



Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

MEMORANDUM

TO: Indiana State Board of Education

FROM: Scott Bogan, Coordinator of Educator Preparation

DATE: June 16, 2016

SUBJECT: Extending State Accreditation for Purdue University Calumet and Oakland City University

Educator preparation institutions in Indiana are eligible for state accreditation of their preparation programs if they meet the requirements of 511 IAC 13-1-1. A new accrediting body, the Council for the Accreditation of Educator Preparation (CAEP), was formed in 2013 following the merger of NCATE and the Teacher Education Accreditation Council (TEAC). Between 2013 and 2016 institutions were given the choice of selecting either an NCATE or CAEP review. Institutions meeting national accreditation by NCATE or its successor (CAEP) also meet the professional standards required for Indiana accreditation (511 IAC 10-1-1, Sec. 1, (18); 511 IAC 13-1-1, Sec. 1, (b), (6), (A)).

During its April 30 to May 3, 2016 meeting in Bethesda, Maryland, the Selected Improvement Commission of the Council for the Accreditation of Educator Preparation (CAEP) granted each of the following:

- NCATE accreditation to the School of Education at **Oakland City University (onsite visit Fall 2015)** at the initial teacher preparation and advanced preparation levels; and
- Continued NCATE accreditation of the College of Education at **Purdue University Calumet (onsite visit Fall 2015)** at the initial teacher preparation and advanced preparation levels

The IDOE would like to congratulate the faculty, staff, and administration at both Purdue University Calumet and Oakland City University for their hard work and dedication to our future educators. In addition, Purdue University Calumet is recognized for having no "areas for improvement relative to any of the standards."

SBOE action needed: As provided in 511 IAC 13-1-1, the IDOE requests the State Board of Education recognize the decision of NCATE/CAEP and approve continued state accreditation status for the educator preparation programs at both Purdue University Calumet and Oakland City University. The next accreditation visit (based on CAEP standards) for both programs will be Fall 2022.

May 17, 2016

Dr. Ray G. Barber
President
Oakland City University
138 North Lucretia Street
Office of the President
Oakland City, IN 47660-1099

Dear Dr. Barber:

I am pleased to inform you that the Selected Improvement Commission of the Council for the Accreditation of Educator Preparation (CAEP) at its Apr 30, 2016-May 3, 2016 meeting in Bethesda, Maryland, granted NCATE accreditation to the School of Education at Oakland City University at the initial teacher preparation and advanced preparation levels. This accreditation decision indicates that the educator preparation provider (EPP) and its programs meet rigorous standards set forth by the professional education community. A certificate that acknowledges the provider's accomplishment is enclosed with the copy of this letter that has been sent to the head of your EPP. The Commission also made a distinct decision to recognize that the EPP is moving toward target on Standard 3.

Details of the Commission's findings are provided in the enclosed accreditation action report. You are welcome to use the information provided in this report, as well as that contained within the Board of Examiners' report as you see fit.

The next accreditation visit – using the CAEP standards – is scheduled for **Fall 2022**. As the transition to CAEP progresses, you will receive more information. I encourage your institution to begin now to plan for the CAEP standards and processes, and to take advantage of CAEP's capacity-building opportunities. Resources such as the CAEP Accreditation Handbook and Evidence Guide as well as the opportunity to sign up for the CAEP Accreditation Weekly Updates (bit.ly/CAEP-Connections) are available on CAEP's website (caepnet.org).

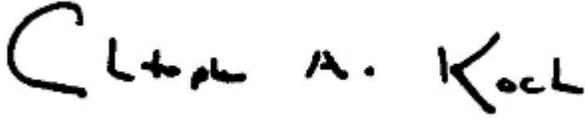
In the meantime, EPPs are asked to complete the EPP annual report each year during the accreditation period. You are required to report specifically on progress toward correcting areas for improvement cited in the action report. In addition, we ask that you keep us informed of your provider's efforts to assure that you continue to meet expectations of the standards through the annual report.

Also, for your information enclosed is a copy of our Policies on Dissemination of Information, which describes the terms and dates by which your current accreditation action becomes a matter of public record. This document also indicates organizations that will be notified of accreditation action. If your state has a partnership, the state agency with program approval authority has access to these documents online through CAEP's Accreditation Information Management System (AIMS).

Congratulations again on this accomplishment, and thank you for your commitment to high-quality educator preparation as exemplified by your participation in national accreditation. Should you have any questions regarding the Commission's action or the items reported herein, please do not hesitate to contact Dr. Tatiana

Rivadeneira (tatiana.rivadeneira@caepnet.org), Director of Accreditation, Selected Improvement and Transformation Initiative Pathways.

Sincerely,

Handwritten signature of Christopher A. Koch in black ink.

Christopher A. Koch
President

Enclosures

cc: Dr. Jeffrey G. McNabb, School of Education
Dr. Steven L. DeGeorge, School of Education
Risa Regnier, Indiana Department of Education;
Dr. George Frampton, Indiana Department of Education; Tana J. Mansfield, Indiana Department of Education; Scott Bogan, Indiana Department of Education
Board of Examiners Team

May 17, 2016

Dr. Thomas L. Keon
Chancellor
Purdue University Calumet
LAWS
330-Purdue University Calumet
Hammond, IN 46323-2094

Dear Dr. Keon:

I am pleased to inform you that the Selected Improvement Commission of the Council for the Accreditation of Educator Preparation (CAEP) at its Apr 30, 2016-May 3, 2016 meeting in Bethesda, Maryland, decided to continue the NCATE accreditation of the College of Education at Purdue University Calumet at the initial teacher preparation and advanced preparation levels. This accreditation decision indicates that the education preparation provider (EPP) and its programs meet rigorous standards set forth by the professional education community. A certificate that acknowledges the educator preparation provider's (EPP's) accomplishment is enclosed with the copy of this letter that has been sent to the head of your EPP. The Commission also made a distinct decision to recognize that the EPP is moving toward target on Standard 2.

Special congratulations are in order because the Commission cited no areas for improvement relative to any of the standards. You are welcome to use the information provided in the Board of Examiners' report as you see fit.

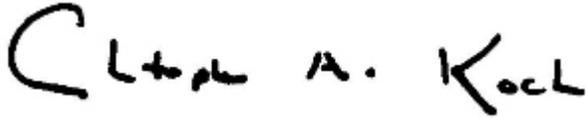
The next accreditation visit – using the CAEP standards – is scheduled for **Fall 2022**. As the transition to CAEP progresses, you will receive more information. I encourage your institution to begin now to plan for the CAEP standards and processes, and to take advantage of CAEP's capacity-building opportunities. Resources, such as the CAEP Accreditation Handbook and Evidence Guide as well as the opportunity to sign up for the CAEP Accreditation Weekly Updates (bit.ly/CAEP-Connections) are available on CAEP's website (caepnet.org).

In the meantime, institutions are asked to complete the CAEP annual report each year during the accreditation period. We ask that you keep us informed of your provider's efforts to assure that you continue to meet expectations of the standards through the annual report.

Enclosed is a copy of our Policies on Dissemination of Information, which describe the terms and dates by which your current accreditation action becomes a matter of public record. This document also indicates organizations that will be notified of accreditation action. If your state has a partnership agreement, the state agency with program approval authority has access to these documents online through CAEP's Accreditation Information Management System (AIMS).

Congratulations again on this accomplishment. Should you have any questions regarding Commission's action or the items reported herein, please do not hesitate to contact Dr. Tatiana Rivadeneyra (tatiana.rivadeneyra@caepnet.org), Direction of Accreditation, Selected Improvement and Transformation Initiative Pathways.

Sincerely,

A handwritten signature in black ink that reads "Christopher A. Koch". The signature is written in a cursive, slightly slanted style.

Christopher A. Koch
President

Enclosures

cc: John Rowan, College of Education
Sheila Stephenson, College of Education
Risa Regnier, Indiana Department of Education;
Dr. George Frampton, Indiana Department of Education; Tana J. Mansfield, Indiana Department of
Education; Scott Bogan, Indiana Department of Education
Board of Examiners Team

Final Rule

LSA Document #13-399(F)

DIGEST

Adds [511 IAC 10.1](#) to provide definitions for teacher licensure and certification. Adds [511 IAC 13](#) to establish standards for accreditation of teacher preparation programs. Adds [511 IAC 14](#) to establish standards for practitioner licenses and license renewal. Adds [511 IAC 15](#) to establish school settings and content areas for licensure. Adds [511 IAC 16](#) to establish procedures for recognition of licenses received under prior rules, procedure and requirements for licensure and permit applications, and procedure for licensure revocation. Adds [511 IAC 17](#) to establish requirements and procedures for workplace specialist licenses. Adds [511 IAC 18](#) to establish requirements and procedures for educational interpreters permits. Adds [511 IAC 19](#) to establish requirements and procedures for school psychologists. Effective 30 days after filing with the Publisher.

[511 IAC 10.1](#); [511 IAC 13](#); [511 IAC 14](#); [511 IAC 15](#); [511 IAC 16](#); [511 IAC 17](#); [511 IAC 18](#); [511 IAC 19](#)

SECTION 1. [511 IAC 10.1](#) IS ADDED TO READ AS FOLLOWS:

ARTICLE 10.1. TEACHER TRAINING AND LICENSING**Rule 1. Definitions****[511 IAC 10.1-1-1](#) Definitions**

Authority: [IC 20-28-2-6](#)

Affected: [IC 20-19-3](#); [IC 20-24-3](#); [IC 20-28-7.5-1](#); [IC 20-28-11.5](#); [IC 20-29-2-19](#); [IC 20-31-4](#); [IC 20-35-5](#); [IC 20-37-1-1](#); [IC 20-38-1](#); [IC 36-1-7](#)

Sec. 1. The following definitions apply throughout this title:

- (1) "Accomplished practitioner license" means a license granted to an applicant under [515 IAC 12-1-1](#) and [511 IAC 14-4-1](#).
- (2) "Applicant" means the person or entity that applies for the licenses and permits granted by the board or department under a certain rule.
- (3) "Approved program" means a program that has been approved by the board in accordance with [511 IAC 13-1-1](#).
- (4) "Assessment" means department-approved measurement documenting mastery of state approved standards.
- (5) "Assessment system" means a set of measures that collects and analyzes data on:
 - (A) applicant qualifications;
 - (B) candidate and graduate performance; and
 - (C) unit operations;to evaluate and improve the performance of candidates, the unit, and its programs.
- (6) "Bulletin 400" means the teacher licensure rules that became effective in 1963 and under which applicants could complete licensure requirements until 1982.
- (7) "Certificate of eligibility" means a document issued by a state that specifies the details of a license for which an individual has met all substantive licensure requirements.
- (8) "Compact state" means a state that has entered into the Interstate Compact Agreement for any license with a content area established under [511 IAC 15-6-1](#) through [511 IAC 15-6-36](#).
- (9) "Content area" means the:
 - (A) subject matter an applicant is licensed to teach; or
 - (B) administrative or service function an applicant is licensed to provide.
- (10) "Day" means a calendar day unless otherwise specified.
- (11) "Department" or "department of education" means the Indiana department of education established under [IC 20-19-3](#).
- (12) "Department-approved program" means a transition to teaching program that is not offered by an institution of higher education that has been approved by the department to grant a certificate that may result in a participant's eligibility for an initial practitioner license.

- (13) "Effective teacher" means a teacher who is effective or highly effective under evaluations that meet the components set out in [IC 20-28-11.5](#).
- (14) "General education and subject matter concentration" means curriculum that is based on a content area established under [511 IAC 15-6-1](#) through [511 IAC 15-6-27](#). The term does not include curriculum based on professional education and pedagogy.
- (15) "Good standing" means an employer did not cancel or suspend the applicant's contract for grounds equivalent to grounds listed under [IC 20-28-7.5-1](#).
- (16) "Governing body" means the group responsible for the governance of one (1) of the following:
- (A) A school corporation.
 - (B) A school organized by an interlocal agreement under [IC 36-1-7](#).
 - (C) A special education cooperative organized under [IC 20-35-5](#).
 - (D) A cooperating school corporation for vocational education organized under [IC 20-37-1-1](#).
 - (E) An accredited nonpublic school under [511 IAC 6.1-1-1](#).
 - (F) A charter school established under [IC 20-24-3](#).
- (17) "Initial practitioner license" means a two-year license granted to an applicant under [515 IAC 8-1-1.1](#) or granted under [511 IAC 14-1-1](#).
- (18) "Institution of higher education" means a college or university accredited by at least one (1) of the following:
- (A) A state accrediting authority of the college or university's state of origin.
 - (B) One (1) of the following regional institutional accrediting organizations:
 - (i) Middle States Association of Colleges and Schools, Commission on Higher Education.
 - (ii) New England Association of Schools and Colleges, Inc., Commission on Institutions of Higher Education.
 - (iii) North Central Association of Colleges and Schools, Higher Learning Commission.
 - (iv) North Central Association of Colleges and Schools, Commission on Accreditation and School Improvement, Board of Trustees.
 - (v) Northwest Commission on Colleges and Universities.
 - (vi) Southern Association of Colleges and School, Commission on Colleges.
 - (vii) Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges.
 - (viii) Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities.
 - (C) **The National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation or its successor.**
- (19) "Interstate Compact Agreement" means the reciprocity agreement under [IC 20-38-1](#).
- (20) "Licensing advisor" means a representative of an institution of higher education who acts as an advisor for, and at the request of, the applicant and who has the authority of the approved program to provide the department with information on the applicant's qualifying degree, approved program completed and, if applicable, evidence of teaching experience.
- (21) "Out-of-state applicant" means an applicant who has:
- (A) completed a baccalaureate degree from an institution of higher education outside of Indiana; or
 - (B) a valid license issued by another state.
- (22) "Practitioner license" means a license granted to an applicant under [511 IAC 14-3-1](#).
- (23) "Professional education and pedagogy" means a curriculum that is based on the art or science of teaching, including, but not limited to, practice, experience, and a curriculum based on scientifically-based reading instruction, differentiation of instruction and teaching methods, cultural competency, instructional technology, classroom and behavioral management, curriculum development, and the psychology of child development, including, but not limited to, the development of exceptional needs students.
- (24) "Professional license" means a life-license when issued under Bulletin 400 and is a ten-year license when issued under Rules 46-47.
- (25) "Proficient practitioner license" means a license granted to an applicant under [515 IAC 4-2-1](#).
- (26) "Provisional license" means a license that was granted to an applicant under Bulletin 400.
- (27) "Reading instruction" means instruction on the components of scientifically-based reading, which includes the following:
- (A) Phonics.
 - (B) Phonemic awareness.
 - (C) Fluency.
 - (D) Vocabulary.
 - (E) Comprehension.
 - (F) Interventions that are direct, explicit, and multi-sensory.

(28) "REPA teacher developmental and content standards", "developmental standards", or "content standards" means the professional standards recognized by the state board of education in 2014.

(29) "Rules 46-47" means the teacher licensure rules that became effective in 1982 and under which applicants could complete licensure requirements until 2006.

(30) "School setting" means the grades for which the license holder is licensed.

(31) "Standard license" is a license that was granted to an applicant under Rules 46-47.

(32) "Student teaching" means a supervised teaching practice occurring near the end of an applicant's approved program.

(33) "Teacher training program" means an institution of higher education that prepares teachers for the workforce.

(34) "Workplace specialist I license" means a two-year license granted to an applicant under [511 IAC 17-3-1](#).

(35) "Workplace specialist II license" means a five-year license granted to an applicant under [511 IAC 17-3-2](#) that is equivalent to a practitioner license.

(Indiana State Board of Education; [511 IAC 10.1-1-1](#); filed Nov 18, 2014, 3:51 p.m.: [20141217-IR-511130399FRA](#))

511 IAC 13-1-1 Approval of teacher preparation programs

Authority: [IC 20-28-2-6](#)

Affected: [IC 4-21.5](#); [IC 20-28-9-2](#)

Sec. 1. (a) An accredited teacher preparation program means an organization recognized by the board to prepare educators to meet requirements for licensure.

(b) To be accredited by the board, a teacher preparation program shall do the following:

- (1) Have at least one (1) approved licensure program.
- (2) Develop an assessment system under section 2 of this rule that includes all approved licensure programs.
- (3) Require program applicants, as a condition of acceptance to the program, to obtain at least a minimum acceptable score on an assessment established under [511 IAC 15-7-2](#) that demonstrates proficiency in basic reading, writing, and mathematics or an alternative as approved by the board and published by the department.
- (4) Provide current information to the department on the:
 - (A) name;
 - (B) mailing address;
 - (C) electronic mail address;
 - (D) telephone number; and
 - (E) facsimile number;of the supervisor of the teacher preparation program.
- (5) Provide an annual state report to the department.
- (6) Meet the following standards for programs:
 - (A) Professional standards for the accreditation of schools, colleges, and departments of education of the National Council for Accreditation of Teacher Education (NCATE) Chapter 2 of NCATE's Professional Standards for the Accreditation of Schools, Colleges and Departments of Education, January 2002 edition, is hereby incorporated by reference. Copies of this publication may be obtained by writing to the National Council for Accreditation of Teacher Education, 2010 Massachusetts Avenue NW, Suite 500, Washington, D.C. 20036-1023. Copies may also be obtained from the Office of Educator Licensing and Development, 115 West Washington Street, South Tower, Suite 600, Indianapolis, Indiana 46204.
 - (B) Model standards for beginning teacher licensing and of the Interstate New Teacher Assessment and Support Consortium (INTASC). The draft standards section of the Model Standards for Beginning Teaching Licensing and Developments: A Resource for State Dialogue as developed by the Interstate New Teacher Assessment and Support Consortium, 1992 edition, are hereby incorporated by reference. Copies of this publication may be obtained by writing to Interstate New Teacher Assessment and Support Consortium, Council of Chief State School Officers, One Massachusetts Avenue NW, Suite 700, Washington, D.C. 20001-1431. Copies may also be obtained from the Office of Educator Licensing and Development, 151 West Ohio Street, Indianapolis, Indiana 46204.

(c) An approved licensure program shall prepare students to meet REPA teacher developmental and content standards under at least one (1) of the following:

- (1) A major or content area under [511 IAC 15-1-2](#) or [511 IAC 15-4-2](#).
- (2) A major or content area under [511 IAC 15-2-2](#), [511 IAC 15-3-2](#), or [511 IAC 15-5-2](#). If the major is offered by a teacher training institution, the major must meet or exceed the content requirements of any other major offered by the institution for higher education for that content area.
- (3) A minor or concentration under [511 IAC 15-1-2](#), [511 IAC 15-2-2](#), [511 IAC 15-3-2](#), [511 IAC 15-4-2](#), or [511 IAC 15-5-2](#). If the minor is offered by a teacher training institution, the minor must meet or exceed the content requirements of any other minor offered by the institution for higher education for that content area.
- (4) The requirements for an administrative license under:
 - (A) building level administration;
 - (B) district administrator: superintendent;
 - (C) district administrator: director of career and technical education;
 - (D) district administrator: director of curriculum and instruction; or
 - (E) district administrator: director of exceptional needs.
- (5) The requirements for a school services license under:

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- (A) school counselor;
 - (B) school nurse;
 - (C) school social worker; or
 - (D) school psychologist.
- (6) A master of arts in teaching for a content area.

(d) The department will review and make the recommendation to the board regarding the status of all newly proposed licensing programs and reviews of existing licensure programs applying for approved status.

(e) When determining whether an administrator preparation program should be approved, the board shall consider whether the program meets current educator [standards for 511 IAC 15-6-28](#) and covers the following topics:

- (1) Human capital management.
- (2) Instructional leadership including evaluating instructional staff.
- (3) Behavior that sets the tone for all student and adult relationships in the school.
- (4) Culture of achievement aligned to the school's vision of success for every student.
- (5) Using data to attain student achievement goals.
- (6) Using technological tools and systems to support effective management of the organization.
- (7) Financial management including building-level budgeting.
- (8) School safety and emergency preparedness.
- (9) Rights and responsibilities of students, families, and school staff.

(f) The department shall assist teacher preparation programs in developing quality licensure programs for preparing educators.

(g) The department may reevaluate the status of an approved teacher preparation program or licensure program at any time. The department shall provide written notice of reevaluation to the approved teacher preparation program or licensure program. The board will make the final determination of the accreditation status of the teacher preparation program. Status will be determined on a cycle established by the department. The department will annually review and update status of all approved teacher preparation programs located in the state.

(h) If the department reevaluates the approved licensure program and determines that the approved licensure program does not meet the requirements of this rule, the department may recommend to the board that approval be rescinded. Any rescission by the board shall be governed by the [Administrative Orders and Procedures Act \(IC 4-21.5\)](#).

(i) The board may revoke state accreditation for a teacher preparation program upon recommendation of the department and a revocation proceeding governed by the [Administrative Orders and Procedures Act \(IC 4-21.5\)](#).

(j) The board shall make the final determination on the approval of revisions to and adoption of teacher content and developmental standards.

(Indiana State Board of Education; [511 IAC 13-1-1](#); filed Nov 18, 2014, 3:51 p.m.: [20141217-IR-511130399FRA](#))