Ensuring an adequate supply of well-prepared and highly effective STEM teachers continues to be one of the central challenges to the United States in building a strong, synchronized STEM education system. According to NCTM: The CAEP accreditation process for mathematics teacher preparation programs requires a review of individual institutional programs by NCTM, the specialized professional association (SPA). The review process requires colleges and universities submitting program reviews to use the NCTM CAEP Standards as the basis for determining which of the required assessments provide evidence of candidate mastery of SPA-specific standards. In this talk, I will focus on several challenges a small institution such as Newberry College faces in order to have their mathematics teacher preparation program be nationally recognized. (Received September 11, 2014)