



Association for Advancing Quality in Educator Preparation

ACCREDITATION ACTION REPORT

An official record of actions taken by the AAQEP Accreditation Commission

SUNY Empire State College

Saratoga Springs, NY

December 2019

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 three teacher preparation programs at SUNY Empire State College:

X	ACCREDIT - The Accreditation Commission finds that the provider/program meets all AAQEP standards and is accredited for a full term of seven years.
	ACCREDIT WITH NOTE - The Accreditation Commission finds that the AAQEP standards are met to accredit with the concerns and conditions specified below.
	DO NOT ACCREDIT - The Accreditation Commission finds that the provider/program does not meet AAQEP standards and does not qualify for accreditation for reasons specified below.

PROGRAM SPECIFICATION

The following programs are included in this accreditation action:

Degree/Program Name and Level	Corresponding State Certification/License
M.A.T. in Middle Childhood or Adolescent Education (master's level)	New York State Transitional B or Initial and Professional Certification, Middle Childhood or Adolescent Education (Biology, Chemistry, Earth Science, English/Language Arts, Math, Physics, Social Studies, and Spanish)

M.A.T. in Adolescent Special Education (master's level)	New York State Initial and Professional Certification, Adolescent-Level Students with Disabilities Generalist
M.Ed. in Adolescent Special Education (master's level)	New York State Initial and Professional Certification, Adolescent-Level Students with Disabilities Generalist (additional certification)

TERM

The accreditation term takes effect immediately and lasts through **December 31, 2026**, or until SUNY Empire State College ceases to be a member in good standing of AAQEP, whichever is earlier.

RATIONALE

The programs presented compelling evidence that they meet all AAQEP standards. The evidence showed that program completers are prepared to work effectively as professional educators and that they are able to adapt to different contexts and to grow professionally. The programs' capacity to analyze and provide evidence for sustained actions and revisions on behalf of candidates was evident and sufficient to meet AAQEP standards. The programs engage with stakeholders and partners to strengthen the P-20 education system across the variety of urban, suburban, and rural settings where they operate.

STANDARDS REPORT

Standard	Met	Not Met
1. Candidate/Completer Performance - Program completers perform as professional educators with the capacity to support success for all students.	X	
2. Completer Professional Competence and Growth - Program completers adapt to working in a variety of contexts and grow as professionals.	X	
3. Quality Program Practices - The program has the capacity to ensure that its completers meet Standards 1 and 2.	X	
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.	X	

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.

Standard	Concern or condition	Remedy and timeline
	None	

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.