



ACCREDITATION ACTION REPORT

An official record of actions taken by the AAQEP Accreditation Commission

Teachers College Columbia University
New York, NY
May 2021

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 educator preparation programs of Teachers College Columbia University:

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/or conditions specified below.
	PROBATIONARY ACCREDITATION - The Accreditation Commission finds that the AAQEP standards are met but that, for reasons specified below, risk failing to be met.
	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

This accreditation action encompasses the following graduate-level programs:

Degree or Certificate granted by the institution or organization	Corresponding New York State Certificate
Initial Teacher Preparation Programs (NYS Initial Certificates)	

Applied Behavior Analysis, M.A.	<ul style="list-style-type: none"> • Dual Early Childhood Education and Students with Disabilities (Birth-Grade 2) • Dual Childhood Education and Students with Disabilities (Grades 1-6)
Art Education, M.A.	Visual Arts (all grades)
Bilingual Education, M.A.	<ul style="list-style-type: none"> • Childhood Education (Grades 1-6) with Bilingual Extension and optional selected Middle School (Grades 7-9) Extensions • Dual Childhood Education and Students with Disabilities (Grades 1-6) with Bilingual Extension and optional selected Middle School (Grades 7-9) Extensions
Deaf and Hard of Hearing, M.A. or M.Ed.	<ul style="list-style-type: none"> • Deaf and Hard of Hearing (all grades) • Dual Early Childhood Education (Birth-Grade 2) and Deaf and Hard of Hearing (all grades) • Dual Childhood Education (Grades 1-6) and Deaf and Hard of Hearing (all grades) • Dual Adolescence Education (Grades 7-12, subject specific: Biology, Chemistry, Earth Science, Physics, Mathematics, and Social Studies) and Deaf and Hard of Hearing (all grades) • Dual Literacy Specialist (Birth-Grade 6 or Grades 5-12) and Deaf and Hard of Hearing (all grades)
Early Childhood Education, M.A.	<ul style="list-style-type: none"> • Early Childhood Education (Birth-Grade 2) with Bilingual Extension • Students with Disabilities (Birth-Grade 2) with Bilingual Extension • Dual Early Childhood Education and Students with Disabilities (Birth-Grade 2) • Dual Early Childhood Education and Students with Disabilities (Birth-Grade 2) with Bilingual Extension
Elementary Inclusive Education, M.A.	<ul style="list-style-type: none"> • Childhood Education (Grades 1-6) with optional selected Middle School (Grades 7-9) Extensions • Childhood Education (Grades 1-6) with Gifted Education Extension • Students with Disabilities (Grades 1-6)

	<ul style="list-style-type: none"> • Dual Childhood Education and Students with Disabilities (Grades 1-6)
Intellectual Disabilities, M.A. and M.Ed.	<ul style="list-style-type: none"> • Students with Disabilities (Grades 7-12 Generalist) • Dual Early Childhood Education and Students with Disabilities (Birth-Grade 2) • Dual Childhood Education and Students with Disabilities (Grades 1-6)
Mathematics Education, M.A.	Mathematics (Grades 7-12)
Music Education, M.A.	Music (all grades)
Physical Education, M.A.	Physical Education (all grades)
Science Education, M.A.	<ul style="list-style-type: none"> • Biology (Grades 7-12) • Chemistry (Grades 7-12) • Earth Science (Grades 7-12) • Physics (Grades 7-12)
Secondary Inclusive Education, M.A.	Students with Disabilities (Grades 7-12 Generalist)
Teaching of English, M.A.	English (Grades 7-12)
Teaching of Social Studies, M.A.	Social Studies (Grades 7-12)
TESOL, M.A.	English to Speakers of Other Languages (all grades)
Advanced Teacher Preparation Programs (NYS Initial & Professional Certificates)	
Art Education, M.A.	Visual Arts (all grades)
Communication Sciences, M.S.	<p>Speech-Language Pathologist License Qualification:</p> <ul style="list-style-type: none"> • Speech and Language Disabilities (all grades) • Speech and Language Disabilities with Bilingual Education Extension (all grades)

Curriculum and Teaching, M.A.	<ul style="list-style-type: none"> ● Biology (Grades 7-12) ● Chemistry (Grades 7-12) ● Childhood Education (Grades 1-6) ● Earth Science (Grades 7-12) ● English (Grades 7-12) ● Mathematics (Grades 7-12) ● Physics (Grades 7-12) ● Social Studies (Grades 7-12)
Literary Specialist, M.A.	Literacy (Birth-Grade 6)
Mathematics Education, M.A.	Mathematics (Grades 7-12)
Music Education, M.A.	Music (all grades)
Physical Education, M.A.	Physical Education (all grades)
Reading Specialist, M.A.	<ul style="list-style-type: none"> ● Literacy (Birth-Grade 6) ● Literacy (Grades 5-12)
Teaching of English, M.A.	English (Grades 7-12)
Teaching of Social Studies, M.A.	Social Studies (Grades 7-12)
Technology Specialist, M.A.	Education Technology Specialist
Other Educator Preparation Programs	
School Counseling, M.Ed.	School Counselor
School Psychology, M.Ed. and Ph.D.	School Psychologist
Summer Principals Academy - New Orleans, M.A. and M.Ed.	[Registered in Louisiana]
Summer Principals Program - New York, M.A. and M.Ed.	School Building Leader
Urban Education Leaders, Ed.D.	School District Leader

TERM

The accreditation term takes effect immediately and lasts through **June 30, 2028**, or until Teachers College Columbia 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, 2022.

RATIONALE

The Commission evaluated the program's evidence for each AAQEP standard and determined that all four standards are met. The program's completers are prepared to work effectively as professional educators and are able to adapt to different contexts and to grow professionally. The program has the capacity to analyze and provide evidence for sustained actions and revisions on behalf of candidates, and it engages with stakeholders and partners to strengthen the P-20 education system.

Teachers College's programs clearly connect educational theory to practice and have a clear approach to utilizing inquiry within educational practice. The Commission commends Teachers College for its engagement in the urban context and attentiveness to the needs of K-12 students and schools, which allows it to align its capacity to those needs systematically and effectively.

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	

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.

Standard	Commendation
1, 2, 3, 4	<p>The Accreditation Commission commends Teachers College Columbia University for its dedication and continual efforts in working with community stakeholders and schools in support of reducing educational disparities in regard to student outcomes. The extensive breadth and scope of the ongoing work of the faculty, staff, and students at Teachers College in this area is both impressive and worthy of note.</p> <p><i>This commendation recognizes excellence related to several AAQEP standards and aspects: preparation for culturally responsive practice (1c), complete engagement with local school and cultural communities (2a), engagement with diverse community contexts (2b), meaningful clinical partnerships (3b), effective engagement with stakeholders (3c), support for equity (4a), diversifying the education workforce (4b), and supporting the improvement of the P-20 education system (Standard 4).</i></p>

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.