

**TENNESSEE STATE BOARD OF EDUCATION
 EDUCATOR PREPARATION PROVIDER AND SPECIALTY AREA PROGRAMS
 TENNESSEE STATE UNIVERSITY
 February 27, 2026**

PART IA. EDUCATOR PREPARATION PROVIDER (EPP)

Department Recommendation: Full Approval, Minor Stipulations

CAEP STANDARDS

CAEP Standards – Initial	Action Recommendation
1. Content and Pedagogical Knowledge	NA
2. Clinical Partnerships and Practice	NA
3. Candidate Quality, Recruitment, and Selectivity	NA
4. Program Impact	NA
5. Provider Quality Assurance and Continuous Improvement	Met

PART IB. CAEP ACCREDITATION DECISIONS

This review was a probationary review for Standard 5 initial level programs. Accreditation with stipulations at the initial licensure was granted.

PART II. EPP AREAS FOR IMPROVEMENT AND STIPULATIONS

EPP Areas for Improvement

STANDARD R5: Quality Assurance System and Continuous Improvement

The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

Areas for Improvement	Rationale
<p>The EPP provided limited evidence of internal and external stakeholder involvement in program design, evaluation, and continuous improvement processes. (component R5.3)</p>	<p>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.</p>
<p>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. (component R5.4)</p>	<p>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.</p>

EPP Stipulations

STANDARD R5: Quality Assurance System and Continuous Improvement

The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

Stipulation	Rationale
<p>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. (component R5.2)</p>	<p>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 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.</p>

PART III. STATE SPECIALTY AREA PROGRAMS (SAPs)

Department Recommendation (Initial Level): Full Approval

- Mathematics 6-12 (UG and PB)
- Music – Vocal/General K-12 (UG and PB)
- Music – Instrumental/General K-12 (UG and PB)
- English as a Second Language (PB)

Department Recommendation (Initial Level): Full Approval, Minor Stipulation

- Early Childhood Education pre-K-3 (UG and PB)
- Elementary Education K-5 (UG and PB)
- English 6-12 (UG and PB)
- Biology 6-12 (UG and PB)
- Chemistry 6-12 (PB)
- History 6-12 (UG and PB)
- History 6-12; Government 6-12 (PB)
- Special Education Interventionist K-8 (PB)

Department Recommendation (Initial Level): Probationary Approval, Major Stipulation

- Visual Arts K-12 (PB)
- Physical Education K-12 (UG and PB)
- Health and Wellness K-12 (PB)
- Reading Specialist pre-K-12 (PB)
- CTE-A (PB)
- CTE-O (PB)
- School Counselor pre-K-12 (PB)

PART IV. SAP MINOR STIPULATIONS and MAJOR STIPULATIONS

Minor Stipulation	Rationale
<p>Early Childhood Education: The EPP provided limited evidence to indicate program alignment to standards and requirements.</p>	<p>The EPP stated they were closing the program in June 2026; however, they still offer the program. The EPP stated they did not have candidates in the undergraduate or post-baccalaureate student teaching pathways and that the final three job-embedded pathway candidates would complete the program by July 1, 2026. Although the program will be ending, due to licensure requirement changes, the EPP was still responsible for providing matrices that aligned the three programs to standards and requirements. The EPP did not provide a narrative describing how the three pathways addressed the program components for early childhood education</p>

	pre-K-3 as stated in Educator Preparation Policy 5.505
Elementary Education: The EPP provided limited evidence to indicate the programs were aligned with standards and requirements.	Limited evidence was provided on the standards alignment matrices or equivalent detailed narrative documentation showing how InTASC Standards, Tennessee Literacy Standards, and CAEP 2018 K-6 Elementary Teacher Preparation Standards are systematically addressed across all program components.
Middle and Secondary English Language Arts: The EPP provided limited evidence to indicate program alignment to standards and requirements.	The EPP stated they were closing the undergraduate student teaching pathway in June 2026. The EPP did not address clinical experiences when aligning the program to standards and requirements for the post-baccalaureate and job-embedded pathways.
Middle and Secondary Science: The EPP provided limited evidence to indicate alignment with standards and requirements.	The EPP did not provide a matrix for the undergraduate student teaching pathway. The Tennessee Literacy Standards were not aligned to clinical experiences in the post-baccalaureate pathway. The job-embedded pathway was not aligned to clinical experiences for any standards.
Middle and Secondary Social Studies: The EPP provided limited evidence to indicate alignment with standards and requirements.	The EPP did not provide a matrix for the undergraduate student teaching pathway. The Tennessee Literacy Standards were not aligned to clinical experiences in the post-baccalaureate pathway. The job-embedded pathway was not aligned to clinical experiences for any standards.
Special Education: The EPP provides insufficient program and post-candidate data.	The EPP provides limited program data (on Praxis assessment) to indicate they are producing educators who are effectively educating students and meeting the needs of partner districts. The EPP provides no post candidate data to indicate they are producing educators who are effectively educating students and meeting the needs of partner districts.

Major Stipulation	Rationale
Visual Arts K-12: The EPP did not provide data to support they are effectively educating students and meeting the needs of the partner district.	No program data were provided that would indicate the EPP is effectively preparing candidates in the Visual Arts pathways. No post candidate data were provided that would indicate the EPP is producing educators who are effectively educating students and meeting the needs of the partner districts. The EPP did not provide how data are used for continuous improvement.

<p>Health and Wellness K-12: The EPP did not provide data to support they are effectively educating students and meeting the needs of the partner district.</p>	<p>No program data were provided that would indicate the EPP is effectively preparing candidates in the Health and Wellness pathways. No post candidate data were provided that would indicate the EPP is producing educators who are effectively educating students and meeting the needs of the partner districts. The EPP did not provide how data are used for continuous improvement.</p>
<p>Physical Education K-12: The EPP did not provide data to support they are effectively educating students and meeting the needs of the partner district.</p>	<p>No program data were provided that would indicate the EPP is effectively preparing candidates in the Health and Wellness pathways. No post candidate data were provided that would indicate the EPP is producing educators who are effectively educating students and meeting the needs of the partner districts. The EPP did not provide any ways they had used data for continuous improvement.</p>
<p>Reading Specialist pre-K-12: The EPP did not provide data to support they are effectively educating students and meeting the needs of the partner district.</p>	<p>No program data were provided that would indicate the EPP is effectively preparing candidates in the Health and Wellness pathways. No post candidate data were provided that would indicate the EPP is producing educators who are effectively educating students and meeting the needs of the partner districts. The EPP did not provide any ways they had used data for continuous improvement.</p>
<p>CTE-Academic: The EPP did not provide data to support they are effectively educating students and meeting the needs of the partner district.</p>	<p>No program data were provided that would indicate the EPP is effectively preparing candidates in the Health and Wellness pathways. No post candidate data were provided that would indicate the EPP is producing educators who are effectively educating students and meeting the needs of the partner districts. The EPP did not provide any ways they had used data for continuous improvement.</p>
<p>CTE-Occupational: The EPP provided no data to support the effectiveness of the program.</p>	<p>The EPP provided no evidence that candidates have diverse clinical experiences across the 6-12 grade span. The EPP did not provide a revised matrix that aligns with InTASC and Tennessee Literacy Standards. No program data were provided that would indicate the EPP is effectively preparing candidates in the Health and Wellness pathways. No post candidate data were provided that would indicate the EPP is producing educators who are effectively educating students and meeting the needs of the partner districts. The EPP did not provide any ways they had used data for continuous improvement.</p>
<p>School Counselor pre-K-12: The EPP did not provide data to support they are effectively educating</p>	<p>No program data were provided that would indicate the EPP is effectively preparing candidates</p>

students and meeting the needs of the partner district.	in the Health and Wellness pathways. No post candidate data were provided that would indicate the EPP is producing educators who are effectively educating students and meeting the needs of the partner districts. The EPP did not provide how data are used for continuous improvement.
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