



Council for the  
Accreditation of  
Educator Preparation

1140 19<sup>th</sup> Street, NW Suite 400  
Washington, DC 20036  
tel: 202.223.0077 fax: 202.296.6620  
caepnet.org

November 09, 2017

Michael Sean Burrage  
President  
Southeastern Oklahoma State University  
425 W. University Blvd.  
Durant, OK 74701

Dear Mr. Burrage:

The Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP) met on October 23, 2017, and I am pleased to inform you that the following accreditation status has been granted:

The School of Education and Behavioral Sciences at Southeastern Oklahoma State University is granted **accreditation for seven years** with an area for improvement (AFI).

Details of the accreditation status are provided in the enclosed Accreditation Action Report. The enclosed Information on CAEP Accreditation provides further information on the CAEP process and provider responsibilities during the accreditation term.

Congratulations on your accreditation achievement. We appreciate your cooperation and commitment to CAEP Accreditation.

Sincerely yours,

Christopher A. Koch, Ed.D.  
President

Enclosures: Accreditation Action Report, Certificate of Accreditation (sent to provider leadership), and Information on CAEP Accreditation

cc: Dr. Bryon Clark, School of Education and Behavioral Sciences  
Dr. Stewart Mayers, School of Education and Behavioral Sciences  
Ms. Renee M. Launey-Rodolf, Office of Educational Quality and Accountability; Dr. Daniel Craig;  
Ms. Angie V. Bookout, Office of Educational Quality and Accountability;  
Site Team

# ACCREDITATION ACTION REPORT

Southeastern Oklahoma State University  
Durant, Oklahoma

October 2017

*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.*

## ACCREDITATION DECISION

**Accreditation** is granted. This accreditation status is effective between fall 2017 and fall 2024. The next site visit will take place in spring 2024.

## SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL LEVEL	ADVANCED LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Met	Not Applicable
STANDARD 2/A.2: Clinical Partnerships and Practice	Met	Not Applicable
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Met	Not Applicable
STANDARD 4/A.4: Program Impact	Met	Not Applicable
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	Met	Not Applicable

The Educator Preparation Provider is encouraged to refer to the site visit report for strengths and additional information on findings.

## AREAS FOR IMPROVEMENT AND STIPULATIONS

**Areas for Improvement:** Identified areas for improvement are addressed in the provider's annual report. Areas for improvement need not be publicly disclosed, but will become stipulations if they remain uncorrected by the next accreditation review.

### AREAS FOR IMPROVEMENT AND STIPULATIONS

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

	Areas for Improvement	Rationale
1	The EPP does not document a process for explicit investigation of selection criteria used for Standard 3 in relation to candidate progress and completion (5.3).	The current plan does not include provisions for processes and products to support the phase in of criteria designed to predict candidate success. No evidence was provided that demonstrated that the

		EPP used academic and non-academic criteria to track candidate progress and predict candidate success.
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AREA(S) FOR IMPROVEMENT OR WEAKNESS(ES) from previous legacy accreditor review (NCATE or TEAC)

Removed:

Area for Improvement or Weakness	Rationale
Recommend removal of AFIs There are no written policies or consistent procedures that guarantee the systematic supervision of student teachers by university-based faculty. Faculty workload does not recognize student teacher supervision	Both AFIs were based on concerns about the lack of supervision of student teachers by university personnel (NCATE Standard 6). Both policies cited in the SSR were developed in March 2011 and are fully implemented. University-based faculty makes a minimum of three visits to observe student teachers in their classroom. Secondary and all-grade majors are observed twice by content faculty who also teach the associated methods course. Faculty supervising student teachers are credited with one credit-hour workload for every two student teachers. Supervision of six student teachers constitutes a three credit-hour course.

Continued:

Area for Improvement or Weakness	Rationale
None	None

**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 document

## INFORMATION FOR PROVIDERS GRANTED CAEP ACCREDITATION

### Accreditation Council Review

Accreditation is granted when the Accreditation Council determines that an educator preparation provider (EPP) meets all of the CAEP Standards and required components, even if areas for improvement (AFIs) are identified in the final report of the Accreditation Council.

The Council's consideration begins with the review conducted by an Initial Review Panel. Following the initial review, a Joint Review Panel - comprised of those Councilors who served on the Initial Review Panel plus an equal number of additional Councilors, whose role it is to review the recommendation of the Initial Review Panel – meets to ensure rigor, clarity, and consistency in accreditation recommendations. The recommendations from the Joint Review Panel proceed to the Accreditation Council.

The CAEP Accreditation Council makes all final decisions relevant to the CAEP Standards based on evidence submitted by the provider, findings from the site team, identification of the extent of support of evidence for each standard and any deficiencies, and the recommendations from the Initial and Joint Review Panels. The Council pays particular attention to the consistency across all of the accreditation decisions.

The Accreditation Action Report is the official record of your CAEP accreditation status and should be used to guide the provider's ongoing efforts to meet the CAEP Standards.

### Public Statements on Accreditation Status

The CAEP Communications Team will provide guidance on language that the EPP may use on its website and other materials.

When representing its accreditation to the public, an EPP must report the accreditation decision accurately, including the specific academic or instructional programs covered by the accreditation, and the address and telephone number of the Council for the Accreditation of Educator Preparation as provided on the CAEP website.

The accreditation status and term will be posted on the CAEP website at <http://caepnet.org/provider-search>.

### Annual Reports

To maintain accreditation, the provider must submit an annual report that will be available in CAEP's Accreditation Information Management System (AIMS) between January and April each year. Any areas for improvement (AFIs) must be addressed in the annual reports until the Accreditation Council removes them. In addition, the annual report asks for the URL of the page on the home institution's website that displays or links to candidate performance assessment summaries, including Title II data for (EPPs) in the United States, as required by CAEP Policy 8.01.