



ACCREDITATION ACTION REPORT

An official record of actions taken by the AAQEP Accreditation Commission

Felician University
Education Programs
Rutherford, NJ
November 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 education programs at Felician University:

	ACCREDIT - The Accreditation Commission finds that the provider/program meets all AAQEP standards and is accredited for a full term of seven years.
X	ACCREDIT WITH NOTE - The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a full term of seven years with the notation specified below.
	PROBATIONARY ACCREDITATION - The Accreditation Commission finds that the AAQEP standards are met but risk failing to be met, for reasons 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.

TERM

The accreditation term takes effect immediately and lasts through **December 31, 2029**, or until Felician 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. Program candidates are prepared to support success for all learners, in keeping with the institution's mission and deep culture of service to underserved populations. Completers work effectively as professional educators who are able to adapt to different contexts, collaborate with colleagues, and continue to grow.

The School of Education maintains program quality by analyzing evidence of its effectiveness and making revisions to benefit candidates, such as by initiating improvements in data collection and analysis. An ethos of self-awareness and accountability permeates the program, whose success is well supported at the university level. The program's structured, ongoing engagement with a broad array of P-12 colleagues and partners strengthens the P-20 education system across the state.

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 threaten to undermine one or more of the standards and may result in a shorter accreditation term or require resolution before accreditation takes effect.

Standard	Notation	Remedy and timeline
	No concerns or conditions	

OBSERVATIONS, COMMENTS, AND COMMENDATIONS

Observations offer a perspective or a suggestion that is nonevaluative. *Comments* call attention to a program strength or success that is noteworthy but not so significant or pervasive to warrant citation as a commendation. *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	Notation
3	<p>Observation: The Commission notes the program's initiative in taking aggressive action, with support from the university, in response to its self-identified need for improved data collection, disaggregation, visualization, and maintenance.</p> <p>This observation pertains to Aspect 3e, which seeks evidence that the program engages in continuous improvement through an effective quality assurance system.</p>

SCOPE OF ACCREDITATION

This action for the Education Programs includes the following:

Degree or Certificate granted by the institution or organization	Certification granted by the New Jersey Department of Education
Undergraduate Level	
Bachelor of Arts: Early Childhood Education and Teacher of Students with Disabilities	<ul style="list-style-type: none"> • Early Childhood (P-3) • Teacher of Students with Disabilities
Bachelor of Arts: Elementary Education and Teacher of Students with Disabilities	<ul style="list-style-type: none"> • Elementary (K-6) • Teacher of Students with Disabilities
Bachelor of Arts: Elementary Education with English Specialization (5-8) and Teacher of Students with Disabilities	<ul style="list-style-type: none"> • Elementary (K-6) • English (Grades 5-8) • Teacher of Students with Disabilities
Bachelor of Arts: Elementary Education with Mathematics Specialization (5-8) and Teacher of Students with Disabilities	<ul style="list-style-type: none"> • Elementary (K-6) • Mathematics (Grades 5-8) • Teacher of Students with Disabilities
Bachelor of Arts: Elementary Education with Science Specialization (5-8) and Teacher of Students with Disabilities	<ul style="list-style-type: none"> • Elementary (K-6) • Science (Grades 5-8) • Teacher of Students with Disabilities

Bachelor of Arts: Elementary Education with Social Studies Specialization (5-8) and Teacher of Students with Disabilities	<ul style="list-style-type: none"> ● Elementary (K-6) ● Social Studies (Grades 5-8) ● Teacher of Students with Disabilities
Bachelor of Arts: Secondary Education Art and Teacher of Students with Disabilities	<ul style="list-style-type: none"> ● Art (K-12) ● Teacher of Students with Disabilities
Bachelor of Arts: Secondary Education Biology and Teacher of Students with Disabilities	<ul style="list-style-type: none"> ● Biology (K-12) ● Teacher of Students with Disabilities
Bachelor of Arts: Secondary Education English and Teacher of Students with Disabilities	<ul style="list-style-type: none"> ● English (K-12) ● Teacher of Students with Disabilities
Bachelor of Arts: Secondary Education Mathematics and Teacher of Students with Disabilities	<ul style="list-style-type: none"> ● Mathematics (K-12) ● Teacher of Students with Disabilities
Bachelor of Arts: Secondary Education Social Studies and Teacher of Students with Disabilities	<ul style="list-style-type: none"> ● Social Studies (K-12) ● Teacher of Students with Disabilities
Graduate Level	
Master of Arts: Early Childhood Education and Teacher of Students with Disabilities (traditional and alternate route)	<ul style="list-style-type: none"> ● Early Childhood (P-3) ● Teacher of Students with Disabilities
Master of Arts: Elementary Education and Teacher of Students with Disabilities	<ul style="list-style-type: none"> ● Elementary (K-6) ● Teacher of Students with Disabilities
Certification-Only: Elementary Education with Mathematics Specialization (5-8) and Teacher of Students with Disabilities	<ul style="list-style-type: none"> ● Elementary (K-6) ● Mathematics (Grades 5-8) ● Teacher of Students with Disabilities
Master of Arts: Secondary Education Social Studies and Teacher of Students with Disabilities	<ul style="list-style-type: none"> ● Social Studies (K-12) ● Teacher of Students with Disabilities
Master of Arts: Special Education	Teacher of Students with Disabilities
Certification-Only: Special Education	Teacher of Students with Disabilities
Master of Arts: Teacher of English as a Second Language	Teacher of English as a Second Language

Certification-Only: Teacher of English as a Second Language	Teacher of English as a Second Language
Master of Arts: Principal/Supervision Dual Certification	Principal and Supervision
Certification-Only: Principal (post-master's)	Principal
Master of Arts: Educational Supervision	Supervision
Certification-Only: Educational Supervision (post-master's)	Supervision

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.