**PROTOCOL**

Program Review Process

**Program Review Options Overview**

All programs within an Educator Preparation Provider (EPP) leading to licensure are required to be reviewed as part of the accreditation process. Reviews are conducted via the Specialized Professional Association (SPA) review process, state review process, Council for the Accreditation of Educator Preparation (CAEP) Evidence Review of Standard 1, or Association for Advancing Quality in Educator Preparation (AAQEP) Program Performance Review.

Any program area that has secured accreditation from a specialized accrediting agency recognized by the U.S. Department of Education or Council for Higher Education Accreditation (CHEA) does not require an additional review. Click here for a [list of approved accreditors](http://caepnet.org/accreditation/caep-accreditation/spa-program-review-process/programs-to-be-submitted-for-spa-review).

EPPs seeking AAQEP accreditation will choose among the following review options:

* SPA Review
* State Review
* AAQEP Program Performance Review

EPPs seeking CAEP accreditation will choose among the following review options:

* SPA Review
* State Review
* CAEP Evidence Review of Standard 1/A.1

EPPs are responsible for monitoring the accuracy of their approved program lists and maintaining appropriate documentation of reviews. If transitioning from one accreditor to another, it is important to retain all documentation of accreditation reports and decisions. Additional information about each of the review options can be found below.

SPA Review

The state’s agreements with CAEP and AAQEP allow Indiana EPPs the option to seek a SPA program review for any program for which a SPA is available. The goal of the SPA program review with National Recognition is to align specialty licensure area data with national standards developed by SPAs in order to receive national recognition at the program level. For the most current list of active SPAs, please visit [CAEP’s website](http://caepnet.org/accreditation/caep-accreditation/spa-standards-and-report-forms).

Because AAQEP has limited partnerships with SPAs, EPPs seeking AAQEP accreditation may be unable to choose this review option for some programs. If seeking AAQEP accreditation, EPPs should consult with the appropriate [SPA coordinator(s)](http://caepnet.org/accreditation/caep-accreditation/spa-standards-and-report-forms) to determine whether this review option is available. For additional guidance and resources for the preparation of SPA reports, click [here](http://caepnet.org/accreditation/caep-accreditation/spa-program-review-process).

**Note: School Psychologist programs must seek and maintain National Association of School Psychologists (NASP) recognition.**

State Review

The state conducts program reviews for purposes of state approval and to inform accreditation. IDOE provides forms and instructions on how to meet all state standards for licensure/certificate program approval. Upon an EPP’s completion of the report forms, trained reviewers are selected and assigned within appropriate content areas. Reviewers make recommendations for further action and/or approval.

Instructional Content Area Programs

Any instructional content area licensure programs seeking the state review option will utilize the Instructional Content Program State Review Submission Form located [here](https://www.in.gov/doe/educators/epps/accreditation/).

Initial Licensure/Post-Baccalaureate (IL/PB) Programs

Initial licensure/post-baccalaureate programs may be reviewed by the state. The review of IL/PB report submissions will include IL/PB programs (MAT, Transition to Teaching, etc.) at any setting (elementary, secondary, etc.). The IL/PB review is focused less on content and more on developmental and pedagogical preparation and standards. The IL/PB State Review Submission Form is located [here](https://www.in.gov/doe/educators/epps/accreditation/).

Alternative Route to Special Education Licensure Programs

Alternative Route to Special Education Licensure Programs may be reviewed by the state. This review will include approved post-baccalaureate alternative preparation programs for initial special education licensure or programs leading to a special education addition to an existing license for special education teachers employed while holding an Alternative Special Education License. In addition to the items reported in all state reviews, programs will be required to submit information and evidence outlining how candidates will receive focused preparation in special education as outlined by 511 IAC 7-36-3. These programs will utilize the Alternative Route to Special Education Licensure Programs State Review Submission Form located [here](https://www.in.gov/doe/educators/epps/accreditation/).

School Administration Programs

Any building level or district level administrator licensure programs seeking the state review option will utilize the School Administration Program State Review Submission Form located [here](https://www.in.gov/doe/educators/epps/accreditation/).

School Services Programs

Any School Counselor, School Nurse, or School Social Worker licensure programs seeking the state review option will utilize the School Services Program State Review Submission Form located [here](https://www.in.gov/doe/educators/epps/accreditation/). School Psychologist programs must seek and maintain National Association of School Psychologists (NASP) recognition.

All materials must be provided electronically to [sbogan@doe.in.gov](mailto:sbogan@doe.in.gov). **Programs are to be submitted three years prior to a site review.** **Programs not submitted within a timely fashion are not guaranteed to be reviewed prior to your onsite visit.**

AAQEP Program Performance Review

AAQEP provides a means for accomplishing both EPP accreditation and program review simultaneously based on the preparation of one report. Program performance review is based on the disaggregated evidence presented in the standard AAQEP Quality Assurance Report, supplemented by additional analysis by programs that is appended to the report. The review addresses program-specific standards alignment and evidence regarding content knowledge, pedagogical knowledge, instructional performance, and includes analysis of program-specific data and planning for improvement based on that data.

CAEP Evidence Review of Standard 1/A.1

EPPs seeking CAEP accreditation have the option for all programs, with the exception of school psychologist programs, to be reviewed using an evidence review of standard one. In this option, EPPs will build a case for CAEP Standard 1 and submit complete evidence for the standard as part of the self-study report. The evidence will address candidate proficiencies relevant to the learner and learning, specialty content and content pedagogy, instructional practice, and professional responsibilities. Data will be disaggregated by licensure areas, degree levels, and modes of delivery. EPPs describe how they use the evidence for continuous improvement.

**Timelines and Standards**

| *Review Option* | *Timeline* |
| --- | --- |
| Specialized Program Association (SPA) Review | Initial reports submitted three years prior to scheduled site visit. Reports are accepted by March 15 and September 15 each year. |
| State Review | Initial reports submitted three years prior to scheduled site visit. Reports are accepted by March 15 and September 15 each year. |
| AAQEP Program Performance Review | Evidence is submitted to AAQEP with the Quality Assurance Report. |
| CAEP Evidence Review of Standard 1/A.1 | Evidence is submitted to CAEP with the Self-Study Report. |

**Transition Period Guidelines**

As a result of recent changes in program review options, the following guidelines exist during the transition period:

* EPPs with site visits scheduled in fall 2025 and beyond may choose from among any of the program review options. EPPs with site visits scheduled prior to fall 2025 should consult with IDOE staff to ensure all programs have been reviewed and to determine an appropriate review option for any programs that have not previously been reviewed.
* Any programs that have undergone a SPA review during the EPPs current accreditation cycle will not be permitted to select a different review option. If a program does not satisfy SPA requirements for national recognition, the EPP must continue to address any conditions. The program may select a different review option during a future accreditation cycle.

**Special Cases**

The following applies to programs that may have difficulty providing appropriate data for the program review.

* **Dormant Programs:** If no candidates are in the pipeline and no one has graduated from the program in the past three years, the provider is advised to contact the state about continuing to offer the program and any applicable review requirements. When the dormant program is reactivated by admitting candidates, it will be subject to review in preparation for the upcoming onsite visit.
* **New Programs:** An EPP offering a new program should prepare for the review process in respect to their accreditation timeline. New programs should be reported on the annual reports submitted to CAEP and/or AAQEP.
* **Redesigned Programs**: If a program is undergoing a major program redesign, it may request a delay of its submission of the program report. A delay will be granted if the redesign requires major changes in the program and IDOE approves the delay.
* **Low-Enrollment Programs**: A low enrollment program may have 10 or fewer candidates enrolled in the last three years taken together. Programs with low numbers are not recused from being reviewed. Programs with low enrollment will be given a fair review. Reviewer decisions, in this case, will be based on the minimum required evidence provided by the program and the quality and alignment of the assessments used to meet SPA or statestandards. **For confidentiality purposes, please do not submit assessment data for programs with fewer than ten enrolled students to IDOE. Although low enrollment programs are not submitting data for IDOE review, program faculty and/or representatives should analyze all assessment data internally for continuous improvement purposes.**
* **Add-on Programs:** Add-on programs are defined as programs designed for educators who hold valid teaching licensure and are seeking to add additional teaching field(s), and for programs that lead to licensure, but for which the licensing authority (e.g., state or country) does not require completion of an internship for eligibility. These programs do not lead to a degree, but may lead to a certificate. EPPs are encouraged to contact IDOE to determine whether any such programs would be considered exempt from the overall accreditation review process.

**Terms**

* **Content Course**: A content-specific course required of program completers or included in program as an optional course (elective, etc.).
* **Education/Pedagogy Course**: An education course required of all content program participants. Often referred to as “professional courses.”
* **Education Preparation Program (EPP)**: An entity responsible for the preparation of educators including a nonprofit or for-profit institution of higher education, a school district, an organization, a corporation, or a governmental agency.
* **New Licensure Program**: Program approved by the Indiana State Board of Education less than three (3) years prior to program review. A program review will not be required but a copy of the approval letter should be included for the site review.
* **Program**: A planned sequence of academic courses and experiences leading to a degree, a recommendation for a state license, or some other credential that entitles the holder to perform professional education services in schools. Educator preparation providers (EPPs) may offer a number of program options (e.g., elementary education, special education, secondary education in specific subject areas).
* **Program Completer**: Any candidate who exited an educator preparation program by

successfully satisfying the requirements of the educator preparation provider (EPP).

* **REPA 3 Content Standards**: The knowledge and skills that teachers need to help P-12 students achieve the learning outcomes for the content area as defined by the Indiana Academic Standards.
* **REPA 3 Pedagogy/Developmental Standards**: The knowledge and skills required for the grade setting for which the educator will be licensed, and the knowledge to help P-12 students prepare for the challenges and opportunities of the twenty-first century through the planning and delivering of effective instruction and assessment.

Questions? Contact Scott Bogan, Director of Higher Education and Educator Preparation Programs, at [sbogan@doe.in.gov.](mailto:sbogan@doe.in.gov)