



2024

ANNUAL REPORT



Council for the
Accreditation of
Educator Preparation

Data collected as of November 25, 2024

INTRODUCTION

Our annual report allows us the opportunity to review the work we have done over the past year and to update you on our efforts to meet the vision, mission, and goals we have set forth as an organization. We are committed to excellence in educator preparation accreditation as we work to advance equity and excellence through evidence-based accreditation to strengthen P-12 student learning.

The providers we serve share our commitment to excellence and continuous improvement. They are committed to ensuring that aspiring teachers and administrators are prepared to meet the needs of all students. CAEP is committed to standing up for rigorous standards, even as we see pushback throughout the country to lower standards for new hires. A warm body in a classroom is not a teacher. A teacher is a professionally trained educator who is passionate about making the difference in the lives of students. Our providers strive to produce the world's best teachers through reflection on data and past practices to make the profession stronger. CAEP supports your commitment to quality by maintaining the Gold Standard for educator preparation and we work with state partners, providers and other stakeholders to prevent the erosion of these important benchmarks.

In 2024 we welcomed more than seven hundred educator preparation professionals to our CAEPCon in Arlington, Virginia. This two-day conference was developed for professionals to gather together and share ideas to improve our profession. CAEP Accreditation is a peer driven process and that is why we have not only CAEP staff, but practitioners in the field sharing best practices to build upon our previous improvements. We look forward to hosting you in September 2025 at our next CAEPCon.

This year we welcomed four new members to our Board of Directors. The CAEP Board of Directors is a diverse group of professionals made up of preparation providers, educators actively engaged in the classroom and administrators who work to staff P-12 schools. Ingrid Guerra-López serves as the dean of the College of Human Development at George Mason University in Virginia and has held faculty appointments at George Mason, Wayne State University, and the University of Michigan Dearborn. April Joy Reisma is the President of the Arkansas Education Association and was named the Teacher of the Year in 2017 by the Arkansas Education Association. Stephanie Simpson is the Chief Executive Officer for Middle Level Education and has also held positions with the American College of Cardiology, American Psychiatric Association and the American Medical Association. Anne Tapp Jaska is a tenured professor at Saginaw Valley State University in Michigan and is Chair Elect of the American Association of Colleges for Teacher Education.

On behalf of my colleagues on the CAEP Board of Directors, I thank all of the volunteers who make our work possible. The peer accreditation process is not possible without those who are willing to volunteer their time and talents for a greater cause. Together we are improving the opportunities for today's students and tomorrow's leaders.



Yuhang Rong
Chair, CAEP Board of Directors

CONTENTS

Introduction	2
Letter from the President of CAEP	4
CAEP by the Numbers.....	5
Accreditation Council Meetings.....	5
Educator Preparation Provider Demographics.....	8
Number of Completers	8
State Agreements.....	10
Financial Information	11
Annual Reporting Measures	12
Frank Murray Recognition	18
Accreditation Council Members.....	20
Board of Directors	22
Board Committees	25
Standing Committees.....	1
CAEP Staff	2
Educator Preparation Provider Listing.....	3

LETTER FROM THE PRESIDENT OF CAEP



Dear Providers of Educator Preparation:

CAEP's commitment to excellence requires that we model the continuous improvement that a CAEP accreditation review expects of our members. Each year, we continually improve in a number of ways: by listening to our members, using data about our volunteers to provide quality training and ensuring that accreditation decisions are both instructive for our members and consistently made across providers.

This past year, we have focused on expanding our suite of free resources. Most popular have been the examples we publish of how different types and sizes of providers approach evidence to meet standards. In addition to our previously released resources for Standard 2 and Standard 4 we will soon be releasing resources on Artificial Intelligence, the scientific basis for reading, and apprenticeships. CAEP staff also travel to our convened membership within states to provide free assistance and guidance in the context of the states in which our providers operate. We have also expanded our free technical assistance offerings to our members instituting numerous opportunities for drop-in sessions throughout the semester as we implement our AIMS 2.0 platform.

In addition to providing a number of free resources and technical assistance opportunities, CAEP is also committed to keeping accreditation costs down. We have long provided pricing levels relative to the number of completers served and, this past summer, our Board of Directors voted not to increase review costs and to treat our international providers similarly with regard to pricing in line with the number of completers. The Board has consistently held costs below inflation as we pass on savings from conducting virtual reviews to our members.

CAEP added formal relationships with Maryland and Pennsylvania this past year and we have expanded our number of providers worldwide, now serving members in five nations outside the U.S. The fact that our standards are being applied across the world speaks volumes for our profession. Many of our international partners serve students in the US in various ways and CAEP's reputation for excellence across the globe means that K-12 learners world-wide are being provided with the best the profession has to offer.

Finally, I want to pay tribute to one of our own, Dr. Shelly Boardman. This year, shortly after completing a successful CAEPCon, we were shocked at the news that Shelly had suddenly and unexpectedly passed. Shelly had only been with CAEP a short time but had quickly become a valued member of our team. Shelly understood our membership and their needs. She excelled at case management and training. Those who encountered her always appreciated her patience and clarity. She will be terribly missed by our team and those who knew her.

Thank you for all the notes of condolence that CAEP received in her honor and memory.

Christopher A. Koch, Ed.D

CAEP President, November 2024

CAEP BY THE NUMBERS



CAEP
accredited



Applicants
accredited

ACCREDITATION W/ STIPULATIONS: 7 (INL); 7(ADV)

PROBATIONARY ACCREDITATION: 5 (INL); 3(ADV)

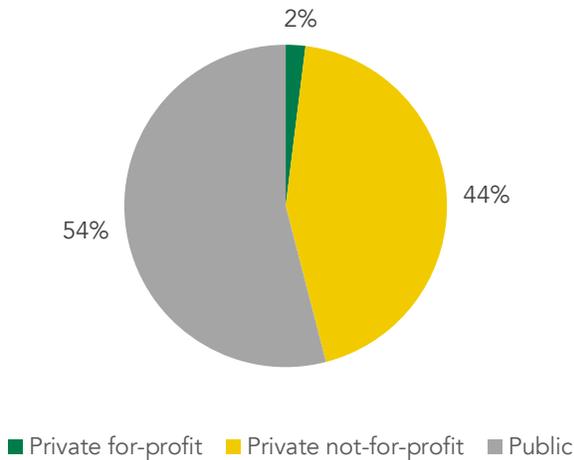
REVOCATION: 5 | DENIAL: 3

*EPPs that have started a CAEP Initial application in 2024

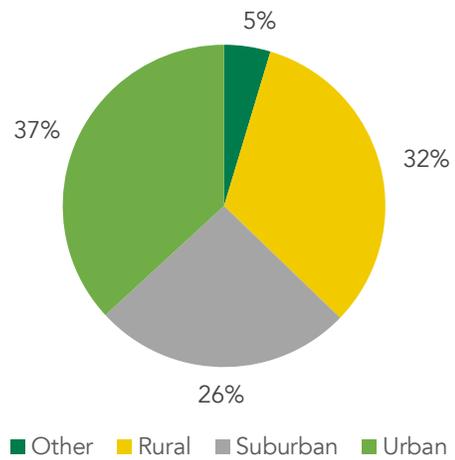
ACCREDITATION COUNCIL MEETINGS

	Fall 2024	Spring 2024
CAEP Accredited	INL: 36 ADV: 18	INL: 25 ADV: 18
CAEP Probationary Accreditation	INL: 0 ADV: 1	INL: 1 ADV: 1
CAEP Accredited w/ Stipulations	INL: 1 ADV: 2	INL: 2 ADV: 2

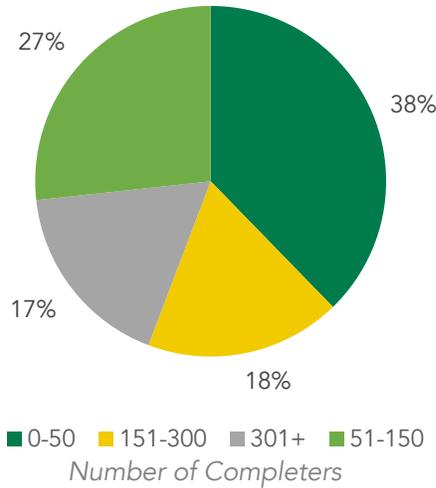
By Control of Organization



By Location



EPPs By Size



CAEP Accredited Minority Serving EPPs

44 Historically Black Colleges & Universities	51 Hispanic Serving Institutions	19 Minority Serving Institutions	3 Tribal Colleges & Universities
--	---	---	---

International EPPs

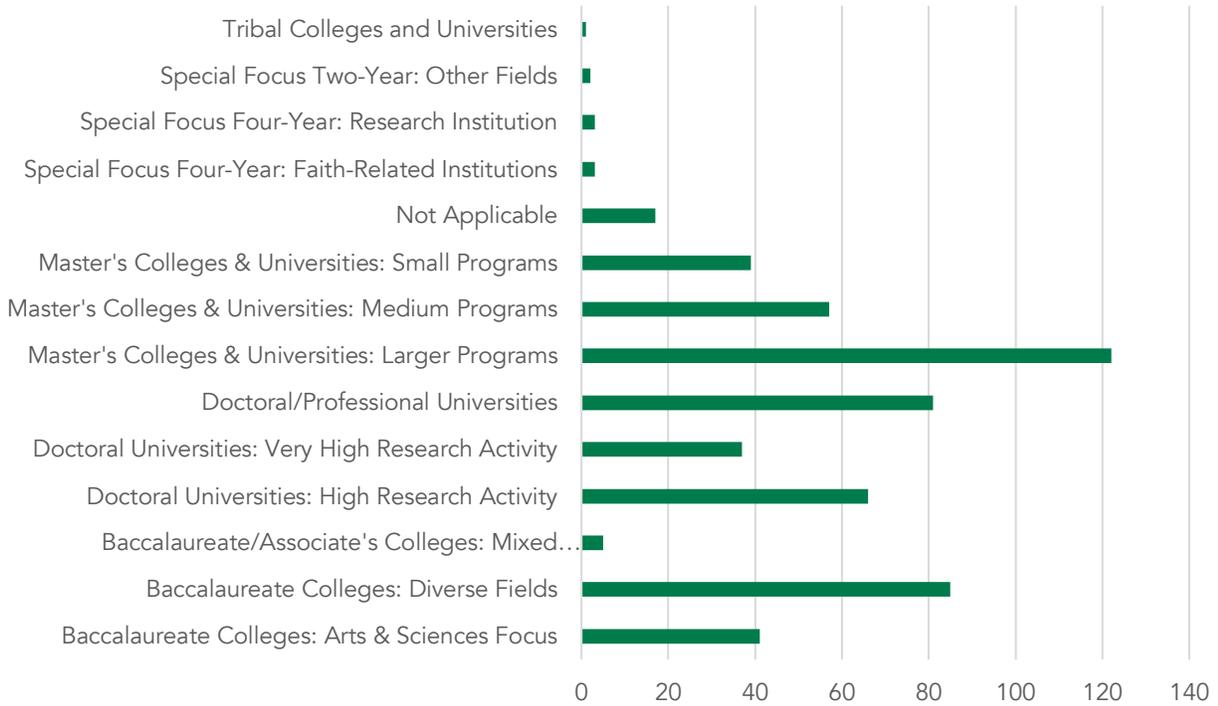
8 CAEP Accredited:

- 3 United Arab Emirates
- 1 Jordan
- 2 Bahrain
- 1 Qatar
- 1 Oman

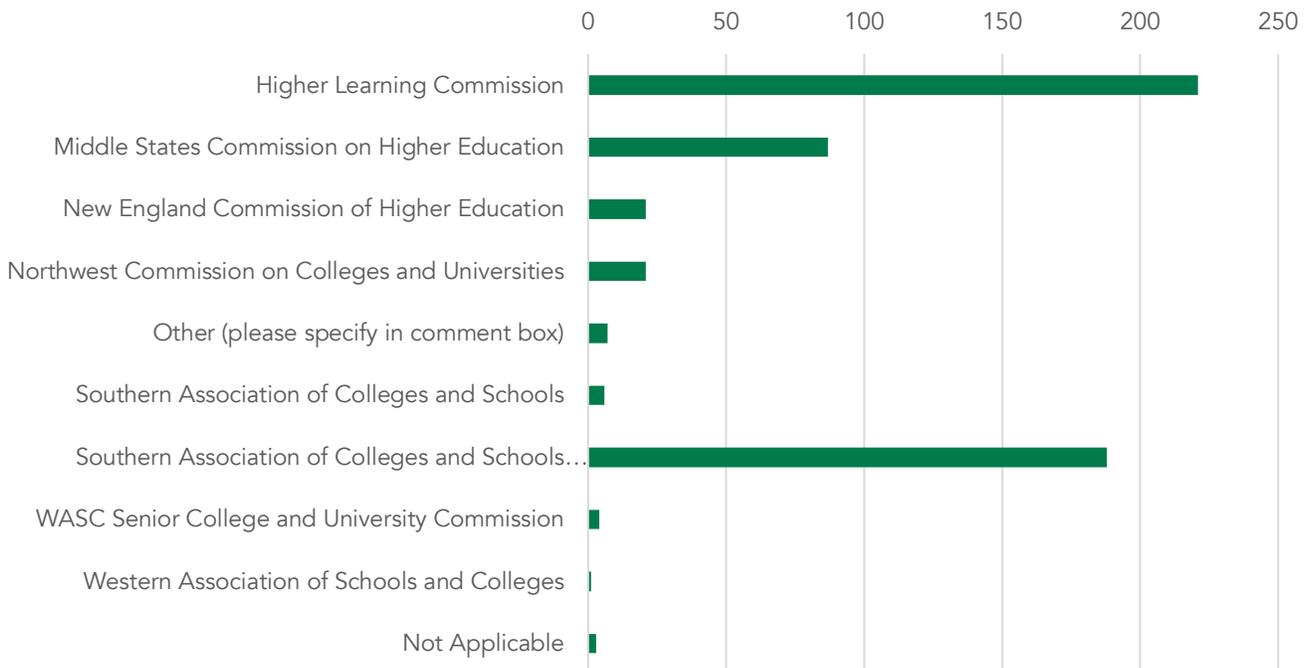
6 CAEP Applicants

5 CAEP Eligible

By Carnegie Classification



By Affiliation



EDUCATOR PREPARATION PROVIDER DEMOGRAPHICS

NUMBER OF COMPLETERS

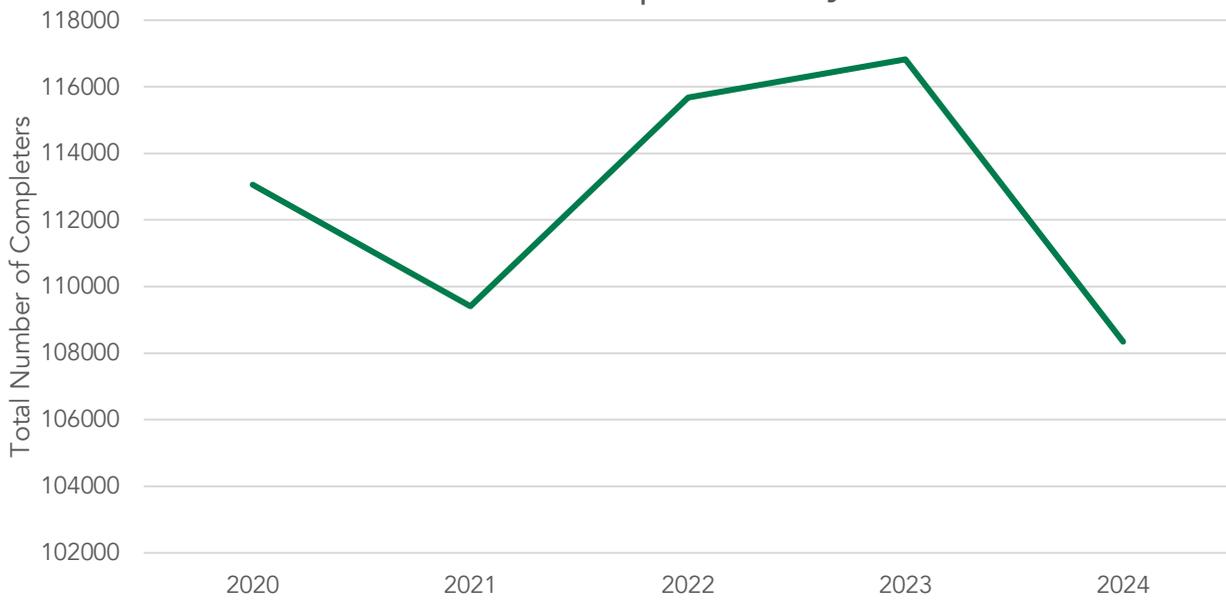
TOP TEN STATES

State	2020	2021	2022	2023	2024
Ohio	6294	5798	5668	5445	7493
Virginia	4369	4445	4088	4306	5359
New Jersey	3432	4089	4789	4284	4011
Indiana	4811	5091	4774	4988	3799
North Carolina	4995	4839	5131	5490	3608
New York	6596	7267	7987	8881	2574
Kentucky	4550	4487	4463	4099	2295
Pennsylvania	3183	3495	3319	3632	1994
Utah	4321	8344	6211	6457	378
Texas	3342	4174	3736	5530	331

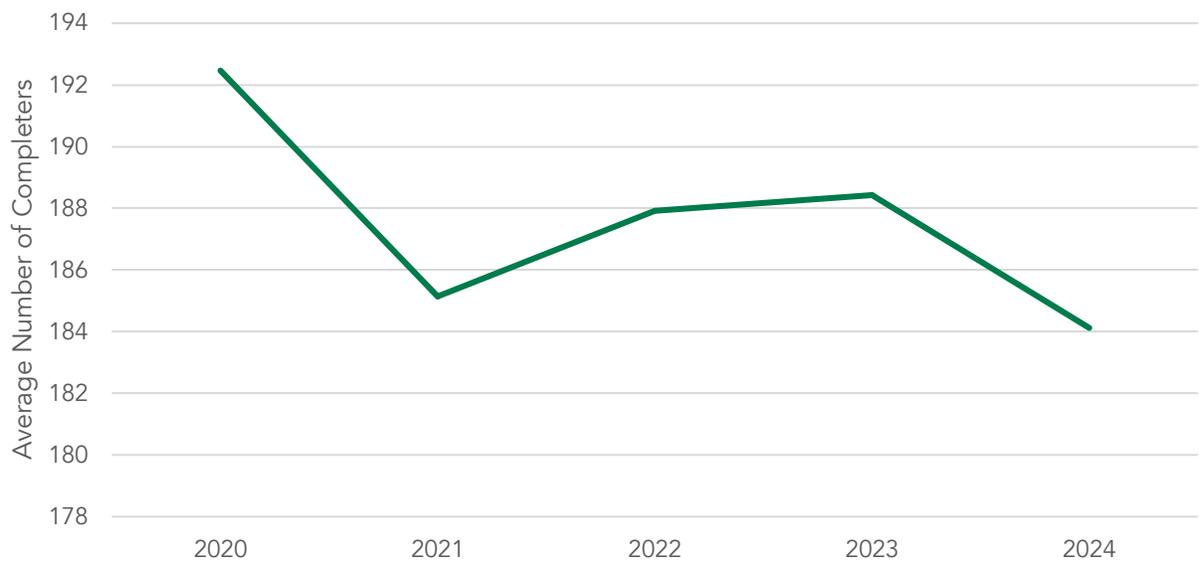
TOP TEN EPPS

EPP Name	State/Region	2023	2024
Western Governors University	UT	326	5392
Al Ain University	UAE	97	2760
iteachU.S.	TX	30	2621
University of the Cumberlands	KY	150	1599
Liberty University	VA	10	1379
American College of Education	IN	86	1237
Illinois State University	IL	238	1173
Relay Graduate School of Education	NY	798	1125
Arkansas State University	AR	0	1097
East Carolina University	NC	136	1076

Total Completers by Year

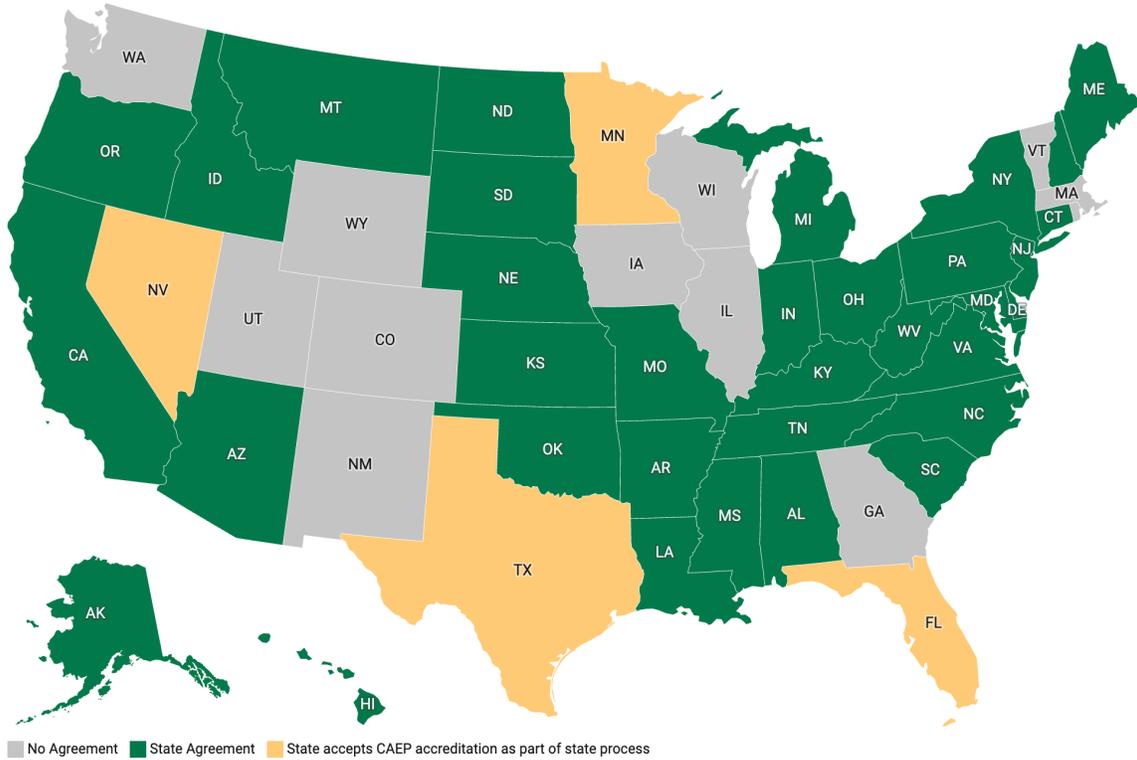


Average Number of Completers per EPP by Year

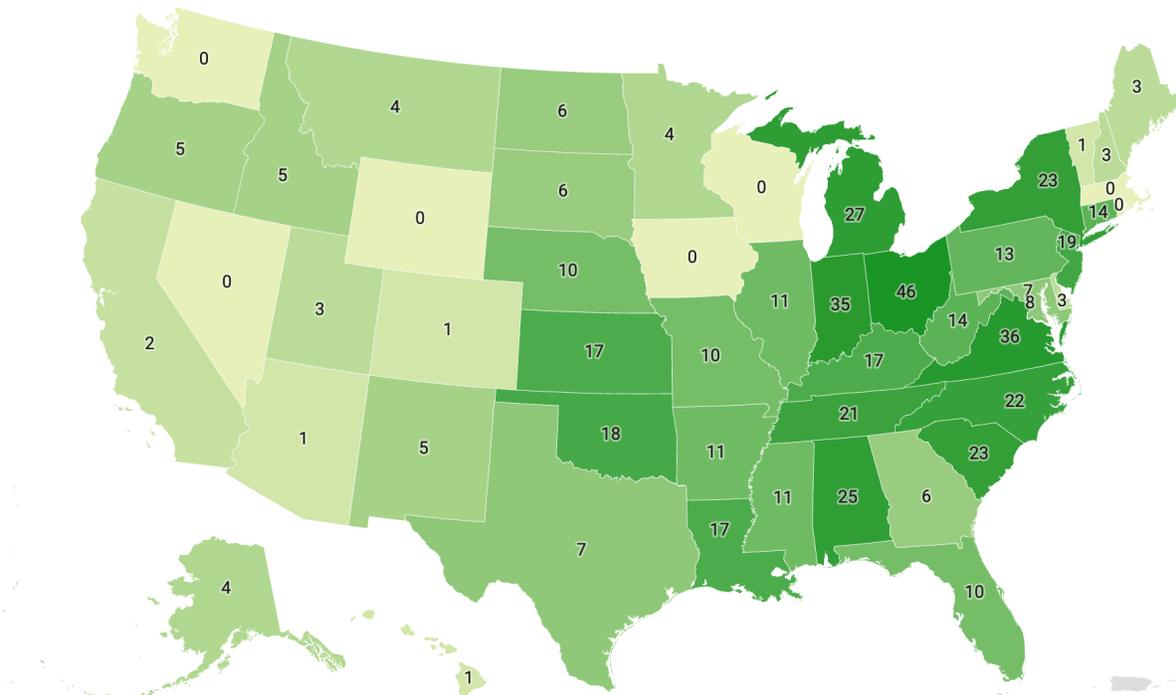


STATE AGREEMENTS

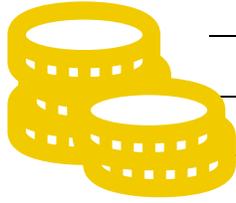
EPPs with State Agreements (33)



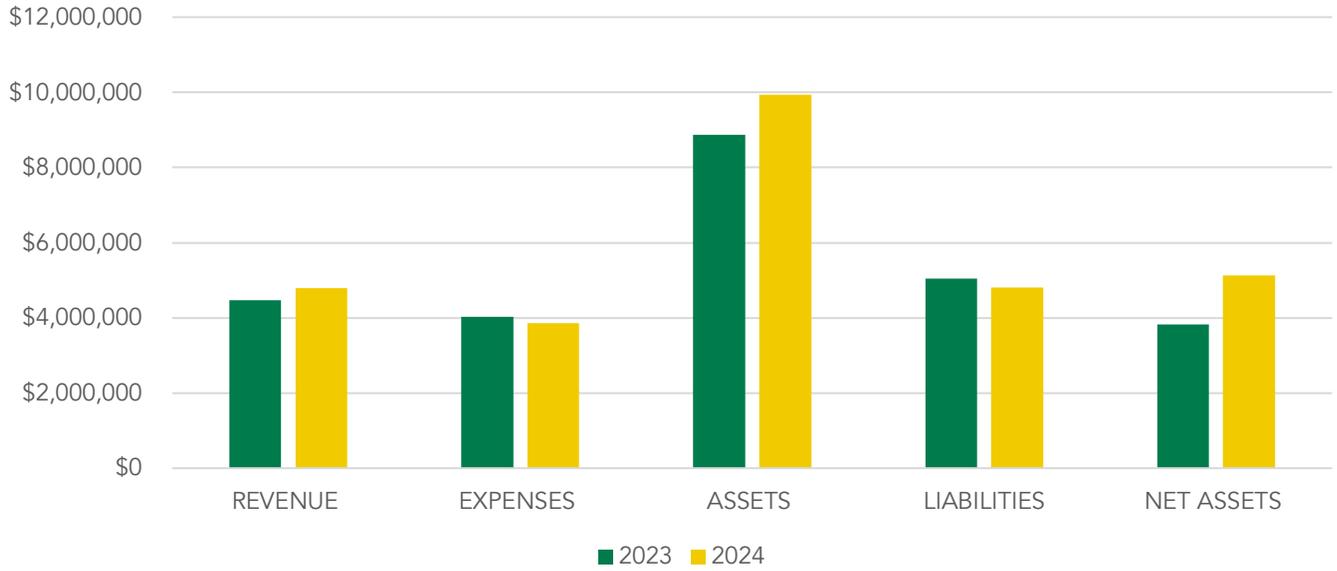
Number of CAEP Accredited EPPs by State



FINANCIAL INFORMATION



	2023	2024
REVENUE	\$4,460,797	\$4,794,135
EXPENSES	\$4,033,097	\$3,866,773
ASSETS	\$8,875,490	\$9,941,283
LIABILITIES	\$5,048,011	\$4,803,930
NET ASSETS	\$3,827,479	\$5,137,353



ANNUAL REPORTING MEASURES

CAEP maintains and periodically reviews and revises annual monitoring and reevaluation expectations of accredited EPPs, as appropriate to meet the requirements of CAEP policy, recognition guidelines of the Council for Higher Education Accreditation (CHEA), and federal accreditor recognition requirements. The Annual Accreditation Report (Annual Report) process, along with CAEP's review of any complaint against an EPP and information provided by other accreditors, is used to monitor, and evaluate an EPP's continued compliance with CAEP's Standards and accreditation requirements. As part of the Annual Reporting process, CAEP has outlined a set of impact and outcomes measures that providers are expected to report on annually and share with the public using data gathered during a specific academic year. The four accountability measures that providers reported on in their 2024 Annual Report include:

CAEP Accountability Measures:

1. Completer effectiveness and impact on P-12 learning and development
2. Satisfaction of employers and stakeholder involvement
3. Candidate competency at program completion
4. Ability of completers to be hired in education positions for which they have prepared

What follows are examples of how some of the 2024 Frank Murray Award Recipients gathered and reported data on the four CAEP Accountability Measures as gathered from the 2022-2023 academic year. Examples are based on the measures that were best reported by the respective EPPs:

MEASURE 1: COMPLETER EFFECTIVENESS AND IMPACT ON P-12 LEARNING AND DEVELOPMENT

Data on completer effectiveness and impact, which directly aligns with CAEP Component R4.1, may come from various sources, and EPPs are asked to provide data related 1) Impact on P-12 Learning and Development and 2) Indicators of Teaching Effectiveness.

[Belhaven University](#) The School of Education at Belhaven University is one of fourteen Educator Preparation Providers (EPP) in Mississippi that utilizes a Statewide Longitudinal Data System (SLDS) containing information on program completers including certification track, licensure exam results, assessment data, and disposition scores. To demonstrate impact, the EPP utilized data from the Mississippi Academic Assessment Program (MAAP), which measures student achievement in English, Math, and Science for Grades 3-8, as well as in high school courses such as Algebra I, US History, Biology, and English II. For the 2022-2023 academic year, data from the MAAP showed that 67% of students taught by Belhaven's third year teachers met or exceeded proficiency, compared to the state-wide average of 47%. In comparison, 41% of students taught by second-year teachers met or exceeded proficiency, slightly below the state average of 45%. First-year teachers had a 28% proficiency rate compared to the state average of 33%.

[Kansas State University](#) The Kansas State University College of Education conducted a longitudinal case study to evaluate the impact of its graduates on P-12 student learning and development using a sample of completers

across EPP programs. The study included 28 completers within their first or second year of teaching from various licensure areas ranging from elementary education to specific subject areas like social studies, math, agriculture, and foreign languages. The 2023 report represents findings from the second year of the ongoing study. Completers were asked a series of questions based on whether it was their first year of participating in the study (Cohort 4) or if they were returning (Cohorts 2 and 3). Cohort 1 completed their participation in the study during the 2021-2022 academic year. Cohort 2 participants were in their last year of the study and were prompted to provide in-depth written reflections on their impact on diverse learners. Participants addressed areas such as how they ensured student growth across various domains, foster inclusive environments, support individual and collaborative learning, plan instruction to meet goals, and adapt strategies to accommodate diverse cultures and abilities. Completers also reflected on ongoing professional learning and ethical practices that inform their teaching approaches. Cohort 3, now in their second year of teaching, were asked to consider shifts in their understanding of academic success, persistent and new challenges, examples of their impact on student growth, and suggestions for curriculum improvements based on their experiences. Cohort 4 participants, in a separate focus group, reflected on defining student success, overcoming challenges to support student achievement, and identifying artifacts that demonstrate their influence on students' growth. The findings identified three themes in how completers noted their impact on student academic success and growth: motivation and engagement, professional support systems, and professional connections to families and communities. Across all cohorts, completers emphasized their efforts in differentiating instruction, fostering engagement, and using data to inform teaching, showcasing their preparedness to positively impact P-12 student outcomes. Completers highlighted challenges in engaging student's post-pandemic, with students showing signs of decreased motivation, defiance, or apathy and shared strategies to address these challenges, such as using cooperative learning, active engagement techniques, and authentic assessments to keep students involved in the learning process. Despite these efforts, completers in their early teaching years often felt their effectiveness was impacted by ongoing student behavioral issues, which they linked to factors related to the pandemic. In addition to addressing classroom challenges, completers emphasized the importance of professional support systems. Building strong collegial relationships and being part of professional learning communities helped them reflect on their teaching practices and enhanced their ability to impact student outcomes. They also noted the value of establishing relationships with families and communities, which enriched their approach to meeting diverse student needs. The EPP noted these findings as valuable for informing future improvements to the pre-service curriculum to address completers' concerns and for developing support systems to assist graduates as they transition into their teaching careers. In addition to the research-based approach, the EPP has integrated an artistic research design by producing a series of documentary films that capture the real-life experiences of early-career teachers who are graduates of its programs. The first of these, [A Walk in My Shoes: The First Nine Months](#), was released in 2017, with more films currently in production. These documentaries provide a qualitative perspective on how completers influence student outcomes, offering insights that complement the EPPs research and support program improvement efforts.

The School of Education at [The University of North Carolina at Chapel Hill](#) utilizes data from the North Carolina Department of Public Instruction (NCDPI) Educator Value-Added Assessment System (EVAAS) to demonstrate the impact of EPP completers on P-12 student learning and development. The EVAAS evaluates the impact of teachers, schools, and districts on student learning across specific courses, grades, and subjects. It measures the growth of students based on how well they progress in learning, attributing this growth to the effectiveness of

their teachers. The EPP reported EVAAS results for beginning teachers with 3 or fewer years of teaching experience, highlighting the percentage of teachers who did not meet, met, or exceeded expected growth in North Carolina public schools. In 2022, 81% of completers met or exceeded growth expectations, slightly outperforming the state's 80%. However, in 2023, the percentage of completers meeting or exceeding expectations decreased to 79%, compared to the state's percentage of 82%. Despite this slight decline, UNC-Chapel Hill's completers still performed near or above the state average, though the distribution of ratings shifted, with more completers meeting expectations and fewer exceeding them compared to previous years. The EPP noted that trends will be monitored to assess whether performance returns to pre-pandemic levels, where UNC-Chapel Hill typically had higher rates of completers meeting or exceeding student growth expectations than the state average.

The EPP additionally measures completer effectiveness using data from the NCPDI North Carolina Educator Evaluation System (NCEES) collected on beginning teachers with 3 or fewer years of teaching across 5 standards: Standard 1: Teachers Demonstrate Leadership; Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students; Standard 3: Teachers Know the Content They Teach; Standard 4: Teachers Facilitate Learning for Their Students; and Standard 5: Teachers Reflect on Their Practice. School administrators rate beginning teachers on how well they meet the five standards on a scale ranging from 'Developing' to 'Distinguished'. In 2023, 95% of EPP completers were rated at proficient or above on each of the five standards with the exception of Standard 4 (Teachers Facilitate Learning for their Students) at 90% and Standard 5 (Teachers Reflect on their Practice) at 92%. As the EPP notes, new teachers are still developing their skills, and tend to receive lower ratings initially, reflecting their ongoing professional growth.

MEASURE 2: SATISFACTION OF EMPLOYERS AND STAKEHOLDER INVOLVEMENT

CAEP-accredited EPPs are required to survey the employers of their completers to gain insight into the perceived quality of their recent graduates' preparation.

[BOISE STATE UNIVERSITY](#) The College of Education and Human Services at Boise State University reports data on employer satisfaction through two mechanisms, a survey developed and validated by the Idaho Coalition for Educator Preparation (ICEP) and an EPP created survey. Boise State hosts and manages ICEP employer surveys each fall to assess employer satisfaction with program completers and inform the continuous improvement of Idaho EPPs. The survey is aligned to the Danielson Framework for Teaching and InTASC standards. The most recent survey, conducted in 2024, targeted principals of 2021-2022 initial program completers who were in their second year of teaching. The response rate on the 2024 Employer Survey of 2021-2022 Initial Completers was 56% (95 out of 169). Results indicated high satisfaction in areas such as collaboration, instructional planning, and supporting diverse learners. Notably, 93% of employers rated completers as "Proficient" or "Distinguished" in content and pedagogical knowledge. For advanced programs, the EPP developed a specialized survey in 2023 and is now in its second year of data collection. The 2024 Employer Survey of 2021-2022 Advanced Programs Completers of Educational Leadership, Executive Educational Leadership, and K12 Literacy Programs surveyed employers on a 4-point scale; 1 - Strongly dissatisfied; 2- Dissatisfied; 3 - Satisfied; 4 - Strongly satisfied. The response rate in 2024 was 25% (11 out of 43). Responses revealed employer satisfaction in areas such as data-driven decision-making, collaborative leadership, and fostering supportive educational environments, with mean scores above 3 on a 4-point scale. Additionally, the Online Teacher Program was assessed through a separate

survey focused on technology integration, which achieved a 100% response rate (n3), with 100% of employers unanimously reporting strong satisfaction in areas like technology use and application of professional standards.

[OTTERBEIN UNIVERSITY](#) in Ohio utilized the NExT Survey of Supervisors of First-Year Teachers to gather insights on employer satisfaction of its completers. The survey, conducted in May 2021 and May 2023 with 22 respondents, demonstrates the effectiveness of EPP graduates and their ability to meet employer expectations. Supervisors rated completers highly across various competencies. Notably, 95% of respondents agreed that graduates effectively taught subject matter in their licensure areas, and 96% agreed or tended to agree that graduates collaborated well with teaching colleagues to improve student performance. Additionally, 95% of employers reported that completers maintained a classroom environment that promotes student engagement, and 96% agreed or tend to agree that graduates created inclusive learning environments respecting differences such as race, culture, sexual orientation, and language. The survey also highlighted strong competencies in other areas, such as designing and modifying assessments (96% agreement), differentiating instruction (91% agreement), and responding appropriately to student behavior (96% agreement). 100% of supervisors agreed or tend to agree that completers collaborated with parents and guardians to support student learning. The survey results demonstrate high employer satisfaction with EPP completers, further supporting Otterbein University's success in preparing educators for successful employment.

MEASURE 3: CANDIDATE COMPETENCY AT PROGRAM COMPLETION

CAEP-accredited EPPs are expected to gather licensure area data and report on candidates' performance on meeting state licensure requirements prior to program completion.

The Teacher Education program at [Limestone University](#) demonstrates strong candidate competency at program completion, evidenced by a consistent 100% certification rate for its graduates in South Carolina over the past three academic years (2020-2023). Additionally, graduates have successfully met requirements for specialized endorsements. The Read to Succeed (R2S) program, a state-mandated initiative in South Carolina, focuses on enhancing literacy instruction, support, and interventions for students, primarily targeting those in kindergarten through grade 5. This initiative requires EPP's to ensure that candidates are well-equipped with the knowledge and skills needed to help students become proficient readers, while also setting professional development requirements for in-service teachers. Pre-service teacher candidates in programs leading to certification in Early Childhood, Elementary, or Special Education must complete a 12-hour literacy course sequence, which covers the essential components of the reading process and includes applied learning through field experiences. Candidates pursuing certification at the middle or secondary level must complete a 6-hour literacy sequence, consisting of foundational literacy instruction and content-area reading and writing strategies. Upon successfully completing the preparation program, including achieving a grade of C or better in all literacy courses in the program's approved R2S sequence, candidates are awarded either the R2S Literacy Teacher endorsement or the R2S Requirement endorsement alongside their initial teaching certificate. Among Limestone University's 13 bachelor's level graduates in the 2022-2023 academic year, 38% earned the R2S Requirement endorsement, while 62% attained the R2S Literacy Teacher endorsement.

[The University of Alabama](#) College of Education utilizes multiple measures to demonstrate candidate competency at completion for both and programs. Data for programs was collected from an EPP-created

dispositions assessment and portfolio review. In addition, the EPP utilizes the Candidate Preservice Assessment Student Teaching (CPAST) and edTPA, both of which are proprietary assessments. The state of Alabama requires candidates to meet a state-determined edTPA cut score in order to be recommended for certification or licensure. The EPP reported disaggregated data for its Bachelor of Science in Education (BSE) and Alternative Masters (ALTMA) candidates for relevant assessments related to their program of study. BSE candidates earned a mean score of 2.56 out of 3 on the CPAST rubric elements the EPP aligned to content knowledge, demonstrating their understanding of content and their ability to develop inclusive learning experiences for diverse P-12 students. Similarly, ALTMA candidates earned a mean score of 2.55 out of 3 on the same rubric. These scores exceed the expected benchmark of 2.0. Both candidate groups also showed strong competency in instructional practice. BSE candidates scored a mean of 2.62 out of 3, while ALTMA candidates scored 2.78 out of 3, again exceeding the benchmark of 2.0. These results suggest that candidates are proficient in assessing student progress, planning effective instruction, and utilizing diverse teaching strategies to foster equitable learning environments for P-12 students. Additionally, the edTPA results for both BSE and ALTMA candidates further emphasize the high competency levels of candidates. BSE candidates earned a mean score of 2.97 out of 5, approaching the target expectation of 3 out of 5 on the rubric criteria aligned to The Learner and Learning. This score indicates that candidates, on average, demonstrated the knowledge and skills of a qualified teacher, through their ability to apply critical concepts and principles of learner development (InTASC Standard 1), learner differences (InTASC Standard 2), and creating safe and supportive learning environments. ALTMA candidates earned a mean score of 2.98 out of 5, approaching the target expectation of 3 out of 5 on the same rubric. The EPP additionally noted that 100% of ALTMA candidates passed edTPA on their first attempt. For programs, the EPP reported data from an EPP-created portfolio and dispositions assessment to demonstrate candidate competency at program completion for those in the Advanced certification Masters (MA) and Advanced certification Educational Specialist (EDS) programs. Both MA and EDS candidates showed strong results in areas aligned to fairness and equity. MA candidates earned a mean score of 3.24 out of 4, exceeding the target of 3 out of 4, demonstrating candidates' ability to use research and apply practices that respect the individual rights and needs of students. EDS candidates, similarly, earned a mean score of 3.44 out of 4 demonstrating their ability to implement social justice practices that support the rights and needs of students.

MEASURE 4: ABILITY OF COMPLETERS TO BE HIRED IN EDUCATION POSITIONS FOR WHICH THEY ARE PREPARED

CAEP-accredited EPPs are required to provide data on the ability of completers to be hired.

[Oklahoma Baptist University](#) The Educator Preparation Program at Oklahoma Baptist University demonstrates the ability of its completers to be hired in education positions related to their preparation as reflected in employment data reported across recent cohorts. For candidates admitted into the Teacher Education Program during the 2021-2022 academic year, 90% of completers were employed in education positions relevant to their licensure areas. Specifically, employment rates by major included: Early Childhood (100%), Elementary (90%), Early Childhood/Elementary (100%), English Education (50%), Vocal Music Education (100%), Math Education (100%), Special Education/Early Childhood (100%), Special Education/Elementary (75%), and Social Studies Education (100%). Additionally, a recent survey of the EPP's Fall 2022 and May 2023 graduates achieved a 100% response rate, offering a detailed view of employment outcomes among completers. This cohort included majors in Early Childhood Education, Elementary Education, Special Education, English Education, and Social Science

Education. Of the 23 graduates surveyed, 22 (96%) were successfully employed in positions aligned with their preparation with 1 graduate actively seeking employment. Employers have included schools and districts in Oklahoma, Kansas, Arkansas, and Missouri, demonstrating the program's effectiveness in preparing candidates and the employability of its completers across various school districts in multiple states.

The College of Human Development, Culture, and Media at [Seton Hall University](#) relies on data from the New Jersey Department of Education Educator Preparation Performance Report to demonstrate evidence of the ability of completers to be hired in education positions for which they are prepared. The report provides data on full-time employment outcomes and compensation of completers. Of the 55 certified completers from the 2019-2020 school year, 34 (62%) were employed as of the 2020-2021 school year. By the 2021-2022 school year, 6 (17.6%) of those employed had maintained school-level positions, 14 (41.2%) had maintained district-level employment, and 25 (73.5%) were employed at the state level. The report also details employment outcomes by certification area. Among those completers with an Elementary School certification, 22 out of 37 completers (59.5%) were employed as of the 2021-2022 school year. Elementary specializations such as those with Mathematics Specialization (Grades 5-8) and Science (Grades 5-8) had 100% employment, with 1 completer in each area. Similarly, Teacher of Biological Science, Teacher of Dance, Art, Music, or Theater, and Teacher of Mathematics also saw 100% employment for the 1 to 3 completers in each of these areas. Among those who earned a single certification, 32 out of 52 completers (61.5%) were employed as of the 2021-2022 school year. Two out of three completers (66.7%) with two or more certifications were employed as of the 2021-2022 school year.

FRANK MURRAY RECOGNITION

9 Educator Prep Providers Recognized for Leadership in Continuous Improvement in honor of Frank Murray

Murray providers produce more than 1,700 high quality graduates ready to make positive impact on P-12 learning.

The Council for the Accreditation of Educator Preparation (CAEP) announced today that nine providers received recognition for their leadership and commitment to continuous improvement. The recipients of the 2024 Frank Murray Leadership Recognition for Continuous Improvement provided evidence and data trends to achieve accreditation with no stipulations or areas for improvement.

The Frank Murray Leadership Recognition for Continuous Improvement is named after the founding President of the Teacher Education Accreditation Council (TEAC). CAEP was created by the consolidation of the National Council for Accreditation of Teacher Education and TEAC. Murray was the founding President of TEAC, served as Chairman of the Board for TEAC and was also an initial member of the CAEP Board of Directors. He was a key advocate for a single set of educator preparation standards to unify the profession and was instrumental in the merger that created CAEP. He also served as the Dean of the College of Education at the University of Delaware from 1979 to 1995.

“These providers are committed to preparing their candidates to make a positive difference in the lives of all K-12 students as soon as they enter the classroom. The CAEP Standards are the gold standard for teacher preparation and the schools that receive CAEP Accreditation are demonstrating to their local communities that they will go the extra mile to better serve all P-12 learners through more rigorous preparation of educators,” said Yuhang Rong Chair of the CAEP Board of Directors. “The Murray Leadership Recognition highlights the commitment to continuous improvement these providers have made. CAEP Accreditation is a sign of commitment to quality through purposeful use of evidence.”

Recipients of the 2024 Frank Murray Leadership Recognition for Continuous Improvement are selected from the educator preparation providers (EPPs) that were granted accreditation by CAEP at the initial level from the previous year, who provided a full complement of evidence with demonstrated data trends and no plans. Recipients had no stipulations or areas for improvement. Providers selected for recognition advance equity and excellence in educator preparation through purposeful use of self-study procedures and evidence-based reporting that assure quality and support continuous improvement to strengthen P-12 learning. These EPPs use inquiry and assessments to establish quality assurance systems to drive improvement.

“The recipients of this award demonstrate the innovation that CAEP Accreditation fosters in pursuit of excellence in educator preparation. They represent small, large, public, private, and faith-based institutions,” said CAEP President Christopher Koch. “CAEP Accreditation is challenging, and these providers embrace that challenge in preparing their candidates to strengthen P-12 learning.”

CAEP accreditation serves the dual purposes of accountability and continuous improvement. 559 educator preparation providers in forty-four states, the District of Columbia, Puerto Rico, Bahrain, Jordan and the United Arab Emirates have been accredited under the CAEP Standards. The CAEP accreditation process evaluates the

performance of providers and focuses particularly on whether candidates will be prepared for the challenging responsibilities that educators face in our classrooms. Approximately, 600 educator preparation providers participate in the CAEP Accreditation system, including some previously accredited through former standards.

2024 Frank Murray Recognition for Continuous Improvement:

Belhaven University—Mississippi

Boise State University—Idaho

Kansas State University

Limestone University—South Carolina

Oklahoma Baptist University Otterbein University—Ohio

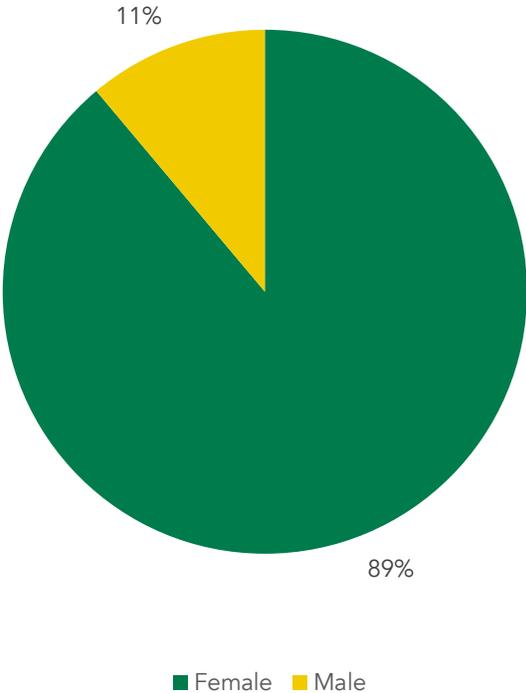
Seton Hall University—New Jersey

The University of Alabama

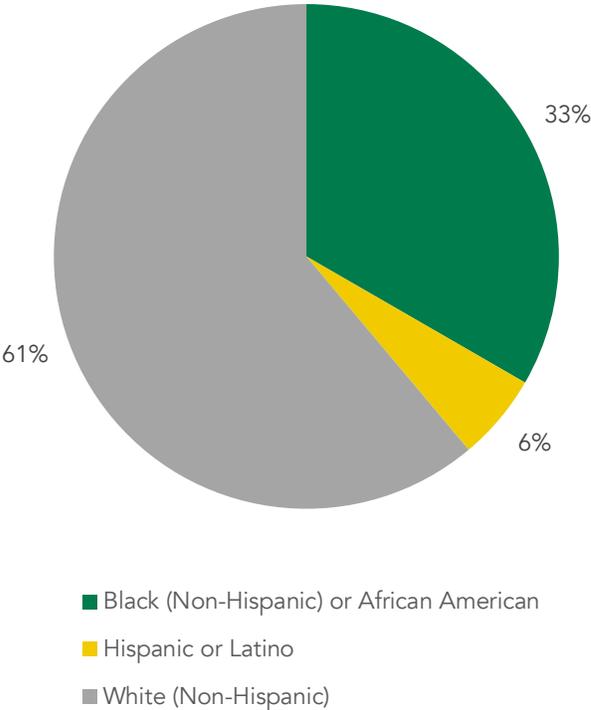
The University of North Carolina at Chapel Hill

ACCREDITATION COUNCIL MEMBERS

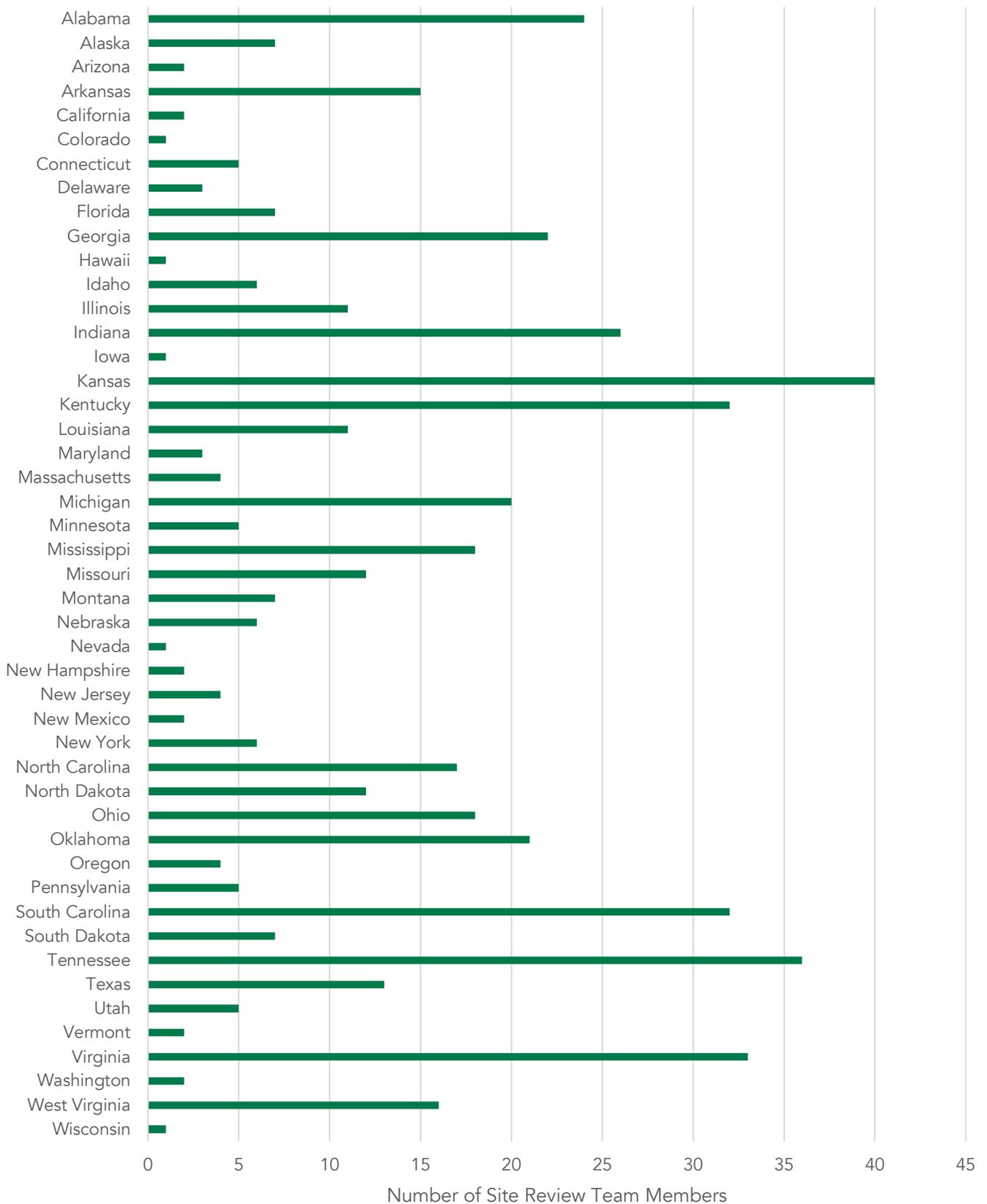
By Gender



By Ethnicity



Site Review Team Members by State



BOARD OF DIRECTORS

Yuhang Rong

Member/Chair

July 1, 2024 - June 30, 2026

Associate Vice President, University of Connecticut

Postsecondary Expertise

Patty Alvarez-McHatton

Member/Vice Chair

July 1, 2024 - June 30, 2026

Vice President of Strategy, Branch Alliance for Educator Diversity (BranchED)

Public and At Large Sector

Colleen Callahan Member

July 1, 2022 - June 30, 2025

Professional Issues Director, Rhode Island Federation of Teachers and Health Professionals

P-12 Practitioner, Employer, or Policy Maker

Noel Candelaria Member

July 1, 2023 - June 30, 2026

National Education Association (NEA)

P-12 Practitioner, Employer, or Policy Maker Sector: P-12 Teacher

Skip Fennell Member/Treasurer

July 1, 2024 - June 30, 2026

Professor Emeritus of Education, McDaniel College

Public and At Large

Robert Floden Member

July 1, 2022 - June 30, 2025

Dean, College of Education, Michigan State University

Postsecondary Expertise, Other Scholarly Society

Anthony Graham

Member/Secretary

July 1, 2024 - June 30, 2027

Provost and Vice Chancellor of Academic Affairs, Winston Salem State University

Postsecondary Sector: Provost, Chancellor, or President

Ingrid Guerra-Lopez Member

July 1, 2024 - June 30, 2027

Dean, College of Education & Human Development, George Mason University

Postsecondary Expertise, PS Teacher Educator

Lindsey Jensen

Member

July 1, 2023 - June 30, 2026

National Education Association (NEA)

P-12 Practitioner, Employer, or Policy Maker Sector; P-12 Teacher

M. Veronica Kortan Member

July 1, 2024 - June 30, 2027

Administrator for Organizational Development, Harlingen Consolidated Independent School District, TX

P-12 Practitioner, Employer or Policy Maker

Tes Mehring

Ex-Officio Member / Vice Chair of Accreditation Council July 1, 2023 - June 30, 2026

Graduate School of Education Baker University, KS

Postsecondary Expertise

Jayne Meyer

Member / Chair of Accreditation Council July 1, 2022 - June 30, 2025

(Retired) Director, Alabama State Department of Education

Public and At Large

Denise Pearson Member

July 1, 2023 - June 30, 2026

Vice Chancellor and Chief Diversity, Equity, and Inclusion Officer, PSSHE

P-12 Practitioner, Employer, or Policy Maker; State Official

April Reisma Member

July 1, 2024 - June 30, 2027

President, Arkansas Education Association

P-12 Practitioner, Employer, or Policy Maker; State Official; P-12 Teacher

Stephanie Simpson

Member

July 1, 2024 - June 30, 2027

Chief Executive Officer, Association for Middle Education, Columbus, Ohio

Postsecondary Sector: Specialized Professional Associations

Ann Tapp Jaska

Member

July 1, 2024 - June 30, 2026

Professor, Tenured, Saginaw Valley State University

PS Teacher Educator

Allyson Watson Member

July 1, 2022 - June 30, 2025

Dean, College of Education, FAMU

Postsecondary Expertise; PS Teacher Educator

Christopher A. Koch

Ex-Officio Member

President, Council for the Accreditation of Educator Preparation (CAEP)

BOARD COMMITTEES

EXECUTIVE COMMITTEE

The Executive Committee shall consist of the Board Officers and the Chair of the Accreditation Council. The Executive Committee shall oversee CAEP’s financial operations, set the compensation of the President, evaluate the performance of the President, and make decisions on behalf of the Board when such authority is delegated by the Board or on emergency matters where action is temporary.

Yuhang Rong, Chair

Skip Fennell, Treasurer

Christopher Koch, President

Anthony Graham, Secretary

Patricia McHatton, Vice Chair

Amy Starzynski, Outside Counsel

Jayne Meyer, AC Council Chair

AUDIT COMMITTEE

The Audit Committee shall oversee the external audit process, which shall include the selection, oversight, and retention of an independent auditor. The Committee shall also oversee the financial reporting process and advise the Board on risk assessment and risk management.

Noel Candelaria, Committee Chair

Veronica Kortan

Christopher Koch, President

April-Reisma Allyson Watson

BYLAWS AND POLICY COMMITTEE

The Bylaws and Policy Committee shall carry out such duties as may be assigned to it in an annual charge approved by the Board which shall include an annual review of the CAEP Bylaws and CAEP Policy.

Yuhang Rong, Committee Chair

Denise Pearson

Christopher Koch, President

Amy Starzynski, Outside Counsel

Jayne Meyer

NOMINATING COMMITTEE

The Nominating Committee shall solicit recommendations and present to the Board one or more slates of candidates for election, re-election, or appointment to Board Director or Officer positions, including the Accreditation Chair position. The Nominating Committee shall also provide consultation to the President on the appointment of Board, Standing, and Advisory Committee members. In making its nominations for Officers, the Nominating Committee shall ensure that the leadership of CAEP reflects the necessary partnership between educator preparation and P-12 education and CAEP’s commitment to diversity.

Yuhang Rong, Committee Chair

M. Veronica Kortan

Jayne Meyer

Tim Finklea, Staff Liaison

Christopher Koch, President

STANDING COMMITTEES

EQUITY AND DIVERSITY COMMITTEE

The Equity and Diversity Committee serve as independent experts advising CAEP on issues of diversity and equity in accreditation.

RESEARCH COMMITTEE

The Research Committee serve as independent experts whose function is to advise CAEP on specific matters pertaining to the organization's research, data, and reporting efforts.

SPA STANDARDS COMMITTEE

The SPA Standards Committee is responsible for reviewing new or revised standards, policies, and procedures developed by specialized professional associations (SPAs) for reviewing programs which provide licensure in professional specialty area studies. The Committee's actions on SPA standards shall constitute actions of the Board.

CAEP STAFF

President's Office

[Christopher Koch](#), President

[Raquel Bailey](#), Executive Office Manager & Master Scheduler

[Tim Finklea](#), Vice President for Membership Engagement and Board Services

Accreditation - General

[Malina Monaco](#), Senior Vice President

[Ben Frattini](#), Director of Accreditation Operations

[Jessica Evans](#), Accreditation Assistant

External Affairs and State Relations

[Matt Vanover](#), Vice President for Communications and Government Affairs

Information Technology - AIMS Support

[Liz Lee](#), Director of IT

EDUCATOR PREPARATION PROVIDER LISTING

#TEACH, LLC (Training Educators And Creating Hope) (MI)	Arabian Gulf University-The Department of Gifted Education and the Department of Learning and Intellectual Disabilities (BH)
Adelphi University-College of Education and Health Sciences (NY)	Arkansas State University-Professional Education Unit (AR)
Adrian College-Department of Education (MI)	Arkansas Tech University-College of Education and Health (AR)
Al Ain University-College of Education, Humanities and Social Sciences (UAE)	Asbury University-School of Education (KY)
Alabama A&M University-College of Education (AL)	Ashland University-Dwight Schar College of Education (OH)
Alabama State University-College of Education (AL)	Athens State University-College of Education (AL)
Alaska Pacific University-Education Program (AK)	Auburn University Montgomery-College of Education (AL)
Albertus Magnus College (CT)	Auburn University-College of Education (AL)
Albion College-Education Department (MI)	Austin Peay State University-Eriksson College of Education (TN)
Alcorn State University-School of Education and Psychology (MS)	Averett University-Education Department (VA)
Alma College-Education Department (MI)	Azusa Pacific University-School of Education (CA)
American College of Education (IN)	Baker University-School of Education (KS)
American Museum of Natural History (NY)	Baldwin Wallace University-Department of Education (OH)
American University-School of Education (DC)	Ball State University-Teachers College (IN)
Anderson University - College of Education-College of Education (SC)	Belhaven University-Belhaven University School of Education (MS)
Anderson University-Department of Teacher Education (IN)	Bellarmino University-Annsley Frazier Thornton School of Education (KY)
Andrews University-College of Education and International Services (MI)	Belmont University-College of Education (TN)
Appalachian Bible College-Elementary Education (WV)	Berea College-Education Studies Department (KY)
Appalachian State University-Reich College of Education (NC)	Bethel College-Teacher Education Department (KS)
Aquinas College-Teacher Education Program (MI)	

Bethel University-Education Department (IN)	Centenary University-School of Education and Humanities (NJ)
Birmingham-Southern College-Department of Education (AL)	Central Baptist College-Central Baptist Teacher Education Program (AR)
Black Hills State University-School of Education (SD)	Central Connecticut State University-School of Education and Prof'l Studies (CT)
Bluefield State University-Department of Professional Education (WV)	Central Michigan University-Educator Preparation Program (MI)
Bluefield University-School of Education and Social Sciences (VA)	Central State University-College of Education (OH)
Bluffton University-Education Department (OH)	Chadron State College-Department of Education (NE)
Boise State University-College of Education (ID)	Chapman University-Donna Ford Attallah College of Educational Studies (CA)
Bowie State University-College of Education (MD)	Charleston Southern University-College of Education (SC)
Bowling Green State University-College of Education and Human Development (OH)	Christian Brothers University-Department of Education (TN)
Boyce College-Teacher Education Program (KY)	Christopher Newport University-Teacher Preparation Program (VA)
Bridgewater College-Teacher Education Program (VA)	Claflin University-School of Education (SC)
Brigham Young University-Educator Preparation Program (UT)	Clark Atlanta University-School of Education (GA)
Butler University-College of Education (IN)	Clemson University-College of Education (SC)
Caldwell University-Professional Education Unit (NJ)	Cleveland State University-Levin College of Public Affairs and Education (OH)
Calvin University-Teacher Education (MI)	Coastal Carolina University-Spadoni College of Education and Social Sciences (SC)
Cameron University-Educator Preparation (OK)	College of Staten Island/CUNY-School of Education (NY)
Campbellsville University-School of Education (KY)	Commonwealth University of Pennsylvania-College of Education and Human Studies (PA)
Capella University-Professional Education Unit (MN)	Concord University-Educator Preparation Provider (WV)
Capital University-School of Education (OH)	
Carson-Newman University-Education Department (TN)	
Case Western Reserve University-Educator Preparation Unit (OH)	
Cedarville University-School of Education (OH)	

Concordia University Chicago-College of Education (IL)	East Central University-Teacher Preparation Program (OK)
Concordia University-School of Education (MI)	East Stroudsburg University-Teacher Education Unit (PA)
Concordia University, Nebraska-College of Education, Health, and Human Sciences (NE)	East Tennessee State University-Clemmer College (TN)
Connecticut Alternate Route to Certification-State of Connecticut Office of Higher Education (CT)	Eastern Connecticut State University-School of Education & Professional Studies (CT)
Coppin State University-Education Unit (MD)	Eastern Illinois University-College of Education (IL)
Cornerstone University-Teacher Education (MI)	Eastern Kentucky University-College of Education and Applied Human Sciences (KY)
Creighton University-Education Department (NE)	Eastern Mennonite University-Education Department (VA)
Crowley's Ridge College-Division of Teacher Education (AR)	Eastern Michigan University-College of Education (MI)
Dakota State University-College of Education (SD)	Elizabeth City State University-School of Education and Business (NC)
Dallas Baptist University-The Dorothy M. Bush College of Education (TX)	Elon University-Dr. Jo Watts Williams School of Education (NC)
Davis & Elkins College-Education Department (WV)	Emory & Henry University-Department of Education (VA)
Defiance College-Education Department (OH)	Emporia State University-The Teachers College (KS)
Delaware State University-Professional Education Unit (DE)	Erskine College-Department of Education and Special Education (SC)
Delta State University-College of Education (MS)	Fairfield University-School of Education and Human Development (CT)
Dickinson State University-College of Education, Business and Applied Sciences (ND)	Fairleigh Dickinson University-School of Education (NJ)
Doane University-College of Education (NE)	Fairmont State University-Teacher Education (WV)
Drew University (NJ)	Faulkner University-College of Education (AL)
Drexel University-School of Education (PA)	Fayetteville State University-College of Education (NC)
Drury University-School of Education and Child Development (MO)	
Duke University-Teacher Preparation Programs (NC)	
Duquesne University-School of Education (PA)	
East Carolina University-College of Education (NC)	

Ferris State University-School of Education (MI)	Georgia Southern University-College of Education (GA)
Ferrum College (VA)	Georgian Court University-The School of Education (NJ)
Florida A&M University-College of Education (FL)	Glennville State University-Teacher Education (WV)
Florida Atlantic University-College of Education (FL)	God's Bible School & College-Division of Professional Studies; Division of Music (OH)
Florida Gulf Coast University-College of Education (FL)	Goshen College-Department of Education (IN)
Florida International University-College of Arts, Sciences and Education (FL)	Governors State University-College of Education (IL)
Fort Hays State University-College of Education (KS)	Grace College-School of Education (IN)
Francis Marion University-School of Education (SC)	Grambling State University-College of Education (LA)
Franciscan University of Steubenville-Education Department (OH)	Grand Valley State University-College of Education and Community Innovation (MI)
Franklin University-School of Education (OH)	Greenville University-Education Department (IL)
Freed-Hardeman University-College of Education and Behavioral Sciences (TN)	Hampton University-Department of Education (VA)
Friends University-Professional Education Unit (KS)	Hanover College-Department of Education (IN)
Frostburg State University-College of Education (MD)	Haskell Indian Nations University-School of Education (KS)
Furman University-Department of Education (SC)	Hastings College-Education Department (NE)
Gallaudet University-Professional Education Program (PEP) (DC)	Heidelberg University-School of Education (OH)
Gardner-Webb University-College of Education (NC)	Hiram College-Education Department (OH)
George Mason University-School of Education, College of Education and Human Development (VA)	Hollins University-Education Department (VA)
George Washington University-Graduate School of Education & Human Development (DC)	Hope College-Education Department (MI)
Georgetown College-Department of Education (KY)	Howard University-School of Education (DC)
Georgia College and State University-The John H. Lounsbury College of Education (GA)	Hunter College of the City University of New York-School of Education (NY)
Georgia Gwinnett College-Teacher Education Unit / School of Education  (GA)	Huntingdon College-Department of Teacher Education (AL)
	Huntington University-Department of Education (IN)

Idaho State University-College of Education (ID)	Jacksonville State University-College of Education and Professional Studies (AL)
Illinois State University-College of Education (IL)	James Madison University-College of Education (VA)
Indiana State University-Bayh College of Education (IN)	John Carroll University-Department of Education and School Psychology (OH)
Indiana University - Bloomington-School of Education (IN)	Kansas State University-College of Education (KS)
Indiana University - Purdue University, Columbus-Division of Education (IN)	Kean University-College of Education (NJ)
Indiana University East-School of Education (IN)	Keene State College-College of Academic Programs (NH)
Indiana University Kokomo-School of Education (IN)	Kent State University-College of Education, Health, and Human Services (OH)
Indiana University Northwest-School of Education (IN)	Kentucky State University-School of Education (KY)
Indiana University of Pennsylvania-College of Education and Communications (PA)	Kutztown University of Pennsylvania-College of Education (PA)
Indiana University Purdue University - Indianapolis-School of Education (IN)	Lake Erie College-Education Department (OH)
Indiana University South Bend-School of Education (IN)	Lake Superior State University-School of Education (MI)
Indiana University Southeast-School of Education (IN)	Lander University-College of Education (SC)
Indiana Wesleyan University-Education Unit (IN)	Langston University-School of Education and Behavioral Sciences (OK)
Inter American University of Puerto Rico - Aguadilla-Education & Humanistic Studies (PR)	Lehman College-CUNY-School of Education (NY)
Inter American University of Puerto Rico - Arecibo Campus-Department of Education (PR)	Lewis and Clark College-Graduate School of Education and Counseling (OR)
Inter American University of Puerto Rico - Fajardo-Liberal Arts Department (PR)	Lewis-Clark State College-Division of Teacher Education (ID)
Inter American University of Puerto Rico - Metropolitan Campus-Education Department (PR)	Liberty University-School of Education (VA)
iteachU.S. (TX)	Limestone University-Teacher Education Program (SC)
Jackson State University-College of Education and Human Development (MS)	Lincoln Memorial University-Carter & Moyers School of Education (TN)
	Lindenwood University-College of Education and Human Services (MO)

Lindsey Wilson College-Education Division (KY)	Marymount University-School of Education (VA)
Linfield University-Teacher Education Program (OR)	Mayville State University-Division of Education (ND)
Lipscomb University-College of Education (TN)	McNeese State University-Burton College of Education (LA)
Livingstone College-Division of Education, Psychology and Social Work (NC)	McPherson College-Teacher Education Board (KS)
Longwood University-Office of Teacher Preparation (VA)	Medgar Evers College, CUNY-School of Education (NY)
Louisiana State University and A&M College-School of Education (LA)	Mercy University-The School of Education (NY)
Louisiana State University at Alexandria-LSUA School of Education (LA)	Miami University-College of Education, Health and Society (OH)
Louisiana State University in Shreveport-College of Education & Human Development, Department of Education (LA)	Michigan State University-College of Education (MI)
Louisiana Tech University-College of Education & Human Sciences (LA)	MidAmerica Nazarene University-School of Education (KS)
Lourdes University-National Education Programs and Policy (OH)	Middle Tennessee State University-College of Education (TN)
Loyola University Chicago-School of Education (IL)	Midwestern State University-West College of Education (TX)
Madonna University-College of Education and Human Development (MI)	Miles College-Division of Education (AL)
Malone University-School of Education (OH)	Millersville University of Pennsylvania-School of Education (PA)
Manchester University-Teacher Education (IN)	Milligan University-School of Social Sciences and Education (TN)
Manhattanville University-School of Education (NY)	Minnesota State University-Moorhead-College of Education and Human Services (MN)
Marian University-Educator Preparation Program (IN)	Minnesota State University, Mankato-College of Education (MN)
Marietta College-Education Department (OH)	Minot State University-Teacher Education Unit (ND)
Marshall University-College of Education and Professional Development (WV)	Mississippi College-Department of Teacher Education & Leadership (MS)
Martin University-Department of Teacher Education (IN)	Mississippi State University-College of Education (MS)
Mary Baldwin University-School of Education (VA)	

Mississippi University for Women-School of Education (MS)	New Mexico Highlands University-School of Education (NM)
Mississippi Valley State University-College of Education (MS)	New Mexico State University-College of Health, Education, and Social Transformation (NM)
Missouri Southern State University-College of Health, Life Sciences, and Education (MO)	New York Institute of Technology-College of Arts & Sciences - Education Department (NY)
Missouri Western State University-Department of Education (MO)	Newberry College-Department of Teacher Education (SC)
Mitchell College-Department of Education (CT)	Newman University-School of Education (KS)
Monmouth University-School of Education (NJ)	Niagara University-College of Education (NY)
Monroe University-School of Education (NY)	Nicholls State University-College of Education and Behavioral Sciences (LA)
Montana State University - Bozeman-College of Education, Health & Human Development (MT)	Norfolk State University-School of Education (VA)
Montana State University-Billings-College of Education (MT)	North Carolina A & T State University-School of Education (NC)
Montclair State University-College for Education and Engaged Learning (NJ)	North Carolina Central University-School of Education (NC)
Moreland University TEACH-NOW-Graduate School of Education (DC)	North Carolina State University-College of Education (NC)
Morgan State University-School of Education and Urban Studies (MD)	North Dakota State University-School of Education (ND)
Morris College-Teacher Education (SC)	North Greenville University-Education Division (SC)
Mount St. Joseph University-School of Education (OH)	Northeastern Illinois University-Daniel L. Goodwin College of Education (IL)
Mount Vernon Nazarene University-Jetter School of Professional Studies (OH)	Northeastern State University-College of Education (OK)
Murray State University-College of Education and Human Services (KY)	Northern Arizona University-Professional Education Programs (AZ)
National-Louis University-National College of Education and Undergraduate College (IL)	Northern Illinois University-Professional Education (IL)
New Jersey City University-College of Education (NJ)	Northern Kentucky University-College of Education (KY)

Northern New Mexico College-Department of Teacher Education (NM)	Oklahoma Panhandle State University-OPSU Teacher Education Program (TEP) (OK)
Northern State University-Millicent Atkins School of Education, Teacher Education Program (SD)	Oklahoma State University-Office of Educator Support (OK)
Northwest Nazarene University-College of Education (ID)	Oklahoma Wesleyan University-Teacher Education Council (OK)
Northwestern Oklahoma State University-Division of Education (OK)	Old Dominion University-Darden College of Education and Professional Studies (VA)
Northwestern State University of Louisiana-Gallaspy College of Education and Human Development (LA)	Oral Roberts University-College of Education (OK)
Notre Dame of Maryland University-School of Education (MD)	Oregon State University-College of Education (OR)
Nova Southeastern University-Fischler College of Education & School of Criminal Justice (FL)	Ottawa University-School of Education: Teacher Education Department (KS)
NUC University-School of Education (PR)	Otterbein University-Education Department (OH)
Oakland University-School of Education and Human Services (MI)	Ouachita Baptist University-Michael D. Huckabee School of Education (AR)
Oakwood University-Department of Education (AL)	Pennsylvania Western University-College of Education, Arts & Humanities (PA)
Ohio Christian University-Department of Teacher Education (OH)	Peru State College-School of Education (NE)
Ohio Dominican University-Education Division (OH)	Pfeiffer University-Division of Education (NC)
Ohio Northern University-Center for Teacher Education (OH)	Philander Smith College-Division of Education (AR)
Ohio University-The Patton College of Education (OH)	Pittsburg State University-College of Education (KS)
Ohio Wesleyan University-Education Department (OH)	Plymouth State University-Holmes Center for School Partnerships and Educator Preparation (NH)
Oklahoma Baptist University-McCabe Family School of Education (OK)	Pontificia Universidad Católica de Puerto Rico-School of Education (PR)
Oklahoma Christian University-School of Education (OK)	Presbyterian College-Education Department (SC)
Oklahoma City University-Department of Education (OK)	Princeton University-Program in Teacher Preparation (NJ)
	Purdue University Fort Wayne-School of Education (IN)
	Purdue University Northwest-School of Education and Counseling (IN)

Purdue University-College of Education (IN)	Rutgers University - Newark-Department of Urban Education (NJ)
Qatar University (Qatar)	Rutgers University-Graduate School of Education (NJ)
Queen Rania Teacher Academy-Teacher Education Professional Diploma (Jordan)	Sacred Heart University-Isabelle Farrington College of Education and Human Development (CT)
Queens College-Division of Education (NY)	Saginaw Valley State University-College of Education (MI)
Queens University of Charlotte-Cato School of Education (NC)	Saint Mary-of-the-Woods College-Education Department (IN)
Quinnipiac University-School of Education (CT)	Saint Mary's College-Education Department (IN)
Radford University-College of Education and Human Development (VA)	Salem University-School of Education (WV)
Ramapo College of New Jersey-Teacher Education (NJ)	Sam Houston State University-College of Education (TX)
Randolph College-Education Department (VA)	Samford University-Department of Education (AL)
Randolph-Macon College-Department of Education (VA)	Seton Hall University-College of Human Development, Culture, and Media (NJ)
Regent University-School of Education - ADM 207 (VA)	Shaw University-Department of Education (NC)
Relay Graduate School of Education (NY)	Shawnee State University-School of Education (OH)
Rider University-College of Education and Human Services (NJ)	Shenandoah University-College of Arts & Sciences, Division of Education & Leadership (VA)
Roanoke College-Education Department (VA)	Shepherd University-Professional Education Unit (WV)
Robert Morris University-School of Nursing, Education and Human Studies (PA)	Shippensburg University of Pennsylvania-College of Education & Human Services (PA)
Rochester Christian University-Rochester Christian University (MI)	Siena Heights University-Division of Education (MI)
Rochester Institute of Technology-Teacher Education Program (NY)	Slippery Rock University of Pennsylvania-College of Education (PA)
Rockhurst University-School of Education (MO)	South Carolina State University-Department of Education (SC)
Rowan University-College of Education (NJ)	South Dakota State University-College of Education and Human Sciences (SD)
Rutgers University - Camden-Teacher Education (NJ)	

Southeast Missouri State University-Educator Preparation Program (MO)	Spring Hill College-Division of Education (AL)
Southeastern Louisiana University-College of Education (LA)	St. Bonaventure University-School of Education (NY)
Southeastern Oklahoma State University-School of Education and Behavioral Sciences (OK)	St. John Fisher University-Ralph C. Wilson, Jr. School of Education (NY)
Southern Adventist University-School of Education and Psychology (TN)	State University of New York at Geneseo-Ella Cline Shear School of Education (NY)
Southern Arkansas University-College of Education (AR)	State University of New York at Potsdam-School of Education & Professional Studies (NY)
Southern Connecticut State University-College of Education (CT)	State University of New York Brockport-Professional Education Unit (NY)
Southern Illinois University at Carbondale-School of Education (IL)	Stephen F. Austin State University-James I. Perkins College of Education (TX)
Southern Illinois University Edwardsville-School of Education, Health and Human Behavior (IL)	Stillman College-School of Education (AL)
Southern Nazarene University-School of Education (OK)	Sultan Qaboos University-College of Education (Oman)
Southern New Hampshire University-School of Arts, Sciences and Education (NH)	SUNY Buffalo State-Teacher Education Unit - Educator Preparation Provider (NY)
Southern University and A&M College-School of Education (LA)	SUNY Cortland-Professional Education Unit (NY)
Southern University at New Orleans-College of Education and Human Development (LA)	Sweet Briar College (VA)
Southern Wesleyan University-School of Education (SC)	Talladega College-Division of Social Sciences and Education (AL)
Southwestern College-Education Department (KS)	Taylor University-Department of Education (IN)
Southwestern Oklahoma State University-Department of Education (OK)	Tennessee State University-Professional Education Unit (TN)
Spalding University-College of Education (KY)	Tennessee Technological University-College of Education (TN)
Spelman College-Education Department (GA)	The Catholic University of America-Department of Education (DC)
Spring Arbor University-School of Education (MI)	The Citadel-Zucker Family School of Education (SC)
	The College of Charleston-School of Education, Health, and Human Performance (SC)

The College of William and Mary-School of Education (VA)	The University of Oklahoma-College of Education (OK)
The College of Wooster-Professional Education Unit - Department of Education (OH)	The University of Science and Arts of Oklahoma-Teacher Education (OK)
The Ohio State University-Educator Preparation Unit (OH)	The University of Southern Mississippi-Professional Education Unit (MS)
The Pennsylvania State University-College of Education (PA)	The University of Tampa, College of Social Sciences, Mathematics, and Education-Department of Education (FL)
The University of Alabama at Birmingham-School of Education (AL)	The University of Tennessee-Graduate School of Education, College of Education, Health and Human Sciences (TN)
The University of Alabama in Huntsville-College of Education (AL)	The University of Texas Rio Grande Valley-College of Education and P-16 Integration (TX)
The University of Alabama-College of Education (AL)	The University of Toledo-Judith Herb College of Education (OH)
The University of Dayton-School of Education and Health Sciences (OH)	The University of Vermont-College of Education and Social Services (VT)
The University of Hartford-College of Education, Nursing and Health Professions (CT)	The University of Virginia's College at Wise-Department of Education (VA)
The University of Memphis-College of Education (TN)	The University of West Alabama-Julia S. Tutwiler College of Education (AL)
The University of Michigan-Flint-Education Department (MI)	Thomas Edison State University-Heavin School of Arts, Sciences and Technology (NJ)
The University of Mississippi-School of Education (MS)	Touro University-Graduate School of Education (NY)
The University of Montana Western-Education Division (MT)	Towson University-College of Education (MD)
The University of New Mexico-College of Education & Human Sciences (NM)	Trevecca Nazarene University-School of Education (TN)
The University of North Carolina Asheville-Department of Education (NC)	Trine University-Franks School of Education (IN)
The University of North Carolina at Greensboro-School of Education (NC)	Trinity Washington University-School of Education (DC)
The University of North Carolina at Pembroke-School of Education (NC)	Troy University-College of Education (AL)

Tulane University-Teacher Preparation Certification Program (LA)	University of Arkansas, Fayetteville-College of Education and Health Professions (AR)
Tuskegee University-School of Education (AL)	University of Bahrain-Bahrain Teachers College (BH)
Union Adventist University-Education Department (NE)	University of Bridgeport-School of Education (CT)
Union Commonwealth University-Educational Studies Unit (KY)	University of Central Arkansas-College of Education (AR)
Union University-College of Education (TN)	University of Central Missouri-College of Education (MO)
United Arab Emirates University-College of Education (UAE)	University of Central Oklahoma-College of Education and Professional Studies (OK)
Universidad Ana G. Méndez- Recinto de Carolina-Educación Department (PR)	University of Cincinnati-College of Education, Criminal Justice&Human Services (OH)
Universidad Ana G. Méndez- Recinto de Gurabo-Departamento De Educación (PR)	University of Connecticut-Neag School of Education (CT)
Universidad Ana G. Mendez, Cupey Campus-School of Education (PR)	University of Delaware-Center for Excellence and Equity in Teacher Preparation (DE)
Universidad De Puerto Rico De Mayaguez-Teacher Preparation Program (PR)	University of Denver-Morgridge College of Education (CO)
Universidad De Puerto Rico Ponce-Department of Education (PR)	University of Evansville-School of Education (IN)
Universidad De Puerto Rico-Rio Piedras Campus-School of Education (PR)	University of Findlay-College of Education (OH)
University of Akron-LJFF School of Education (OH)	University of Florida-College of Education (FL)
University of Alaska Anchorage-School of Education (AK)	University of Hawaii - West O'ahu-Division of Education (HI)
University of Alaska Fairbanks-UAF School of Education (AK)	University of Holy Cross-Education Department (LA)
University of Alaska Southeast-Alaska School of Education (AK)	University of Idaho-College of Education, Health & Human Sciences (ID)
University of Arkansas at Pine Bluff-School of Education (AR)	University of Indianapolis-School of Education (IN)
	University of Kansas-School of Education and Human Sciences (KS)
	University of Louisiana at Lafayette-College of Education & Human Development (LA)

University of Louisiana at Monroe-College of Arts, Education, and Sciences (LA)	University of New Orleans-College of Liberal Arts, Education and Human Development (LA)
University of Louisville-College of Education and Human Development (KY)	University of North Alabama-College of Education and Human Sciences (AL)
University of Lynchburg-College of Education, Leadership Studies and Counseling (VA)	University of North Carolina at Chapel Hill-School of Education (NC)
University of Maine At Farmington-College of Education, Health & Rehabilitation (ME)	University of North Carolina at Charlotte-Cato College of Education (NC)
University of Maine-College of Education and Human Development (ME)	University of North Carolina Wilmington-Watson College of Education (NC)
University of Mary Washington-College of Education (VA)	University of North Dakota-College of Education and Human Development (ND)
University of Maryland Baltimore County-Department of Education (MD)	University of North Florida-College of Education and Human Services (FL)
University of Michigan-Ann Arbor-School of Education (MI)	University of North Georgia-College of Education (GA)
University of Michigan-Dearborn-College of Education, Health, and Human Services (MI)	University of Pikeville-Patton College of Education (KY)
University of Missouri-Columbia-College of Education & Human Development (MO)	University of Portland-School of Education (OR)
University of Missouri-Kansas City-School of Education, Social Work and Psychological Sciences (MO)	University of Puerto Rico at Arecibo-Department of Education (PR)
University of Mobile-School of Education (AL)	University of Puerto Rico at Bayamon (PR)
University of Montana-Missoula-Phyllis J. Washington College of Education (MT)	University of Puerto Rico at Cayey-Department of Pedagogy (PR)
University of Montevallo-College of Education and Human Development (AL)	University of Puerto Rico-Aguadilla-Department of Education (PR)
University of Mount Union-School of Education (OH)	University of Richmond-Department of Education (VA)
University of Nebraska At Kearney-College of Education (NE)	University of Saint Francis-Division of Teacher Education (IN)
University of Nebraska-Lincoln-College of Education and Human Sciences (NE)	University of Saint Joseph-Department of Education, School of Arts, Sciences, Business and Education (SASBE) (CT)
	University of Saint Mary-Education Department (KS)

University of Sioux Falls-Fredrikson School of Education (SD)	University of West Florida-School of Education (FL)
University of South Alabama-College of Education and Professional Studies (AL)	Ursuline College-Education Unit (OH)
University of South Carolina Beaufort-Department of Education (SC)	Valley City State University-School of Education and Graduate Studies (ND)
University of South Carolina Upstate-College of Education, Human Performance, and Health (SC)	Valparaiso University-Department of Education (IN)
University of South Carolina-Aiken-School of Education (SC)	Vanderbilt University-Peabody College of Education & Human Development (TN)
University of South Carolina-College of Education (SC)	Vincennes University-Vincennes University (IN)
University of South Dakota-School of Education (SD)	Virginia Commonwealth University-School of Education (VA)
University of South Florida-College of Education (FL)	Virginia Polytechnic Institute & State University-College of Liberal Arts and Human Sciences (VA)
University of Southern Indiana-Pott College of Science, Engineering, and Education (IN)	Virginia State University-College of Education (VA)
University of Southern Maine-School of Education and Human Development (ME)	Virginia Union University-Syphax School of Education and Interdisciplinary Studies (VA)
University of Tennessee at Chattanooga-College of Health, Education, & Professional Studies (TN)	Virginia Wesleyan University-Education Department (VA)
University of Tennessee at Martin-College of Education, Health and Behavioral Sciences (TN)	Walden University-Richard W. Riley College of Education and Human Sciences (MN)
University of Tennessee Southern-Grissom School of Education (TN)	Walsh University-Division of Education (OH)
University of Texas of the Permian Basin-College of Education (TX)	Washburn University-Department of Education (KS)
University of the Cumberland-School of Education (KY)	Washington and Lee University-Teacher Education (VA)
University of the District of Columbia-Department of Education (DC)	Wayne State College-School of Education & Behavioral Sciences (NE)
University of Utah-College of Education (UT)	Wayne State University-College of Education (MI)
University of Virginia-School of Education and Human Development (VA)	Webster University-School of Education (MO)
	West Chester University of Pennsylvania-College of Education & Social Work (PA)
	West Liberty University-Teacher Education (WV)

West Virginia State University-Education Department (WV)

West Virginia University at Parkersburg-Education Department (WV)

West Virginia University-College of Education and Human Services (WV)

West Virginia Wesleyan College-School of Education (WV)

Western Carolina University-College of Education and Allied Professions (NC)

Western Connecticut State University-School of Professional Studies: Education and Educational Psychology Department (CT)

Western Governors University-School of Education (UT)

Western Kentucky University-College of Education and Behavioral Sciences (KY)

Western Michigan University-College of Education and Human Development (MI)

Western New Mexico University-College of Education (NM)

Western Oregon University-College of Education (OR)

Wichita State University-College of Applied Studies (KS)

William Carey University-School of Education (MS)

William Paterson University-College of Education (NJ)

Williams Baptist University-Teacher Education Program (AR)

Wilmington College-Department of Education (OH)

Wilmington University-College of Education (DE)

Winston-Salem State University-The College of Arts, Sciences, Business, and Education/The Faculty of Education (NC)

Winthrop University-Richard W. Riley College of Education (SC)

Wittenberg University-Education Department (OH)

Wright State University-College of Health, Education, and Human Services (OH)

Xavier University of Louisiana-Division of Education and Counseling (LA)

Xavier University-School of Education (OH)

York College/CUNY-Department of Teacher Education (NY)

Youngstown State University-Beeghly College of Liberal Arts, Social Sciences, and Education (OH)

Zayed University-College of Education (UAE)