



ACCREDITATION ACTION REPORT

Professional Education Unit
Tennessee State University
Nashville, Tennessee

Accreditation Council October 2025
Initial Accreditation Date: 10/20/2001

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

ACCREDITATION DECISION

Initial-Licensure Level Decision: Accreditation with Stipulations

Accreditation Term: 10/19/2025 through 12/31/2027

Next Review Semester: Spring 2027

Advanced Level Decision: Accreditation with Stipulations

Accreditation Term: 10/19/2025 through 12/31/2027

Next Review Semester: Spring 2027

SUMMARY OF STANDARDS

CAEP STANDARDS: Initial-Licensure Level	Standards Decision
Standard R5: Quality Assurance System and Continuous Improvement	Met

CAEP STANDARDS: Advanced Level	Standards Decision
Standard RA4: Satisfaction with Preparation	Met
Standard RA5: Quality Assurance System and Continuous Improvement	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

R5 Quality Assurance System and Continuous Improvement

Areas for Improvement	Rationale
AFI - R5.3 - The EPP provided limited evidence of internal and external stakeholder involvement in program design, evaluation, and continuous improvement process.	In the SSR, the EPP provided no evidence to support that they involve external stakeholders (e.g., alumni, practitioners, school and community partners, employers) in program evaluation and the continuous improvement process. The EPP provided additional evidence in the addendum and during the site review, it was confirmed that the EPP collaborated with alumni, practitioners and school partners. The EPP made significant progress since 2023, but evidence was limited due to the 2-year timeframe.
AFI - R5.4 - The EPP provided limited evidence that it regularly, systematically, and continuously assessed performance against its goals and relevant standards, tracked results over time, documented modifications and/or innovations and their effects on EPP outcomes.	In the SSR, the EPP did not provide evidence of the processes to systematically review, analyze, and interpret assessment and feedback data to identify patterns across programs, use data for continuous improvement, and test innovations or modifications. Addendum evidence was provided that the EPP continuously assessed performance against goals, and it was confirmed during the site review interview with faculty. The EPP made significant progress since 2023, but evidence was limited due to the 2-year timeframe.

Stipulation	Rationale
Stipulation - R5.2 - The EPP provided no evidence that the EPP's Quality Assurance System relied on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data were valid and consistent.	Evidence was not found that the Quality Assurance System demonstrated reliance on relevant, verifiable, representative, cumulative, and actionable measures for assessments or feedback. After the addendum and the site review, there was no evidence found that a systematized process had been established and used

Stipulation	Rationale
	to ensure that EPP-created assessments and surveys met CAEP sufficiency criteria. There was no documentation found of steps taken to establish instrument validity and reliability.

ADVANCED LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

RA.4 Satisfaction with Preparation

Stipulation	Rationale
Stipulation - RA4.1 - The EPP provided no evidence demonstrating that employers were satisfied with completers' preparation for their assigned responsibilities.	The EPP did not provide sufficient evidence to show that each advanced program was systematically collecting, analyzing, and using employer satisfaction data/feedback derived directly from those who employed program completers and who witnessed a completer's application of their preparation in a professional setting.

RA.5 Quality Assurance System and Continuous Improvement

Areas for Improvement	Rationale
AFI - RA5.3 - The EPP provided limited evidence of internal and external stakeholder involvement in program design, evaluation, and continuous improvement process.	The EPP provided no evidence to support that they involved external stakeholders (e.g., alumni, practitioners, school and community partners, employers) in program evaluation and the continuous improvement process. The EPP made significant progress for RA5.3 since 2023 but evidence was limited given the 2-year timeframe.
AFI - RA5.4 - The EPP provided limited evidence that it regularly, systematically, and continuously assessed performance against its goals and relevant standards, tracked results over time, documented modifications and/or innovations and their effects on EPP outcomes.	The EPP did not provide evidence of the processes to systematically review, analyze, and interpret assessment and feedback data to identify patterns across programs, use data for continuous improvement, and test innovations or modifications. The EPP made significant progress for RA5.4 since 2023 but evidence was limited given the 2-year timeframe.
Stipulation	Rationale
Stipulation - RA5.2 - The EPP provided no evidence that the EPP's Quality Assurance System relied on relevant, verifiable, representative, cumulative, and actionable	There was no evidence that a systematized process had been established and used to ensure that EPP-created assessments and surveys met CAEP sufficiency criteria. There was no documentation of

Stipulation	Rationale
measures to ensure interpretations of data were valid and consistent.	steps taken to establish instrument validity and reliability.

PROGRAMS INCLUDED IN REVIEW

Program Name	Licensure Level	Degree Level
Alternative / Transitional Licensure Program	Initial-Licensure Level	Post-Baccalaureate
Biology 6 -12	Initial-Licensure Level	Baccalaureate
Early Childhood Education PreK - 3	Initial-Licensure Level	Baccalaureate
Elementary Education K - 5	Initial-Licensure Level	Baccalaureate
Elementary K-5	Initial-Licensure Level	Post-Baccalaureate
English 6 -12	Initial-Licensure Level	Baccalaureate
English as a Second Language PreK - 12	Initial-Licensure Level	Post-Baccalaureate
Government / History / Geography 6 - 12	Initial-Licensure Level	Baccalaureate
Health and Wellness K - 12	Initial-Licensure Level	Baccalaureate
History / Government / Geography 6 - 12	Initial-Licensure Level	Baccalaureate
Instrumental/General K-12	Initial-Licensure Level	Baccalaureate
Mathematics 6 - 12	Initial-Licensure Level	Baccalaureate
Physical Education K - 12	Initial-Licensure Level	Baccalaureate
Post Baccalaureate Program with Master of Education Degree	Initial-Licensure Level	Master's
Special Education: Interventionist	Initial-Licensure Level	Master's
Visual Arts	Initial-Licensure Level	Baccalaureate
Vocal / General Music K -12	Initial-Licensure Level	Baccalaureate
Administrator Prek - 12	Advanced Level	Master's
Reading Specialist Prek - 12	Advanced Level	Master's
School Counselor Prek - 12	Advanced Level	Master's
Speech Pathologist Prek - 12	Advanced Level	Master's

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 visit 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 level and advanced level 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** 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 level 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.

NOTE: Neither CAEP staff, evaluators, 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