



Council for the
Accreditation of
Educator Preparation

ACCREDITATION ACTION REPORT

Professional Education Unit
Shepherd University
Shepherdstown, West Virginia

Accreditation Council April 2025
Accreditation Application Date: 9/10/2007

*This is the official record of the Educator Preparation Provider's accreditation status.
The Educator Preparation Provider should retain this document for at least two accreditation cycles.*

ACCREDITATION DECISION

Accreditation with stipulations is granted at the initial-licensure level. This Accreditation status is effective between Spring 2025 and Spring 2027. The provider must demonstrate that all stipulations have been corrected within two years to continue accreditation. A stipulation documentation virtual site review will take place in Fall 2026.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED LEVEL
STANDARD R1/RA1: Content and Pedagogical Knowledge	Met	Not Applicable
STANDARD R2/RA2: Clinical Partnerships and Practice	Met	Not Applicable
STANDARD R3/RA3: Candidate Quality and Selectivity	Met	Not Applicable
STANDARD R4/RA4: Satisfaction with Preparation	Met	Not Applicable
STANDARD R5/RA5: Quality Assurance System and Continuous Improvement	Met	Not Applicable
STANDARD R6/RA6: Fiscal and Administrative Capacity	Met	Not Applicable
STANDARD R7/RA7: Record of Compliance with Title IV of the Higher Education Act	Met	Not Applicable

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 R2: Clinical Partnerships and Practice

Areas for Improvement	Rationale

1	The EPP provided limited evidence that partners co-constructed mutually beneficial P-12 school and community arrangements for clinical preparation and shared responsibility for continuous improvement of candidate preparation. (component R2.1)	Some evidence of collaboration with partners was provided; however, there was limited evidence to suggest that P-12 partners were actively involved in the co-construction of clinical arrangements or of a formal and structured collaborative approach to continuous improvement.
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STANDARD R3: Candidate Recruitment, Progression, and Support

	Areas for Improvement	Rationale
1	The EPP provided limited evidence of goals and progress for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that aligned with its mission. (component R3.1)	While some evidence related to component R3.1 was provided, the component's key concepts of recording, monitoring, and using recruitment results to modify strategies and goals and evaluating the effectiveness of strategies were not present in evidence.

STANDARD R4: Program Impact

	Stipulations	Rationale
1	The EPP did not provide evidence that program completers effectively contributed to P-12 student learning growth and applied professional knowledge, skills, and dispositions in P-12 classrooms. (component R4.1)	The EPP provided no evidence beyond employer perceptions in the SSR or Addendum to measure completer effectiveness on P-12 learning.

STANDARD R5: Quality Assurance System and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP provided limited evidence that relevant internal (e.g., EPP administrators, faculty, staff, candidates) and external (e.g., alumni, practitioners, school and community partners, employers) stakeholders were involved in program design, evaluation, and continuous improvement processes. (component R5.3)	The EPP provided limited evidence that external (e.g., alumni, practitioners, school and community partners, employers) stakeholders were involved in program design, evaluation, and continuous improvement processes.

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

None.

INFORMATION ABOUT ACCREDITATION STATUSES

Accreditation for seven (7) years is granted if the EPP meets all CAEP Standards and components, even if areas for improvement (AFIs) are identified in the final report of the Accreditation Council.

- **Areas for Improvement (AFIs)** indicate areas which must be improved by the time of the next accreditation visit. Progress reports on remediation of AFIs are submitted as part of the Annual Report. AFIs not remediated by a subsequent site review may become stipulations.

Accreditation with stipulations is granted for 2 years if an EPP meets all standards but receives a stipulation on a component under any standard. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation or probation.

- **Stipulations** describe serious deficiencies in meeting CAEP Standards and/or components and must be brought into compliance in order to continue accreditation. All stipulations and relevant evidence are reviewed by the Accreditation Council. Failure to correct the condition leading to the stipulation results in probation or revocation of accreditation.

Probationary Accreditation is granted for two (2) years when an EPP does not meet one (1) of the CAEP Standards. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation.

SCOPE OF ACCREDITATION

The scope of CAEP's work is the accreditation of educator preparation providers (EPPs) that offer bachelor's, master's, and/or doctoral degrees, post-baccalaureate or other programs leading to certification, licensure, or endorsement in the United States and/or internationally. (2018).

CAEP does not accredit specific degree programs, rather EPPs must include information, data, and other evidence on the following in their submission for CAEP's review:

All licensure areas that prepare candidates to work in preschool through grade 12 settings at the initial-licensure and advanced levels that lead to professional licensure, certification, or endorsement as defined by the state, country, or other governing authority under which the EPP operates and for which the state, country, or other governing authority has established program approval standards.

Depending on an EPP's submission, accreditation may be awarded at one or both of the following levels: Initial-Licensure level and/or Advanced Level.

1. **Initial-Licensure Level Accreditation** is provided at the baccalaureate or post-baccalaureate levels leading to initial-licensure, certification, or endorsement that are designed to develop P-12 teachers.
2. **Advanced Level Accreditation** is provided at the post-baccalaureate or graduate levels leading to licensure, certification, or endorsement. Advanced Level Programs are designed to develop P-12 teachers who have already completed an initial-licensure program, currently licensed administrators, or other certified (or similar state language) school professionals for employment in P-12 schools/districts. CAEP's Advanced Level accreditation does not include any advanced level program not specific to the preparation of teachers or other school professionals for P-12 schools/districts; any advanced level non-licensure programs, including those specific to content areas (e.g., M.A., M.S., Ph.D.); or Educational leadership programs not specific to the preparation of teachers or other school professionals for P-12 schools/districts.

Information on accreditation status, terms, and any conditions provided within this directory is specific to the accreditation level(s) described above. CAEP-accredited EPPs are required to distinguish accurately between programs that are accredited and those that are not.

The following programs were included in the current accreditation cycle:

Program Name	Licensure Level	Degree
Art Education (PK-Adult)	Initial-Licensure Level	Master's
Art Education (PK-Adult)	Initial-Licensure Level	Baccalaureate
Biology Education [Grades 9-12]	Initial-Licensure Level	Baccalaureate
Biology Education [Grades 9-12]	Initial-Licensure Level	Master's
Chemistry Education [Grades 9-12]	Initial-Licensure Level	Baccalaureate
Chemistry Education [Grades 9-12]	Initial-Licensure Level	Master's
Elementary Education (K-6)	Initial-Licensure Level	Baccalaureate
Elementary Education (K-6)	Initial-Licensure Level	Master's
English Education (Grades 5-Adult)	Initial-Licensure Level	Master's
English Education (Grades 5-Adult)	Initial-Licensure Level	Baccalaureate
Family and Consumer Sciences Education (5-Adult)	Initial-Licensure Level	Master's
General Science Education [Grades 5-12]	Initial-Licensure Level	Master's
General Science Education [Grades 5-12]	Initial-Licensure Level	Baccalaureate
Mathematics Education (Grades 5-12)	Initial-Licensure Level	Master's
Mathematics Education (Grades 5-12)	Initial-Licensure Level	Baccalaureate
Mathematics Education (Grades 5-9)	Initial-Licensure Level	Endorsement Only
Music Education (PK-Adult)	Initial-Licensure Level	Master's
Music Education (PK-Adult)	Initial-Licensure Level	Baccalaureate
Physical Education (PK-Adult)	Initial-Licensure Level	Baccalaureate
Physical Education (PK-Adult)	Initial-Licensure Level	Master's
Social Studies Education (Grades 5-12)	Initial-Licensure Level	Baccalaureate
	Initial-Licensure	

Social Studies Education (Grades 5-12)	Level	Master's
Social Studies Education (Grades 5-9)	Initial-Licensure Level	Endorsement Only

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