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National Accreditor Recognition

Accreditor Recognition Process and Application

Division of Educator Effectiveness

February 2024

**MARYLAND STATE DEPARTMENT OF EDUCATION**

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# Purpose

This application was produced by the Maryland State Department of Education (MSDE) and is intended for national educator preparation accreditors that are interested in becoming recognized by the state of Maryland. This document contains technical instructions for applying for review by MSDE and the Maryland Higher Education Commission (MHEC). MSDE and MHEC will review all applications for recognition to ensure compliance with applicable statutes.

In accordance with Md. Code, Education, [§11–208](https://mgaleg.maryland.gov/mgawebsite/Laws/StatuteText?article=ged&section=11-208&enactments=false), accrediting agencies wishing to be officially recognized by the state of Maryland must obtain approval from MSDE and MHEC. To gain recognition, an accrediting agency must demonstrate that their approval and review processes ensure education preparation programs reviewed within the state of Maryland are aligned with State law.

Please complete the following application in its entirety, ensuring all sections are completed fully and each item is addressed. Accrediting agencies are encouraged to cite and attach supporting documentation to this application to aid MSDE and MHEC in making fully informed final determination decisions for State recognition.

MSDE and MHEC will use the rubric in Appendix C to determine recognition status of an accreditor. Recognition determinations will be made after an accrediting agency submits this completed application and MSDE and MHEC have reviewed the application in its entirety.

Please submit completed applications and supporting documentation in one email to Dr. Jason Keys, Manager of Educator Preparation Program Approval, at [jason.keys@maryland.gov](mailto:jason.keys@maryland.gov).

# Application For Approval by the State of Maryland

## Accreditation Provider Information

*Please note: each text box will expand as you type.*

**Name of Accreditation Provider**

*Provide the accreditor’s full operating name and any affiliated acronym (if applicable).*

***<Enter Text Here>***

**Summary and Overview of Accrediting Body**

*Describe the overarching mission, goals, values, and any other information that the accreditor wishes to make available to the State.*

***<Enter Text Here>***

**Governance Structure**

*Provide an overview of the leadership and governance structure of the accrediting body, including the appointment process.*

***<Enter Text Here>***

**Program Evaluation Process**

*Provide details about the accreditor’s program evaluation process for educator preparation programs. Include all relevant information and supporting documentation to include timelines, evaluation criteria, reporting requirements, recruitment of reviewers, etc. Please provide information on both initial approval and reapproval evaluations.*

***<Enter Text Here>***

**Department of Education (DOE) Recognition**

*Provide any documentation pertinent to the accreditor’s most recent review and approval by the United States DOE. This can be submitted as an attachment to this application.*

*If the organization does not currently hold DOE approval, please provide an explanation as to why and if there are any future intentions on applying for review and approval.*

***<Enter Text Here>***

**Proof of Council for Higher Education Accreditation Recognition (CHEA)**

*Provide any documentation pertinent to the accreditor’s most recent CHEA approval. This can be submitted as an attachment to this application.*

*If the organization does not currently hold CHEA recognition, please provide an explanation as to why and if there are any future intentions on applying for review and approval.*

***<Enter Text Here>***

**Contracts with State Departments of Education**

Along with this document, please submit a template of a contract your organization traditionally uses with State Departments of Education (or similar) when applying for State recognition, and a summary of costs associated with accreditation.

## Maryland Mandated Program Criteria

Maryland Education Preparation Providers must comply with all current and future laws, and national accreditors recognized by the State are expected to ensure continued provider compliance with State mandates. In this section, the accreditor provides evidence of how they ensure providers are adhering to criteria set forth in Maryland law.

If the accreditor does not typically evaluate the below criteria but is willing to do so to become a recognized accreditor within Maryland, the accreditor should note that in the submission of this application and explain how they plan to evaluate the criteria in the future.

In the following sections, please provide detailed narratives and evidence that demonstrate how the agency plans to provide oversight of providers and ensures they are meeting the statutory requirements of the State. Please attach all supporting documentation to your application. Documents should be clearly labeled and indicate to which section of the application they pertain.

*Please note: text boxes will expand as you type.*

### Standards

Please provide an explanation and evidence that demonstrates how the accrediting agency uses national professional standards that are comparable to the standards used by MSDE (see Appendix B) when approving a teacher preparation program (Md. Code, Education, §11–208(c)).

***<Enter Text Here>***

### Instruction

All Maryland teacher preparation providers must include the below components of instruction. Please provide an explanation and evidence that demonstrates how the accreditor will monitor the inclusion of the following components of instruction required by Md. Code, Education, §6–121(a)(1)(i-ix):

1. Basic research skills and methods and training on the routine evaluation and use of research and data to improve student performance.
2. Differentiation of instruction and demonstration of cultural competence for students of diverse racial, ethnic, linguistic, and economic backgrounds with different learning abilities.
3. Implementation of restorative approaches for student behaviors.
4. Identifying and assessing, in the context of the classroom, typical student learning deficits and techniques to remedy learning deficits.
5. Recognizing and effectively using high quality instructional materials, including digital resources and computer technology.
6. Core academic subjects that teachers will be teaching.
7. Methods and techniques for identifying and addressing the social and emotional needs of students, including trauma–informed approaches to pedagogy.
8. Skills and techniques for effective classroom management.
9. Training in the skills and techniques for teaching effectively in a virtual learning environment, including the use of online curriculum.
10. Provide training in the knowledge and skills required to understand and teach the Maryland curriculum frameworks.

***\*<Enter Text Here>***

### Assessment

Please provide an explanation and evidence that demonstrates how the accreditor will ensure EPPs mandate candidates pass a nationally recognized, portfolio–based assessment of teaching ability (i.e., edTPA or PPAT) as a requirement for graduation (Md. Code, Education, §6–121(a)(4)).

***<Enter Text Here>***

### Practicum & Field Work

Please provide an explanation and evidence that demonstrates how the accreditor will monitor the following State requirements for teacher training practicums and fieldwork:

1. For undergraduate programs, teacher training practicums shall be a minimum of 100 days. Beginning on or before July 1, 2025, practicum length for undergraduate programs must be the equivalent to a full school year (Md. Code, Education, §6–120(c)).
2. A graduate teacher preparation program shall include a practicum that is a minimum of 100 days, or may be up to the equivalent of one full school year, at the discretion of the institution of higher education. (Md. Code, Education, §6–120(c)).
3. Each teacher preparation program shall incorporate classroom observations in which the program participant is observed in different school settings at the beginning of the teacher preparation program to assist a program participant in determining if the program participant has the aptitude and temperament for teaching (Md. Code §6–121(b)).
4. A teacher preparation program shall develop a method for regularly communicating and collaborating with local school systems, including, if necessary, through financial memoranda of understanding, to strengthen teacher preparation, induction, and professional development programs (Md. Code, Education, §6–121(c)).

***<Enter Text Here>***

### School Administrator Programs

Provide explanation and evidence that demonstrates how the accreditor will monitor an institution of higher education that offers graduate level courses in school administration that are required to have the following components (Md. Code, Education, §6–121(d)):

1. A method for evaluating the potential of program participants to be effective school leaders.
2. A curriculum to enable school leaders to organize and manage schools to achieve the effectiveness of top–performing schools or school systems, including:
   1. Management of highly skilled professionals in a professional work environment; and
   2. These courses shall include clinical experience and assessments to determine whether participants demonstrate competency in these areas.

***<Enter Text Here>***

# Appendix A: Frequently Asked Questions

**Why are MSDE and MHEC requiring accrediting agencies to apply for approval?**

Per Md. Code, Education, [§11–208](https://mgaleg.maryland.gov/mgawebsite/Laws/StatuteText?article=ged&section=11-208&enactments=false)the state of Maryland requires any organization that accredits educator preparation providers and wishes to be recognized in Maryland be reviewed and approved by MSDE and MHEC.

**What if our organization is not recognized as part of this process?**

Should your organization not be recognized during the application process, it will still be able to operate as an accreditation provider in the State. However, any educator preparation provider that holds accreditation via your organization will also have to undergo a state review process on a recurring basis.

**Should we become recognized, will the education preparation providers covered by our organization also have to apply for state approval?**

No. If approved, any provider gaining recognition with your organization will not undergo state approval reviews. However, all accredited providers must provide proof of accreditation to MSDE and MHEC.

**Is there a fee associated with the application process?**

Currently there is no fee for accreditors to apply for recognition.

**How will our organization be notified?**

Once a decision has been rendered by MSDE and MHEC, the designated representative of the accreditation entity will receive official communication in writing notifying them of the decision.

**What if our organization requires further assistance?**

Should your organization need further assistance, please contact Dr. Jason Keys, Manager of Educator Preparation Prrogram Approval, at [jason.keys@maryland.gov](mailto:jason.keys@maryland.gov)

# Appendix B: National Professional Standards

1. **Administrative or Supervisory Areas.**
2. [Professional Standards for Educational Leaders (PSEL), National Policy Board for](https://www.npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf) [Educational Administration (NPBEA), 2015.](https://www.npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf)
3. [Program Recognition Standards: District Level, National Educational Leadership](https://www.npbea.org/wp-content/uploads/2018/11/NELP-DISTRICT-Standards.pdf) [Preparation (NELP), 2018.](https://www.npbea.org/wp-content/uploads/2018/11/NELP-DISTRICT-Standards.pdf)
4. [ISTE Standards for Educational Leaders, International Society for Technology in](https://cdn.iste.org/www-root/PDF/ISTE%20Standards-One-Sheet_Combined_09-2021_vF3.pdf) [Education (ISTE), 2018.](https://cdn.iste.org/www-root/PDF/ISTE%20Standards-One-Sheet_Combined_09-2021_vF3.pdf)
5. **Early Childhood/Elementary Areas.**
6. [Ensuring Quality in Early Childhood Education Professional Preparation](https://www.naeyc.org/accreditation/higher-ed/standards) [Programs: NAEYC’s Early Childhood Higher Education Accreditation](https://www.naeyc.org/accreditation/higher-ed/standards) [Standards, 2021.](https://www.naeyc.org/accreditation/higher-ed/standards)
7. [CAEP 2018 K-6 Elementary Teacher Preparation Standards, Council for the](https://caepnet.org/%7E/media/Files/caep/standards/2018-caep-k-6-elementary-teacher-prepara.pdf?la=en) [Accreditation of Educator Preparation (CAEP), 2018.](https://caepnet.org/%7E/media/Files/caep/standards/2018-caep-k-6-elementary-teacher-prepara.pdf?la=en)
8. **English.**
9. [National Council of Teachers of English (NCTE) Standards for the Initial](https://ncte.org/press-updates/new-standards-released/) [Preparation of Teachers of English Language Arts 7–12, 2021.](https://ncte.org/press-updates/new-standards-released/)
10. [Maryland College and Career Ready (MCCR) Standards for English Language](https://www.marylandpublicschools.org/programs/Pages/ELA/standards.aspx) [Arts/Literacy, 2014.](https://www.marylandpublicschools.org/programs/Pages/ELA/standards.aspx)
11. **Mathematics.**
12. [Standards for Mathematical Practice, Common Core State Standards Initiative, 2010.](https://corestandards.org/wp-content/uploads/2023/09/Math_Standards1.pdf)
13. [Standards for Mathematics Teacher Preparation, National Council of Teachers of](https://www.nctm.org/Standards_for_Teacher_Prep_Programs/) [Math (NCTM), 2020.](https://www.nctm.org/Standards_for_Teacher_Prep_Programs/)
14. **Middle School Areas.**
15. [Middle Level Teacher Preparation Standards with Rubrics and Supporting](https://www.amle.org/wp-content/uploads/2022/08/CAEP-Public.pdf) [Explanations, Association for Middle Level Education (AMLE), 2012.](https://www.amle.org/wp-content/uploads/2022/08/CAEP-Public.pdf)
16. **Science.**
17. [Standards for Science Teacher Preparation, National Science Teachers Association](https://static.nsta.org/pdfs/2020NSTAStandards.pdf) [(NSTA), 2020.](https://static.nsta.org/pdfs/2020NSTAStandards.pdf)
18. [Disciplinary Core Ideas (DCI) Arrangements of the Next Generation Science](https://www.nextgenscience.org/overview-dci) [Standards, Next Generation Science Standards (NGSS), 2017.](https://www.nextgenscience.org/overview-dci)
19. **Special Education.**
20. [Initial Practice-Based Professional Preparation Standards for Special Educators,](https://exceptionalchildren.org/special-education-preparation-standards) [Council for Exceptional Children (CEC), 2020.](https://exceptionalchildren.org/special-education-preparation-standards)
21. [Initial Practice-Based Standards for Early Interventionists/Early Childhood Special](https://exceptionalchildren.org/standards/initial-practice-based-standards-early-interventionists-early-childhood-special-educators) [Educators, Council for Exceptional Children (CEC), 2020.](https://exceptionalchildren.org/standards/initial-practice-based-standards-early-interventionists-early-childhood-special-educators)
22. [Knowledge and Practice Standards for Teachers of Reading, International Dyslexia](https://dyslexiaida.org/knowledge-and-practices/) [Association (IDA), 2018.](https://dyslexiaida.org/knowledge-and-practices/)
23. **Secondary Areas**
24. [Standards for School-Based Agricultural Education Teacher Preparation](http://aaaeonline.org/Standards-for-Teacher-Preparation) [Programs, American Association for Agricultural Education (AAAE), 2017.](http://aaaeonline.org/Standards-for-Teacher-Preparation)
25. [Business Teacher Education Curriculum Guide and Program Standards, National](https://nbea.org/store/viewproduct.aspx?id=16487256) [Business Education Association (NBEA), 2013.](https://nbea.org/store/viewproduct.aspx?id=16487256)
26. [Standards for Computer Science Teachers, Computer Science Teachers Association](https://csteachers.org/page/standards-for-cs-teachers-interactive) [(CSTA), 2020.](https://csteachers.org/page/standards-for-cs-teachers-interactive)
27. [Standards for Technological and Engineering Literacy: Defining the Role of](https://www.iteea.org/STEMCenter/STEL/189203.aspx#tabs) [Technology and Engineering in STEM Education, International Technology and](https://www.iteea.org/STEMCenter/STEL/189203.aspx#tabs) [Engineering Educators Association (ITEEA), 2020.](https://www.iteea.org/STEMCenter/STEL/189203.aspx#tabs)
28. [National Standards for Teachers of Family And Consumer Sciences, National](http://www.leadfcsed.org/national-standards.html) [Association of State Administrators of Family and Consumer Sciences](http://www.leadfcsed.org/national-standards.html) [(NASAFACS), 2018.](http://www.leadfcsed.org/national-standards.html)
29. [National Core Arts Standards: Theatre, National Coalition for Core Arts](https://www.nationalartsstandards.org/) [Standards, 2014.](https://www.nationalartsstandards.org/)
30. [National Standards for the Preparation of Social Studies Teachers, National](https://www.socialstudies.org/standards/national-standards-preparation-social-studies-teachers) [Council for Social Studies (NCSS), 2017.](https://www.socialstudies.org/standards/national-standards-preparation-social-studies-teachers)
31. [Handbook, National Association of Schools of Theatre (NAST), 2022—2023.](https://nast.arts-accredit.org/accreditation/standards-guidelines/handbook/)
32. **Specialist Areas.**
33. [NAGC — CEC Teacher Preparation Standards in Gifted and Talented Education,](https://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/nagc-cec-teacher-1) [National Association for Gifted Children (NAGC) — Gifted and Talented](https://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/nagc-cec-teacher-1) [Specialist: Council for Exceptional Children (CEC); The Association for the](https://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/nagc-cec-teacher-1) [Gifted (TAG), 2013.](https://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/nagc-cec-teacher-1)
34. [Introduction to the 2016 CACREP Standards, Council for Accreditation of](https://www.cacrep.org/for-programs/2016-cacrep-standards/) [Counseling & Related Educational Programs (CACREP), 2016.](https://www.cacrep.org/for-programs/2016-cacrep-standards/)
35. [ASCA Standards, American School Counselor Association (ASCA), 2019.](https://www.schoolcounselor.org/Standards-Positions/Standards/School-Counselor-Preparation)
36. [Standards Framework for Learners, American Association of School Librarians](https://libguides.ala.org/school-library-expert/aasl-natl-standards) [(AASL), 2018.](https://libguides.ala.org/school-library-expert/aasl-natl-standards)
37. [Standards for Accreditation of Master’s Programs in Library and Information](https://www.ala.org/tools/guidelines/standardsguidelines) [Studies, Adopted by the Council of the American Library Association (ALA),](https://www.ala.org/tools/guidelines/standardsguidelines) [2015.](https://www.ala.org/tools/guidelines/standardsguidelines)
38. [Standards for the Preparation of Literacy Professionals, International Literacy](https://www.literacyworldwide.org/get-resources/standards/standards-2017) [Association (ILA) Standards for the Preparation of Literacy Professional, 2017.](https://www.literacyworldwide.org/get-resources/standards/standards-2017)
39. [Standards for Graduate Preparation of School Psychologists, National Association](https://www.nasponline.org/standards-and-certification) [of School Psychologists (NASP), 2010.](https://www.nasponline.org/standards-and-certification)
40. [Standards for School Social Work Services, National Association of Social Workers](https://www.socialworkers.org/Practice/Practice-Standards-Guidelines) [(NASW), 2012.](https://www.socialworkers.org/Practice/Practice-Standards-Guidelines)
41. **Specialty Areas (PreK-12).**
42. [ACTFL/CAEP Program Standards for the Preparation of Foreign Language](https://www.actfl.org/learn/program-review-services) [Teachers, American Council on the Teaching of Foreign Languages (ACTFL)/](https://www.actfl.org/learn/program-review-services) [Council for the Accreditation of Educator Preparation (CAEP), 2013.](https://www.actfl.org/learn/program-review-services)
43. [Standards for Learning American Sign Language: A Project of the American Sign](https://aslta.org/asl-standards/) [Language Teachers Association, American Sign Language Teachers Association](https://aslta.org/asl-standards/) [(ASLTA), 2018.](https://aslta.org/asl-standards/)
44. [Standards for Art Teacher Preparation, National Art Education Association](https://my.arteducators.org/naea-merchandise-details?id=68e835d1-f0d7-ea11-bf21-0003ff681f5a&index=0&reload=timezone) [(NAEA), 2009.](https://my.arteducators.org/naea-merchandise-details?id=68e835d1-f0d7-ea11-bf21-0003ff681f5a&index=0&reload=timezone)
45. [NASM Handbook, National Association of Schools of Music (NASM), 2020—2021.](https://nasm.arts-accredit.org/accreditation/standards-guidelines/handbook/)
46. [National Core Arts Standards: Dance, National Coalition for Core Arts Standards,](https://www.nationalartsstandards.org/) [2014.](https://www.nationalartsstandards.org/)
47. [National Core Arts Standards: Music, National Coalition for Core Arts Standards,](https://www.nationalartsstandards.org/) [2014.](https://www.nationalartsstandards.org/)
48. [National Core Arts Standards: Visual Arts, National Coalition for Core Arts](https://www.nationalartsstandards.org/) [Standards, 2014.](https://www.nationalartsstandards.org/)
49. [SOPHE 2019 Health Education Teacher Preparation Standards, Society for Public](https://www.sophe.org/resources/category/standards/) [Health Education (SOPHE), 2019.](https://www.sophe.org/resources/category/standards/)
50. [National Standards for Initial Physical Education Teacher Education, Society of](https://www.shapeamerica.org/accreditation/peteacherprep.aspx) [Health and Physical Educators (SHAPE), 2017.](https://www.shapeamerica.org/accreditation/peteacherprep.aspx)
51. [Standards for Initial TESOL Pre-K–12 Teacher Preparation Programs, Teaching](https://www.tesol.org/advance-the-field/standards/tesol-caep-standards-for-p-12-teacher-education-programs) [English to Speakers of Other Languages (TESOL), 2018.](https://www.tesol.org/advance-the-field/standards/tesol-caep-standards-for-p-12-teacher-education-programs)
52. [WIDA’s English Language Development Standards, Kindergarten-Grade 12,](https://wida.wisc.edu/teach/standards/eld) [WIDA, 2020.](https://wida.wisc.edu/teach/standards/eld)
53. **General Teaching.**
54. [Standards for Educators, International Society for Technology in Education](https://www.iste.org/standards/iste-standards-for-teachers) [(ISTE), 2017.](https://www.iste.org/standards/iste-standards-for-teachers)
55. [Model Core Teaching Standards and Learning Progressions for Teachers 1.0,](https://ccsso.org/taxonomy/term/208) [Interstate Teacher Assessment and Support Consortium (InTASC), 2013.](https://ccsso.org/taxonomy/term/208)
56. [Model Code of Ethics for Educators (MCEE), National Association of State](https://www.nasdtec.net/page/MCEE_Doc) [Directors of Teacher Education and Certification, 2021.](https://www.nasdtec.net/page/MCEE_Doc)
57. [Social Justice Standards: The Teaching Tolerance Anti-Bias Framework, Teaching](https://www.learningforjustice.org/frameworks/social-justice-standards) [Tolerance, A Project of the Southern Poverty Law Center, 2018](https://www.learningforjustice.org/frameworks/social-justice-standards)

# Appendix C: Recognition Rubric

The following rubric will be utilized by MSDE and MHEC to determine if an educator preparation accreditor meets requirements for recognition in the state of Maryland.

Accreditor Name:

Date of Application Review:

|  |  |  |
| --- | --- | --- |
| Item | MSDE Concurrence (yes/no) | MHEC Concurrence (yes/no) |
| **Standards:** The accreditor uses national professional standards that are comparable to the standards used by MSDE.  **Md. Code, Education, §11–208(c)** |  |  |
| **Instruction:** The accreditor will monitor State requirements for instruction outlined in **Md. Code, Education, §6–121(a)(1)(i-ix).** |  |  |
| **Assessment:** The accreditor has sufficiently demonstrated accredited EPPs mandate candidates pass a nationally recognized, portfolio–based assessment of teaching ability as a requirement for graduation.  **Md. Code, Education, §6–121(a)(4)** |  |  |
| **Practicum & field work:** The accreditor will monitor State requirements for teacher training practicums and fieldwork as outlined in **Md. Code, Education, §6–120(c) and §6–121(b-c).** |  |  |
| **School Administrator Programs**: The accreditor will monitor an institution of higher education that offers graduate level courses in school administration to ensure compliance with **Md. Code, Education, §6–121(d).** |  |  |
| Overall concurrence for recognition (yes/no) |  |  |