



Council for the
Accreditation of
Educator Preparation

ACCREDITATION ACTION REPORT

School of Education
Indiana University Southeast
New Albany, Indiana

Accreditation Council April 2021
Accreditation Application Date: *

*This is the official record of the Educator Preparation Provider's accreditation status.
The Educator Preparation Provider should retain this document for at least two accreditation cycles.*

* This EPP was accredited previously by NCATE or TEAC and the initial application date is not available. CAEP was established July 1, 2013.

ACCREDITATION DECISION

Accreditation with stipulations is granted at the initial-licensure level. Accreditation status is effective between Spring 2021 and Spring 2023. The provider must demonstrate that all stipulations have been corrected within two years to continue accreditation. A Stipulation Documentation virtual site visit will occur in Fall 2022.

Accreditation with stipulations is granted at the advanced-level. Accreditation status is effective between Spring 2021 and Spring 2023. The provider must demonstrate that all stipulations have been corrected within two years to continue accreditation. A Stipulation Documentation virtual site visit will occur in Fall 2022.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED-LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Met	Met
STANDARD 2/A.2: Clinical Partnerships and Practice	Met	Met
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Met	Met
STANDARD 4/A.4: Program Impact	Met	Met
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	Met	Met

AREAS FOR IMPROVEMENT AND STIPULATIONS

Areas for Improvement: Identified areas for improvement are addressed in the provider's annual report.

Stipulations: Stipulations are addressed in the provider's annual report and must be corrected within two years to retain accreditation.

INITIAL-LICENSURE LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD 1: Content and Pedagogical Knowledge

	Stipulations	Rationale
1	The EPP provided no information on the following programs or their candidates: instrumental and general music, theater arts, vocal and general music, journalism, French, German, and Spanish. (Component 1.3)	CAEP requires all specialty licensure areas that prepare candidates to work in preschool through grade 12 settings and lead to professional licensure, certification, or endorsement be included in the review, regardless of the home department.

STANDARD 5: Provider Quality Assurance and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP's QAS does not demonstrate that its assessments are relevant, verifiable, representative, cumulative, and actionable, and it lacks empirical evidence that interpretations of data are valid and consistent. (Component 5.2)	The EPP did not ensure that its assessments comply with the minimum requirements established by the CAEP-Evaluation Framework for EPP-Created Assessments, nor did it ensure that the interpretations are valid, reliable and consistent.
2	The EPP does not regularly and systematically assess performance against goals and relevant standards, track results over time, test innovations and effects on subsequent progress and completion, and use results to improve programs. (Component 5.3)	The EPP does not ensure assessments are consistently implemented and analyzed across programs, include explicitly defined knowledge, skills and dispositions that are relevant to each program; and ensure that its surveys are specific to and disaggregated by programs.
3	There was limited evidence found to support P-12 student growth data are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction. (Component 5.4)	The EPP provided limited evidence of P-12 student growth; specifically, the implementation of measures to collect and use P-12 student-growth data, and the sharing of all results from their measures for decision making.
4	The EPP provided insufficient evidence that it collaborates with its initial program stakeholders for program evaluation and improvement. (Component 5.5)	While the EPP's Advisory Council does provide input on the selection of mutually beneficial P-12 school and community arrangements, for clinical preparation, they do not share responsibility for continuous improvement of initial program candidate preparation.

ADVANCED LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD A.2: Clinical Partnerships and Practice

	Stipulations	Rationale
1	The EPP does not provide detailed information on the sequence of clinical experiences required of candidates in each advanced concentration or program. (Component A.2.1)	The EPP did not provide a detailed phase-in plan or sufficient evidence of implementation of appropriate clinical experiences; there was also limited evidence of formal and informal feedback to advanced candidates by academic and P-12 clinical educators.

STANDARD A.3: Candidate Quality, Recruitment, And Selectivity

	Areas for Improvement	Rationale
1	The EPP provided insufficient evidence of its use of dispositions data with its advanced candidates. (Component	The EPP provided insufficient evidence that they collect and utilize the data from the professional dispositions

STANDARD A.5: Provider Quality Assurance and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP provided insufficient data to demonstrate that its EPP-created assessments are valid and reliable for the advanced program. (Component A.5.2)	The EPP did not engage in validity or reliability studies for EPP-created assessments and several advanced program assessments including dispositions assessment and employer and completer surveys do not meet CAEP's sufficient level as specified in the Evaluation Framework for EPP-Created Assessments.

AREA(S) FOR IMPROVEMENT OR WEAKNESS(ES) from previous legacy accreditor review (NCATE or TEAC)

Removed:

Area for Improvement or Weakness	Rationale
(1) [NCATE STD2]Unit-wide data are not aggregated for review by the entire unit. [Both]	The site team evaluated this AFI as part of the CAEP review of standard 5. Please see Standard 5's narrative. (remove)

INFORMATION ABOUT ACCREDITATION STATUSES

Accreditation for seven (7) years is granted if the EPP meets all CAEP Standards and components, even if areas for improvement (AFIs) are identified in the final report of the Accreditation Council.

- **Areas for Improvement (AFIs)** indicate areas which must be improved by the time of the next accreditation visit. Progress reports on remediation of AFIs are submitted as part of the Annual Report. AFIs not remediated by a subsequent site review may become stipulations.

Accreditation with stipulations is granted for 2 years if an EPP meets all standards but receives a stipulation on a component under any standard. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation or probation.

- **Stipulations** describe serious deficiencies in meeting CAEP Standards and/or components and must be brought into compliance in order to continue accreditation. All stipulations and relevant evidence are reviewed by the Accreditation Council. Failure to correct the condition leading to the stipulation results in probation or revocation of accreditation.

Probationary Accreditation is granted for two (2) years when an EPP does not meet one (1) of the CAEP Standards. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation.

SCOPE OF ACCREDITATION

The scope of CAEP's work is the accreditation of educator preparation providers (EPPs) that offer

bachelor's, master's, and/or doctoral degrees, post-baccalaureate or other programs leading to certification, licensure, or endorsement in the United States and/or internationally. (2018).

CAEP does not accredit specific degree programs, rather EPPs must include information, data, and other evidence on the following in their submission for CAEP's review:

All licensure areas that prepare candidates to work in preschool through grade 12 settings at the initial-licensure and advanced levels that lead to professional licensure, certification, or endorsement as defined by the state, country, or other governing authority under which the EPP operates and for which the state, country, or other governing authority has established program approval standards.

Depending on an EPP's submission, accreditation may be awarded at one or both of the following levels: Initial-Licensure level and/or Advanced-Level.

1. **Initial-Licensure Level Accreditation** is provided at the baccalaureate or post-baccalaureate levels leading to initial-licensure, certification, or endorsement that are designed to develop P-12 teachers.
2. **Advanced-Level Accreditation** is provided at the post-baccalaureate or graduate levels leading to licensure, certification, or endorsement. Advanced-Level Programs are designed to develop P-12 teachers who have already completed an initial-licensure program, currently licensed administrators, or other certified (or similar state language) school professionals for employment in P-12 schools/districts. CAEP's Advanced-Level accreditation does not include any advanced-level program not specific to the preparation of teachers or other school professionals for P-12 schools/districts; any advanced-level non-licensure programs, including those specific to content areas (e.g., M.A., M.S., Ph.D.); or Educational leadership programs not specific to the preparation of teachers or other school professionals for P-12 schools/districts.

Information on accreditation status, terms, and any conditions provided within this directory is specific to the accreditation level(s) described above. CAEP-accredited EPPs are required to distinguish accurately between programs that are accredited and those that are not.

NOTE: Neither CAEP staff, evaluation team members, nor other agents of CAEP are empowered to make or modify Accreditation Council decisions. These remain the sole responsibility of the Council itself.

End of Action Report