



**Council for the  
Accreditation of  
Educator Preparation**

## ACCREDITATION ACTION REPORT

Frederickson School of Education  
University of Sioux Falls  
Sioux Falls, South Dakota

Accreditation Council October 2023  
Accreditation Application Date: 1/16/2007

*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 at the initial-licensure level and the advanced level. This Accreditation status is effective between Fall 2023 and Fall 2030. The next site review will take place in Spring 2030.

### SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED LEVEL
STANDARD R1/RA1: Content and Pedagogical Knowledge	Met	Met
STANDARD R2/RA2: Clinical Partnerships and Practice	Met	Met
STANDARD R3/RA3: Candidate Quality and Selectivity	Met	Met
STANDARD R4/RA4: Satisfaction with Preparation	Met	Met
STANDARD R5/RA5: Quality Assurance System and Continuous Improvement	Met	Met
STANDARD R6/RA6: Fiscal and Administrative Capacity	Met	Met
STANDARD R7/RA7: Record of Compliance with Title IV of the Higher Education Act	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.

### INITIAL-LICENSURE LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

#### STANDARD R5: Quality Assurance System and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP did not provide sufficient evidence that stakeholders are involved in collaboration and co-creation of work to prepare educators. (component R5.3)	Although the EPP provided some evidence of collaboration, there was insufficient evidence of a continuous systematic process for stakeholder

involvement.

## ADVANCED LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

### STANDARD RA2: Clinical Partnerships and Practice

	Areas for Improvement	Rationale
1	The EPP provided insufficient evidence on how they systematically co-construct mutually beneficial P-12 partnerships. (component RA2.1)	The EPP's plan for systematic review of their partnerships, collaborations, clinical experiences, and assessments through the Clinical Experiences Advisory Committee did not meet CAEP level of sufficiency for plans.

### STANDARD RA5: Quality Assurance System and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP did not provide sufficient evidence that stakeholders were involved in collaboration and co-creation of work to prepare educators. (component RA5.3)	Although the EPP provided a Phase-in plan, there was insufficient evidence of a continuous systematic process for stakeholder involvement. The Phase-in plan did not meet CAEP level of sufficiency.

## AREA(S) FOR IMPROVEMENT OR WEAKNESS(ES) from previous legacy accreditor review (NCATE or TEAC)

### Removed:

Area for Improvement or Weakness	Rationale
(1) [CAEP 4] The EPP has not developed a tool to directly measure employer satisfaction. [ITP]	(1) Remove: The EPP provided a survey for employers in the SSR evidence.
(2) [CAEP 5] The EPP has not demonstrated how validity and reliability were established for EPP created assessments. [ITP]	(2) Remove: Reliability and validity were provided for EPP-created assessments in the SSR.

### Continued:

Area for Improvement or Weakness	Rationale
None	None

## 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 review 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.

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 levels 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.

The following programs are included in the current accreditation cycle:

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<b>Name</b>	<b>Level</b>	<b>Degree</b>
5-12 English Language Arts	Initial	Baccalaureate
5-12 Mathematics	Initial	Baccalaureate
5-12 Science Biology	Initial	Baccalaureate
5-12 Social Studies - History	Initial	Baccalaureate
K-12 Art Education	Initial	Baccalaureate
K-12 Music Education	Initial	Baccalaureate
K-12 Special Education	Initial	Baccalaureate
K-12 World Languages - Spanish	Initial	Baccalaureate
K-8 Elementary Education	Initial	Baccalaureate
Language Arts Education	Initial	Baccalaureate
M.Ed. in Teaching	Initial	Master's
K-12 Superintendent	Advanced	Specialist or C.A.S.
K-12 Principal	Advanced	Specialist or C.A.S.
K-12 Reading Specialist	Advanced	Master's
M.Ed. in Educational Leadership	Advanced	Master's

***NOTE: Neither CAEP staff, evaluation team members, 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**