



ACCREDITATION ACTION REPORT

University of Colorado at Colorado Springs
Colorado Springs, Colorado

April 2015

ACCREDITATION DECISION

Conditional Accreditation is granted for two years at the initial level. A focused site visit on the unmet standard must take place no later than fall 2016.

SUMMARY OF STANDARDS

2013 CAEP Standards	Met (X)	Not Met (X)	Area(s) for Improvement (AFI) (YES/NO)	Stipulation(s) (YES/NO)
STANDARD 1: Content and Pedagogical Knowledge	X		NO	NO
STANDARD 2: Clinical Partnerships and Practice	X		YES (1)	NO
STANDARD 3: Candidate Quality, Recruitment and Selectivity	X		YES (1)	NO
STANDARD 4: Program Impact		X	YES (1)	YES (2)
STANDARD 5: Provider Quality Assurance and Continuous Improvement	X		YES (2)	NO

AREAS FOR IMPROVEMENT AND STIPULATIONS

Areas for Improvement: Identified areas for improvement are addressed in the provider’s annual report. Areas for improvement need not be publicly disclosed, but will become stipulations if they remain uncorrected by the next accreditation cycle.

Stipulations: Stipulations must be publicly identified on the provider’s website and removed in two years based upon petition by the provider and CAEP review.

STANDARD 1: Content and Pedagogical Knowledge

Areas for Improvement	Rationale
None	

Stipulations	Rationale
None	

STANDARD 2: Clinical Partnerships and Practice

Areas for Improvement	Rationale
The EPP does not systematically ensure that each candidate in initial teacher education programs has a field experience in at least one diverse setting. (Component 2.3)	The EPP does not systematically ensure that all candidates in the initial licensure programs have a field placement experience in at least one diverse setting.

Stipulations	Rationale
None	

STANDARD 3: Candidate Quality, Recruitment and Selectivity

Areas for Improvement	Rationale
The EPP does not have a plan for recruitment of diverse candidates who meet employment needs. (Component 3.1)	The EPP did not present plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations.

Stipulations	Rationale
None	

STANDARD 4: Program Impact

Areas for Improvement	Rationale
The EPP does not demonstrate, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students. (Component 4.3)	Employer surveys have been administered but not in a systematic or regular basis.

Stipulations	Rationale
The EPP has not established a plan to collect data regarding completer impact on P-12 student learning and development. (Component 4.1)	The EPP has not established a plan to collect data regarding completer impact on P-12 student learning and development.
The EPP has not established a plan to collect data regarding indicators of completers' teaching effectiveness including professional	The EPP has not established a plan to collect data regarding indicators of completers' teaching effectiveness including professional knowledge, skills, and dispositions.

knowledge, skills, and dispositions. (Component 4.2)	
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STANDARD 5: Provider Quality Assurance and Continuous Improvement

Areas for Improvement	Rationale
The EPP has not established a plan to regularly collect and analyze data related to in-service completion impact on P-12 student learning. (Component 5.4)	The EPP did not provide evidence that in-service completion impact measures on P-12 learners are regularly collected and analyzed for decision-making and program improvement.
The EPP did not demonstrate that its interpretation of data are valid and consistent. (Component 5.2)	The EPP did not provide evidence that its interpretation of data are valid and consistent.

Stipulations	Rationale
None	

AFI(s) from Previous NCATE Legacy Review

AFI(s) Continued:

Standard	Areas for Improvement	Rationale
Standard 3 (ADV)	The EPP does not ensure that each candidate in elementary teacher education programs has a field experience in at least on diverse setting.	Advanced programs were not reviewed during this visit because Standards for Advanced Programs were not in effect.
Standard 1 (ADV)	The EPP does not have summary data on dispositions at the advanced level.	Advanced programs were not reviewed during this visit because Standards for Advanced Programs were not in effect.
Standard 2 (ADV)	The EPP does not systematically collect and analyze assessment data in some of the advanced level programs.	Advanced programs were not reviewed during this visit because Standards for Advanced Programs were not in effect.
Standard 2 (ADV)	The EPP does not systematically summarize and analyze data collected at the EPP level.	Advanced programs were not reviewed during this visit because Standards for Advanced Programs were not in effect.

AFI(s) Removed:

Standard	Areas for Improvement	Rationale
Standard 3 (ITP)	The EPP does not ensure that each candidate in elementary teacher education programs has a field experience in at least on diverse setting.	This AFI is subsumed in the AFI under CAEP Standard 2.
Standard 1 (ITP)	The EPP does not have summary data on dispositions at the advanced level.	The EPP does collect and use dispositions data.
Standard 1 (ITP)	The elementary education program is not nationally recognized.	AFIs citing national recognition are no longer required.
Standard 1 (ITP)	The science education program is not nationally recognized.	AFIs citing national recognition are no longer required.
Standard 2 (ITP)	The EPP does not systematically summarize and analyze data collected at the EPP level.	The EPP does systematically summarize and analyze collected data at the EPP level to make changes.
Standard 1 (ITP)	The social studies education program is not nationally recognized.	AFIs citing national recognition are no longer required.

NOTE: Neither CAEP staff, 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.