationale
1	The EPP provided limited evidence of employer satisfaction with completer preparation. (component R4.2)	The EPP provided some state data but provided limited evidence of how the data was used for employer satisfaction.
2	The EPP provided limited evidence of completer satisfaction with preparation. (component R4.3)	The EPP provided some state data but provided limited evidence of how the data was used for completer satisfaction.

STANDARD R5: Quality Assurance System and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP provided limited evidence of a functioning Quality Assurance System. (component R5.1)	Limited evidence was provided to demonstrate the Quality Assurance System has the capacity to collect, analyze, monitor, and report data/evidence. Limited information was provided on assessments used, procedures followed in data collection and analyses, and people responsible for various tasks.

ADVANCED LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD A1: Content and Pedagogical Knowledge

	Areas for Improvement	Rationale
1	The EPP did not adequately ensure that advanced program completers have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards. (component A1.2)	The EPP did not provide sufficient evidence the advanced programs are aligned to appropriate standards.

STANDARD A5: Provider Quality Assurance and Continuous Improvement

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	Areas for Improvement	Rationale
1	The EPP provided limited evidence of a functioning Quality Assurance System. (component A5.1)	Limited evidence was provided to demonstrate the Quality Assurance System has the capacity to collect, analyze, monitor, and report data/evidence. Limited information was provided on assessments used, procedures followed in data collection and analyses, and people responsible for various tasks.

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

Removed:

Area for Improvement or Weakness	Rationale
(1) [NCATE STD1] The unit lacks sufficient evidence that candidates in the advanced programs; Advanced Early Childhood Education, Advanced Special Education, Educational Leadership Building Level, and Curriculum and Instruction have in-depth content knowledge and pedagogical content knowledge and skills in their disciplines. [ADV]	(1) Previous AFIs are incorporated into recommendations for Standard A1, R4, A4, R5, A5.
(2) [NCATE STD2] The unit does not systematically and comprehensively monitor candidate performance at the transition points. [Both]	(2) Previous AFIs are incorporated into recommendations for Standard A1, R4, A4, R5, A5.
(3) [NCATE STD2] The unit does not consistently disaggregate and analyze candidate and completer data to improve candidate performance, program quality, and unit operations. [Both]	(3) Previous AFIs are incorporated into recommendations for Standard A1, R4, A4, R5, A5.

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. (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.

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
Early Childhood BSED	Initial	Baccalaureate
Early Childhood MAT	Initial	Master's
Elementary Education MAT	Initial	Master's
English as a Second Language	Initial	Master's
English Secondary MAT	Initial	Master's
Integrative Studies Secondary Mathematics 7-12	Initial	Baccalaureate

Music Education	Initial	Baccalaureate
Music Education MAT	Initial	Master's
Physical Education K-12	Initial	Master's
Physical Education K-12 School Concentration	Initial	Baccalaureate
Special Education MAT	Initial	Master's
Teaching All Learners	Initial	Baccalaureate
Visual Arts	Initial	Baccalaureate
Visual Arts	Initial	Master's
World Language 7-12	Initial	Master's
Library and Information Specialist	Advanced	Master's
Literacy Specialist Education MS	Advanced	Master's
School Administration and Supervision	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