



**Council for the
Accreditation of
Educator Preparation**

ACCREDITATION ACTION REPORT

Millicent Atkins School of Education, Teacher Education Program
Northern State University
Aberdeen, South Dakota

Accreditation Council October 2021

Accreditation Application Date: *

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.

* This EPP was accredited previously by NCATE or TEAC and the initial application date is not available. CAEP was established July 1, 2013.

ACCREDITATION DECISION

Accreditation with stipulations is granted at the initial-licensure level. Accreditation status is effective between Fall 2021 and Fall 2023. The provider must demonstrate that all stipulations have been corrected within two years to continue accreditation. A Stipulation Documentation virtual site visit will occur in Spring 2023.

Accreditation is granted at the advanced-level. This Accreditation status is effective between Fall 2021 and Fall 2028. The next site visit will take place in Spring 2028.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED-LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Met	Met
STANDARD 2/A.2: Clinical Partnerships and Practice	Met	Met
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Met	Met
STANDARD 4/A.4: Program Impact	Met	Met
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	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 1: Content and Pedagogical Knowledge

	Areas for Improvement	Rationale
1	The EPP provided limited evidence of analysis of data relative to the learner and learning, content, instructional practice, and professional responsibility. (component 1.1)	The EPP provided minimal interpretation in its data or analysis to show how candidates demonstrate an understanding of InTASC standards at the appropriate progression levels for each program.
2	The EPP provided limited evidence of analysis of data relative to candidate use of research and evidence to develop an understanding of the teaching profession. (component 1.2)	The EPP provided insufficient evidence of assessments to support candidates' use of research and evidence to support candidates' in measuring their P-12 students' progress and their own professional practice.

STANDARD 4: Program Impact

	Stipulations	Rationale
1	The EPP did not provide evidence of completer effectiveness. (component 4.2)	The EPP did not present data measuring completer teacher effectiveness.

ADVANCED LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD A.1: Content and Pedagogical Knowledge

	Areas for Improvement	Rationale
1	The EPP provided limited evidence ensuring advanced candidates demonstrate the proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all p-12 are enhanced. (component A.1.1)	The EPP provided an insufficient plan aligning assessments to the CAEP standards.
2	The EPP provided insufficient evidence of candidate content and discipline knowledge as appropriate for the professional specialty. (component A.1.2)	The EPP provided an insufficient plan aligning assessments to the CAEP standards.

STANDARD A.2: Clinical Partnerships and Practice

	Areas for Improvement	Rationale
1	The EPP provided insufficient evidence of partners co-constructing mutually beneficial arrangements. (component A.2.1)	The EPP provided an insufficient plan detailing mutually agreeable expectations for advanced program candidates and ensuring that theory and practice are linked
2	The EPP provided insufficient evidence that the EPP works with partners to design varied and developmental clinical settings that allow for candidates to practice applications of content knowledge and skills that are characteristic of their professional specialization. (component A.2.2)	The EPP provided an insufficient plan to allow opportunities for candidates to practice applications of content knowledge and skills emphasized in the program.

STANDARD A.4: Program Impact

	Stipulations	Rationale

	Areas for Improvement	Rationale
1	The EPP provided limited evidence that employers are satisfied with completers' preparation and that completers reach employment milestones such as promotion and retention. (component A.4.1)	The EPP provided a plan that did not meet CAEP sufficiency criteria.

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

Removed:

Area for Improvement or Weakness	Rationale
(1) [NCATE STD4] Candidates have limited opportunities to interact with faculty from diverse cultural backgrounds. [Both]	1) This is a legacy NCATE AFI that is no longer directly applicable to the CAEP standards and should be removed.
(2) [NCATE STD4] Candidates have limited opportunities to interact with diverse peers. [Both]	2) This is a legacy NCATE AFI that is no longer directly applicable to the CAEP standards and should be removed.

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. (2018).

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.

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