



Council for the
Accreditation of
Educator Preparation

Robert A. Fale
Marian University
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1140 19th Street, NW | Suite 400
Washington, DC 20036
tel: 202.223.0077 | fax: 202.296.6620
caepnet.org

November 14, 2014

Mr. Robert A. Fale
Interim President
Marian University
45 South National Avenue
Fond Du Lac, WI 54935

Dear Mr. Fale:

I am pleased to inform you that the Continuous Improvement Commission of the Council for the Accreditation of Educator Preparation (CAEP) at its Oct 26-30, 2014 meeting in Bethesda, Maryland, decided to continue the NCATE accreditation of the School of Education at Marian University at the initial teacher preparation and advanced preparation levels. This accreditation decision indicates that the unit and its programs meet rigorous standards set forth by the professional education community. A certificate that acknowledges the educator preparation provider's accomplishment is enclosed with the copy of this letter that has been sent to the head of your educator preparation provider. The Commission also made a distinct decision to recognize that the educator preparation provider is moving toward target on Standard 2.

Details of the Commission's findings are provided in the enclosed accreditation action report. You are welcome to use the information provided in this report, as well as that contained within the Board of Examiners' report as you see fit.

The next accreditation visit – using the Council for the Accreditation of Educator Preparation (CAEP) standards – is scheduled for **Spring 2021**. As the transition to CAEP progresses, you will receive more information. I encourage your institution to begin now to plan for the CAEP standards and processes, and to take advantage of CAEP's capacity-building opportunities. As a first step, resources can be found on CAEP's website (www.caepnet.org).

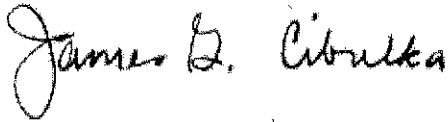
In the meantime, institutions are asked to complete the CAEP annual report each year during the accreditation period. You are required to report specifically on progress toward correcting areas for improvement cited in the action report. In addition, we ask that you keep us informed of your provider's efforts to assure that you continue to meet expectations of the standards through the annual report.

Also for your information enclosed is a copy of our Policies on Dissemination of Information, which describe the terms and dates by which your current accreditation action becomes a matter of public record. This document also indicates organizations that will be notified of accreditation action. If your state has a partnership agreement, the state agency with program approval authority has access to these documents online through CAEP's Accreditation Information Management System (AIMS).

Early next week the head of your education preparation provider can expect an email from Tiffany Erickson, CAEP Director of Communications, providing resources and tips on announcing your accreditation status.

Congratulations on this accomplishment. Should you have any questions regarding Commission's action or the items reported herein, please do not hesitate to contact Patty Garvin, Senior Director of Accreditation for Continuous Improvement and Transformation Initiatives at patty.garvin@caepnet.org.

Sincerely,

A handwritten signature in black ink that reads "James G. Cibulka". The signature is written in a cursive, flowing style.

James G. Cibulka
President

Enclosures

cc: Dr. Sue Stoddart, School of Education
Dr. Catherine L. Cullen, Wisconsin Department of Public Instruction;
Dr. Tammy Huth, Wisconsin Department of Public Instruction;
Board of Examiners Team

NCATE

National Council for Accreditation of Teacher Education

ACCREDITATION ACTION Report

Marian University
Fond Du Lac, Wisconsin

November 2014

ACCREDITATION DECISION

Accreditation is continued at the initial teacher preparation and advanced preparation levels. The next on-site visit will take place in Spring 2021.

Please refer to the Board of Examiners report for strengths of the unit and for additional information on findings and areas for improvement.

STANDARDS SUMMARY

Standards	Initial Teacher Preparation (ITP)	Advanced Preparation (ADV)
★ 1 Candidate Knowledge, Skills, and Professional Dispositions	Met	Met
★ 2 Assessment System and Unit Evaluation	Met	Met
★ 3 Field Experiences and Clinical Practice	Met	Met
★ 4 Diversity	Met	Met
★ 5 Faculty Qualifications, Performance, and Development	Met	Met
★ 6 Unit Governance and Resources	Met	Met

AREAS FOR IMPROVEMENT

The following areas for improvement (AFIs) should be addressed before the unit's next on-site visit. Progress made toward eliminating them should be reported in the EPP's annual report. The Site Visit team will indicate in its report at the next visit whether the institution has adequately addressed each of the AFIs.

STANDARD 2 - Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

1	The unit does not involve the professional community in the evaluation of its assessment system.	<input checked="" type="checkbox"/> ITP <input checked="" type="checkbox"/> ADV
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STANDARD 4 - Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

1	Candidates have limited opportunities to interact with faculty members from diverse populations.	<input checked="" type="checkbox"/> ITP <input checked="" type="checkbox"/> ADV
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NOTE: Neither CAEP staff, team members, nor other agents of CAEP are empowered to make or modify Commission decisions. These remain the sole responsibility of the Commission itself. This Accreditation Action Report is available to members of the public upon receipt of a request in writing.



**Policy on
Representation of NCATE Accreditation to the Public
National Council for Accreditation of Teacher Education (NCATE)**

NCATE requires institutions to include the following statement in all institutional publications in which it discloses that the professional education unit is NCATE-accredited:

*The [name of the professional accreditation unit] at [name of institution] is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers [initial teacher preparation programs and/or advanced educator preparation programs] at [name of all sites included in the accreditation]. However, the accreditation does not include individual education **courses** that the institution offers to P-12 educators for professional development, relicensure, or other purposes.*

Examples of publications in which this statement should appear include catalogs, handbooks, and the institution's website. It is not necessary to include this statement in advertisements or in informal reports or presentations; in these cases, the NCATE logo or the phrase "NCATE accredited" or "an NCATE-accredited institution" is sufficient. Questions about the applicability of this statement to a particular document should be addressed to NCATE staff.

Institutions are required to notify candidates currently enrolled in teacher education programs of the meaning and possible outcomes when: a focused or full visit is required within two years. Candidates must be informed of the semester and year in which the UAB will take action, including the possibility and consequences of revocation of accreditation that could occur as a result of the UAB's action at that point.

Institutions must ensure the adequacy and accuracy of information they make available to the public. All information released by an NCATE-accredited institution regarding its accreditation status and the availability and quality of its programs must be accurate and not misleading to prospective candidates or the public. If an accredited unit or candidate for accreditation misrepresents its accreditation status to the public, the President of NCATE can make a recommendation to the UAB to reconsider an institution's accreditation status.



**Policies on
Dissemination of Accreditation Information
National Council for Accreditation of Teacher Education (NCATE)**

General Information on Accreditation Processes, Standards, and Accredited Institutions

NCATE's standards, policies, accreditation decisions, and accreditation procedures are published on its website (www.ncate.org). In addition, NCATE publishes on its website a list of accredited institutions and institutions that are candidates for accreditation, along with their accreditation status (i.e., candidate for accreditation or accredited), and the semester and year in which NCATE will conduct its next accreditation review of the institution. NCATE's website also identifies staff members and their responsibilities, as well as the names and affiliations of its board members. Institutions' representation of accreditation information is discussed in the policy "Representation of Information to the Public."

Solicitation of Third-Party Comment on Institutions with Upcoming Reviews

On its website, NCATE separately publishes a list of institutions with an accreditation review scheduled in the upcoming semester, and provides the opportunity for interested parties to submit letters of testimony about the quality of the institution's professional education programs.

Information that is Available Upon Request

Accreditation action reports are considered to be public information and will be released upon written request. Institutional comments in response to a decision to deny or revoke accreditation will be released along with the action report with the denial or revocation of accreditation decision. (See "Notice of Accreditation Decisions" below for terms of the release of these documents.) Also upon request, NCATE will release the academic and professional qualifications, relevant employment, and organizational affiliations of its current governing board members and its principal staff. (Note: addresses, phone numbers, or e-mail addresses of board members and staff are not released.)

Notice of Accreditation Decisions

Within 30 days after an accreditation decision, NCATE provides written notice of the accreditation decision to the chief executive officer of the institution. No later than 30 days after the date of all final¹ accreditation decisions and all decisions to accept institutions as candidates for accreditation, NCATE provides written notice of those decisions to the U. S. Secretary of Education, the appropriate state licensing or authorizing agency, appropriate accrediting agencies, and the public (via its website). Thirty days after an accreditation decision, NCATE also provides a list of the Unit Accreditation Board actions with any applicable accreditation action reports to the applicable chief state school officer, the executive director of the state National Education Association affiliate, and the executive director of the American Federation of

NCATE has identified for withholding the document from disclosure; and ensure that documents submitted are only those required for ED review or as requested by ED officials.

Aggregate Data and Scholarly Research

NCATE reserves the right to compile and issue data derived from accreditation documents in such a way that the identity of institutions and individuals is not revealed. For the purposes of scholarly research, permission may be granted by the NCATE president for researchers to have access to NCATE activities, files, and institutional materials. Researchers will be bound by the rules of confidentiality as stated in this document, and may not reveal information listed as confidential without written consent from the institution.

Information that is Provided to the Secretary of Education

In addition to the information described in the preceding paragraphs, NCATE must submit the following information to the Secretary of Education: a copy of any annual report that it prepares; a summary of the agency's major accrediting activities during the previous year, if requested by the Secretary; and any proposed change in the agency's policies, procedures, or accreditation standards that might alter its scope of recognition or compliance with the criteria for recognition. NCATE will provide the Secretary annually with a copy of its list of accredited institutions and institutions that are candidates for accreditation.

NCATE will also supply the Secretary with the name of any accredited or candidate institution it accredits that NCATE has reason to believe is failing to meet its Title IV, HEA responsibilities or is engaged in fraud or abuse, along with the agency's reasons for concern about the institution, and if the Secretary requests, will provide information that may bear upon an accredited or candidate institution's compliance with its Title IV, HEA program responsibilities, including the eligibility of the institution to participate in Title IV, HEA programs. NCATE may notify an institution of inquiries it receives from ED, but will review on a case-by-case basis the circumstances surrounding the contact and any attendant need for confidentiality of that contact. Upon specific request by ED, NCATE will consider that contact confidential.