CAEP Ad Hoc Committee Charge

Background:

The Lurie College of Education has been continuously accredited since 1958 by the National Council for Accreditation of Teacher (NCATE). In July 2013, NCATE and the Teacher Education Accreditation Council (TEAC) merged to create a single new national accrediting agency, the Council for the Accreditation of Educator Preparation (CAEP). As a result of this merger, CAEP developed a new set of standards to use in determining national accreditation for those institutions responsible for preparing educators for P-12 schools. The programs in the LCOE that will be governed by the new CAEP standards include master’s and credential programs in teacher education (elementary, secondary and special education); counselor education; educational leadership; speech pathology (accredited under ASHA whose standards were aligned with NCATE standards in the past).

The educator preparation programs in the LCOE are also governed by standards set by the California Commission for Teacher Credentialing, the state agency that authorizes the LCOE to recommend for credentials in the same programs governed by CAEP/NCATE. State approval of our programs by CCTC is required for the LCOE to offer and grant credential programs. Without state approval, the candidates graduating from LCOE would not be able to earn a credential and thus would have no reason to enroll in LCOE programs.

The LCOE will be undergoing its accreditation site visit by both the state and CAEP in Spring 2020. The documents for national and state accreditation must be submitted to both agencies approximately one year in advance of this visit — i.e., Spring 2019. Although this may seem a far into the future, the new CAEP standards and the agreement to be forged between CAEP and the CCTC will affect what we must do in the next three years to meet these new standards.

The CAEP Ad Hoc Committee will help the faculty become better informed about the impact that CAEP is likely to have on the LCOE so that we can make better decisions about future next steps.

Questions to be addressed by CAEP Ad Hoc Committee:

1) How do the CAEP standards differ from the NCATE standards?
2) What is the alignment between the CCTC standards and the new CAEP standards — viz., what is the state agreement between the CCTC and CAEP?
3) What must the college do in the following areas to address or meet these new standards?
   a) Recruitment and admissions policies or practices
   b) Revisions to courses or other program experiences
   c) Assessment practices
   d) Collecting and managing information or data about students
4) How does having national accreditation affect how LCOE programs are viewed within the SJSU campus, by our school and community partners, by other potential employers outside of California or our local area?
   a) How does being nationally accredited affect our ability to recruit faculty?
b) How does being nationally accredited affect our graduates' ability to obtain jobs in their fields?

c) Are our competitors nationally accredited? Does that make a difference in their ability to recruit students or faculty?

d) What states rely upon national accreditation from CAEP/NCATE as evidence of high quality programs?

5) How does LCOE benefit from being nationally accredited? Consider benefits that may accrue to other accredited programs here at SJSU.

6) What resources or systems are in place to meet the current NCATE standards? What might need to be created or supported given the new CAEP standards?

Expectations for Committee:

- Research and discuss the questions.
- Inform faculty about the results from these discussions (how this is communicated and fora for communications to be decided in consultation with department chairs and dean).
- Engage faculty in substantive discussions about CAEP accreditation and what it means for the college and its related programs in other colleges.
- Document process of college-wide discussion and decisions or recommendations made.