



**Council for the
Accreditation of
Educator Preparation**

ACCREDITATION ACTION REPORT

College of Education & Human Services
Southern Illinois University at Carbondale
Carbondale, Illinois

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.

There are no Areas for Improvement or Stipulations in this Action Report.

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

(NCATE or TEAC)**Removed:**

Area for Improvement or Weakness	Rationale
1.(1) [NCATE STD1]The unit does not systematically assess the dispositions of candidates. [ADV]	1.This NCATE legacy AFI is addressed in CAEP standard 3. Recommend removal of legacy AFI
2.(2) [NCATE STD1]The unit lacks sufficient evidence that candidates in some advanced programs demonstrate knowledge and skills to impact student learning. [ADV]	2.This NCATE legacy AFI is addressed in CAEP standard 1. Recommend removal of legacy AFI
3.(3) [NCATE STD1]The unit lacks sufficient evidence that candidates in some advanced programs have in-depth content knowledge in their disciplines. [ADV]	3.This NCATE legacy AFI is addressed in CAEP standard 1. Recommend removal of legacy AFI
4.(4) [NCATE STD1]The unit lacks sufficient evidence that candidates in some advanced programs demonstrate professional and pedagogical knowledge and skills in their disciplines. [ADV]	4.This NCATE legacy AFI is addressed in CAEP standard 1. Recommend removal of legacy AFI
5.(5) [NCATE STD2]The unit assessments do not reflect the proficiencies identified in the unit's conceptual framework. [ADV]	5.This NCATE legacy AFI is not addressed in CAEP standards. Recommend removal of legacy AFI.
6.(6) [NCATE STD2]The unit does not have an integrated assessment system in place to collect and analyze data systematically, assess candidate performance, program quality, and unit operations. [ADV]	6.This NCATE legacy AFI is addressed in CAEP standard 5. Recommend removal of legacy AFI
7.(7) [NCATE STD2]The unit does not have evidence that assessments are fair, accurate, and consistent. [ADV]	7.This NCATE legacy AFI is addressed in CAEP standard 5. Recommend removal of legacy AFI
8.(8) [NCATE STD2]The unit does not regularly and systematically conduct graduate and employer follow-up surveys. [ADV]	8.This NCATE legacy AFI is addressed in CAEP standard 4. Recommend removal of legacy AFI
9.(9) [NCATE STD2]The unit does not regularly and systematically use data, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. [ADV]	9.This NCATE legacy AFI is addressed in CAEP standard 2. Recommend removal of legacy AFI
10.(10) [NCATE STD2]The unit has not developed a formal candidate complaint procedure and a method to document <input type="checkbox"/> complaint resolutions. [ITP]	10.This NCATE legacy AFI is addressed in CAEP standard 3. Recommend removal of legacy AFI
11.(11) [NCATE STD3]There is no evidence that clinical practice and field experiences for advanced candidates are aligned with the conceptual framework. [ADV]	11.This NCATE legacy AFI is addressed in CAEP standard 2. Recommend removal of legacy AFI
12.(12) [NCATE STD3]Data are not available from clinical practice in all programs to indicate that advanced candidates meet professional, state, and institutional standards. [ADV]	12.This NCATE legacy AFI is addressed in CAEP standard 2. Recommend removal of legacy AFI
13.(13) [NCATE STD4]The unit did not provide evidence of assessing diversity proficiencies of advanced candidates. [ADV]	13.This NCATE legacy AFI is addressed in CAEP standard 3 and Crosscut. Recommend removal of legacy AFI
14.(14) [NCATE STD6]The unit does not produce adequate	14.This NCATE legacy AFI is not addressed in CAEP standards. Recommend removal of legacy AFI.

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