ACCREDITATION ACTION REPORT
An official record of actions taken by the AAQEP Accreditation Commission

Colgate University
Initial Teacher Certification Programs
Hamilton, NY
April 2022

ACTION

Based on examination of the case record, including the Quality Assurance Report and the Quality Review Team Report, the AAQEP Accreditation Commission makes the following determination regarding the initial teacher certification programs at Colgate University:

<table>
<thead>
<tr>
<th>ACCREDIT</th>
<th>The Accreditation Commission finds that the provider/program meets all AAQEP standards and is accredited for a full term of seven years.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X ACCREDIT WITH NOTE</td>
<td>The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a full term of seven years with the notations specified below.</td>
</tr>
<tr>
<td>PROBATIONARY ACCREDITATION</td>
<td>The Accreditation Commission finds that the AAQEP standards are met but risk failing to be met, for reasons specified below.</td>
</tr>
<tr>
<td>DO NOT ACCREDIT</td>
<td>The Accreditation Commission finds that the provider/program does not meet AAQEP standards and does not qualify for accreditation for reasons specified below.</td>
</tr>
</tbody>
</table>

TERM

The accreditation term takes effect immediately and lasts through **June 30, 2029**, or until Colgate University ceases to be a member in good standing of AAQEP, whichever is earlier. Annual Reports are due by December 31 of each year, with the first report being due December 31, 2023. In addition, please refer to AAQEP’s substantive change policy for guidance on program changes that must be reported.
RATIONALE

The Commission evaluated the program's evidence for each AAQEP standard and determined that all four standards are met. Completers of the program are prepared to work effectively as professional educators who are able to adapt to different contexts and to grow professionally. The institution maintains program quality by analyzing evidence of its effectiveness and making revisions to benefit candidates, and it engages with stakeholders and partners to strengthen the P-20 education system.

Colgate demonstrates a commitment to continuous growth to benefit candidates, including through partnership with other New York institutions, and employs a holistic process to monitor and support candidates’ progress through the program, with intentional collaboration and input from a variety of stakeholders.

STANDARDS REPORT

<table>
<thead>
<tr>
<th>Standard</th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Candidate/Completer Performance - Program completers perform as professional educators with the capacity to support success for all students.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. Completer Professional Competence and Growth - Program completers adapt to working in a variety of contexts and grow as professionals.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3. Quality Program Practices - The program has the capacity to ensure that its completers meet Standards 1 and 2.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4. Program Engagement in System Improvement - Program practices strengthen the P-20 education system in light of local needs and in keeping with the program’s mission.</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

CONCERNS AND CONDITIONS

Concerns are minor problems or shortcomings related to one or more aspects of a standard and must be addressed in the provider’s next annual report(s). Conditions are more significant problems that undermine one or more of the standards and may result in a shorter accreditation term or require resolution before accreditation takes effect.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Concern or condition</th>
<th>Remedy and timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COMMENTS AND COMMENDATIONS

Comments are not directives but offer a perspective or a suggestion from the Accreditation Commission. Commendations are awarded when evidence shows outstanding preparation and performance on one or more aspects of a standard or the standard as a whole.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The Commission values the holistic process employed by Colgate faculty and staff to monitor and support candidates' progress through the program, with intentional collaboration and input from candidates, completers, and other stakeholders. This comment pertains to Aspect 3d, which seeks evidence of effective internal quality assurance processes for the admission and monitoring of candidates.</td>
</tr>
</tbody>
</table>

SCOPE OF ACCREDITATION

This action for the Initial Teacher Certification Programs includes the following:

<table>
<thead>
<tr>
<th>Degree or Certificate granted by the institution or organization</th>
<th>State Certificate, License, Endorsement, or Other Credential</th>
</tr>
</thead>
</table>
| Bachelor of Arts in Educational Studies or secondary content area (undergraduate Teacher Preparation Program) | New York State Initial Certification:  
  - Childhood Education (Grades 1-6)  
  - Biology (Grades 7-12)  
  - Chemistry (Grades 7-12)  
  - Earth Science (Grades 7-12)  
  - English Language Arts (Grades 7-12)  
  - Mathematics (Grades 7-12)  
  - Physics (Grades 7-12)  
  - Social Studies (Grades 7-12) |
| Master of Arts in Teaching | New York State Initial Certification:  
  - Childhood Education (Grades 1-6)  
  - Biology (Grades 7-12)  
  - Chemistry (Grades 7-12)  
  - Earth Science (Grades 7-12)  
  - English Language Arts (Grades 7-12)  
  - Mathematics (Grades 7-12)  
  - Physics (Grades 7-12)  
  - Social Studies (Grades 7-12) |
NOTE: Accreditation actions are based on examination of the case record, including the provider’s Quality Assurance Report (self-study) and the Quality Review Team Report. Decisions are the sole responsibility of the AAQEP Accreditation Commission and may not be modified by staff or quality assurance reviewers.