

**TENNESSEE STATE BOARD OF EDUCATION
EDUCATOR PREPARATION PROVIDER AND SPECIALTY AREA PROGRAMS
ACTION REPORT
CUMBERLAND UNIVERSITY
FEBRUARY 5, 2021**

PART I. EDUCATOR PREPARATION PROVIDER (EPP)

Department Recommendation: Full Approval, Minor Stipulations

CAEP STANDARDS

CAEP Standards	Action Recommendation
1. Content and Pedagogical Knowledge	Met
2. Clinical Partnerships and Practice	Met
3. Candidate Quality, Recruitment, and Selectivity	Met
4. Program Impact	Met
5. Provider Quality Assurance and Continuous Improvement	Met

PART II. EPP MINOR STIPULATIONS and MAJOR STIPULATIONS

EPP Minor Stipulations

STANDARD 5: Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completers’ positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.

Minor Stipulation	Rationale
<p>Multiple Components: The EPP’s quality assurance system results in incomplete, inconsistent, or non-systematic collection of relevant, representative, and verifiable data needed for analyses to support data-informed decision, test innovations, and implement continuous program improvements.</p>	<ul style="list-style-type: none"> ● The EPP relies on some formal data collection, but primarily informal data that inconsistently ensures convergences of relevant, verifiable, representative, cumulative, and actionable, data files. ● The evidence provided indicated inconsistent alignment of data to performance measures to inform program evaluation and continuous improvement. ● Rubrics provided did not clearly align to InTASC standards. ● Most assessment data results are ambiguous and unclear how data drives program improvements (5.2). ● The provider inconsistently assesses performance and lacks systematic data analysis over time. Innovations are implemented but not always the result of data analysis and review (5.3). ● A lack of measures of employer and completer satisfaction that are analyzed, summarized, shared widely and acted upon in decision making related to program improvements and future direction (5.4).

EPP Major Stipulations

None

PART III. STATE SPECIALTY AREA PROGRAMS (SAPs)

Department Recommendation (Initial Level): Full Approval

- Early Learning and Development pre-K-K (UG)
- Early Childhood Education pre-K-3 (UG and PB)
- Elementary Education K-5 (UG and PB)
- English 6-12 (UG and PB)
- Mathematics 6-12 (UG and PB)
- Biology 6-12 (UG and PB)
- History 6-12 (UG and PB)
- Psychology 9-12 (UG and PB)
- Sociology 9-12 (UG and PB)
- Government 6-12 (UG and PB)
- Economics 6-12 (UG and PB)
- Visual Arts K-12 (UG and PB)
- Theatre K-12 (UG and PB)
- Music – Vocal/General K-12 (UG and PB)
- Music – Instrumental/General K-12 (UG and PB)
- Physical Education K-12 (UG and PB)
- English as a Second Language pre-K-12 (PB)
- Special Education Interventionist K-8 (UG and PB)
- Special Education Interventionist 6-12 (UG and PB)
- Special Education Comprehensive K-12 (UG and PB)
- Special Education Early Childhood pre-K-3 (UG and PB)
- Business Education 6-12 (PB)

Department Recommendation (Advanced Level): Full Approval

- Reading Specialist pre-K-12 (PB)

PART IV. SAP MINOR STIPULATIONS and MAJOR STIPULATIONS

SAP Minor Stipulations

None

SAP Major Stipulations

None