



**Council for the  
Accreditation of  
Educator Preparation**

## ACCREDITATION ACTION REPORT

School of Education  
Indiana University South Bend  
South Bend, Indiana

Accreditation Council April 2020  
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** is granted at the initial-licensure level. This Accreditation status is effective between Spring 2020 and Spring 2027. The next site visit will take place in Fall 2026.

**Accreditation** is granted at the advanced-level. This Accreditation status is effective between Spring 2020 and Spring 2027. The next site visit will take place in Fall 2026.

### 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

	<b>Areas for Improvement</b>	<b>Rationale</b>
1	The EPP provided limited evidence of candidates' use of research and evidence to measure P-12 students' progress. (Component 1.2)	Data gathered from key assessments such as the Impact on Student Learning Project do not clearly demonstrate candidates' use of data to monitor P-12 students' progress.

### **STANDARD 3: Candidate Quality, Recruitment, And Selectivity**

	<b>Areas for Improvement</b>	<b>Rationale</b>
1	The EPP provided insufficient evidence that candidates can teach effectively with positive impacts on P-12 student learning and development. (Component 3.5)	Data gathered from key assessments do not clearly demonstrate candidates' ability to teach effectively with positive impacts on P-12 student learning. Additionally, the EPP presented impact data from completers, not candidates.

### **STANDARD 4: Program Impact**

	<b>Areas for Improvement</b>	<b>Rationale</b>
1	The EPP provided limited evidence that program completers contribute to an expected level of student-learning growth. (Component 4.1)	There is limited data on completers' impact on student learning and no plan to obtain and analyze those data.

### **STANDARD 5: Provider Quality Assurance and Continuous Improvement**

	<b>Areas for Improvement</b>	<b>Rationale</b>
1	The EPP provided limited evidence that the Quality Assurance System has the capability to effectively monitor candidate progress and provider operational effectiveness. (Component 5.1)	The QAS and number of assessments within it did not support the ability to monitor operational effectiveness (e.g., setting priorities and tracking data) at the candidate and EPP level. Additionally, interviews with candidates indicated they were not clear on procession through checkpoints and had received limited feedback on their progress.
2	The EPP provided limited evidence of regular and systematic assessment of performance to improve program elements and processes. (Component 5.3)	The EPP is in the early stages of using CAEP-aligned assessments but not yet established a process of continuous improvement that is data-driven, ongoing, and based on systematic assessment.

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

#### **Removed:**

<b>Area for Improvement or Weakness</b>	<b>Rationale</b>
1. (1) [NCATE STD2] The unit has not taken steps to ensure consistency in scoring of all key assessments. [Both]	1. REMOVE AFI -- The EPP presented evidence of validity and reliability as well as inter-rater reliability or agreement .80 or above.
2. (2) [NCATE STD2]The unit has not fully developed a	

process for implementing, monitoring, and evaluating its assessment system at the unit level. [Both]

3. (3) [NCATE STD2]The unit has not identified or assessed specific unit operations for program improvement. [Both]

4. (4) [NCATE STD4] Candidates have limited opportunity to interact with other candidates from diverse backgrounds. [ITP]

2. REMOVE AFI -- The EPP provided sufficient evidence that there was a fully developed assessment system.

3. REMOVE AFI -- The EPP provided evidence that assures that appropriate stakeholders are involved in program evaluation and improvement. The Stakeholders Participation Chart and samples of meeting minutes provide evidence that stakeholders are involved in different aspects of program evaluation and continuous improvement.

4. REMOVE AFI -- The EPP provided a detailed recruitment plan which indicated efforts in increase the diversity of candidates in their programs. The EPP has established a scholarship fund focused on recruitment of diverse candidates.

## 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 visit 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 level 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, site visitors, 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**