



ACCREDITATION ACTION REPORT

The John H. Lounsbury College of Education
Georgia College and State University
Milledgeville, Georgia

Accreditation Council May 2022
Accreditation Application Date: *

*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.*

* This EPP was accredited previously by NCATE or TEAC and the initial application date is not available. CAEP was established July 1, 2013.

ACCREDITATION DECISION

Accreditation is granted at the initial-licensure level and the advanced-level. This Accreditation status is effective between Spring 2022 and Spring 2027. The next site review will take place in Fall 2026.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED-LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Met	Met
STANDARD 2/A.2: Clinical Partnerships and Practice	Met	Met
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Met	Met
STANDARD 4/A.4: Program Impact	Met	Met
STANDARD 5/A.5: 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 5: Provider Quality Assurance and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP provided insufficient evidence that programs regularly and systematically assess performance against	Evidence was inconsistent, limited, and lacked specificity regarding the ways in which the EPP used

goals and relevant standards and use results to improve program elements and processes. (component 5.3)

results to improve program elements and processes.

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

Removed:

Area for Improvement or Weakness	Rationale
(1) [NCATE STD2] The unit does not regularly and systematically involve the professional community in the development and evaluation of its assessment system. [Both]	(1) Evidence to support removal: EPSC 11.05.19 Minutes Credentials JHL 2.2.1 Co-selection Ga College Diversity Plan
(2) [NCATE STD4] Candidates have limited opportunities to interact with diverse faculty. [Both]	(2) Evidence to support removal: Ga College Diversity Recruitment Plan EPSC 11.05.19 Meeting Minutes Credentials JHL
(3) [NCATE STD4] Candidates have limited opportunities to interact with diverse peers. [Both]	(3) Evidence to support removal: Ga College Diversity Recruitment Plan EPSC 11.05.19 Meeting Minutes Call Me Mister Data
(4) [NCATE STD6] Teaching load assignments are not differentiated between undergraduate and graduate faculty in the unit. [ADV]	(4) Evidence to support removal: Addendum Exhibit NCATE 6.

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 review. 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.

In communicating with students, faculty, other stakeholders, and the public about its accreditation status and term, an EPP is required to distinguish accurately between programs that are accredited, as a result of having been included in the scope of review, and those that are not.

The following programs are included in the current accreditation cycle:

Name	Level	Degree
Early Childhood Education	Initial	Baccalaureate
Health and Physical Education - MAT	Initial	Master's
Middle Grades Education - MAT	Initial	Master's
Middle Grades (4-8)	Initial	Baccalaureate
Music Education	Initial	Baccalaureate
Music Education	Initial	Master's
Secondary Education - MAT	Initial	Master's
Special Education - General Curriculum	Initial	Baccalaureate
Special Education - MAT General Curriculum	Initial	Master's
Curriculum and Instruction	Advanced	Doctorate
Curriculum and Instruction	Advanced	Master's
Educational Leadership (Tier I)	Advanced	Master's

Educational Leadership (Tier II)	Advanced	Specialist or C.A.S.
Instructional Technology	Advanced	Master's
Library Media Specialist	Advanced	Master's
Teacher Leadership	Advanced	Specialist or C.A.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