



Council for the
Accreditation of
Educator Preparation

ACCREDITATION ACTION REPORT

Bayh College of Education
Indiana State University
Terre Haute, 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 2: Clinical Partnerships and Practice

| | Areas for Improvement | Rationale |
|---|---|---|
| 1 | The EPP provided insufficient evidence that candidates have diverse clinical experiences and that include technology-enhanced learning opportunities. (Component 2.3) | There is limited evidence that clinical experiences occur in diverse P-12 settings and that candidates have the ability to demonstrate technology applications. |

STANDARD 3: Candidate Quality, Recruitment, And Selectivity

| | Areas for Improvement | Rationale |
|---|---|---|
| 1 | The EPP provided limited evidence of a recruitment plan based on the EPP's mission, with baseline points and goals including academic ability, diversity, and employment needs. (Component 3.1) | The EPP presented a recruitment plan. However, no data were provided. The EPP included limited evidence of analysis of the shortage areas in P- 12 education. |

STANDARD 5: Provider Quality Assurance and Continuous Improvement

| | Areas for Improvement | Rationale |
|---|--|---|
| 1 | The EPP provided limited evidence that EPP-created assessments have established validity and consistency. (Component 5.2) | No evidence was provided of attempts to establish validity or consistency in the majority of EPP-created assessments. |
| 2 | The EPP provided limited evidence that program modifications are linked to evidence/data with specific examples provided. (Components 5.3) | The EPP provided limited examples of program modifications linked to data. |
| 3 | The EPP provided limited evidence that employment data are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision making processes. (Component 5.4) | The EPP provided limited data or evidence that employment milestones, including promotion, employment trajectory, and retention are documented for at least some completers; instead, a phase-in plan is provided, but it does not meet CAEP guidelines for plans. Further, the EPP did not provide information on the representativeness of the data on program completers submitted in support of standard 4. |

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

Removed:

| Area for Improvement or Weakness | Rationale |
|---|--|
| [NCATE STD4] Initial and advanced program candidates have limited opportunities to interact and collaborate with diverse peers. [Both] - REMOVE | REMOVE: Not specifically cited in CAEP standards, however, onsite interviews with completers, candidates, and faculty corroborated evidence that the EPP provides candidates with various opportunities to interact and collaborate with diverse peers throughout the initial and advanced programs. |

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