



**Council for the  
Accreditation of  
Educator Preparation**

## ACCREDITATION ACTION REPORT

School of Education  
University of South Dakota  
Vermillion, South Dakota

Accreditation Council April 2020  
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

**Probationary Accreditation** is granted at the initial-licensure level. Standard 5 was found not met by the Accreditation Council. This accreditation status is effective between Spring 2020 and Spring 2022. The provider must demonstrate that Standard 5 is met and all stipulations cited have been corrected within two years to continue accreditation. A probationary accreditation site visit will take place no later than Fall 2021.

**Probationary Accreditation** is granted at the advanced-level. Standard A.5 was found not met by the Accreditation Council. This accreditation status is effective between Spring 2020 and Spring 2022. The provider must demonstrate that Standard A.5 is met and all stipulations cited have been corrected within two years to continue accreditation. A probationary accreditation site visit will take place no later than Fall 2021.

### 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	Not Met	Not Met
Rationale for Standard 5 at the initial-licensure level being found Not Met:		
The EPP does not have a Quality Assurance System. While there are multiple assessments within programs, the unit does not have a coherent, cohesive system to gather, analyze, or disseminate data for continuous improvement.		
Rationale for Standard 5 at the advanced preparation level being found Not Met:		
The EPP does not have a Quality Assurance System. While there are multiple assessments within programs, the unit does		

not have a coherent, cohesive system to gather, analyze, or disseminate data for continuous improvement.

## 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 2: Clinical Partnerships and Practice

	Areas for Improvement	Rationale
1	The EPP provided insufficient evidence that candidate's clinical experiences ensure that they demonstrate their developing effectiveness and positive impact on all students' learning and development. (Component 2.3)	The EPP does not provide sufficient evidence to show that candidates purposefully assess impact on student learning using multiple performance-based assessments.

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

	Areas for Improvement	Rationale
1	The EPP provided an insufficient plan to regularly and systematically assess performance against its goals and relevant standards, track results over time, test innovations and the effect of selection criteria on subsequent progress and completion, or use results to improve program elements and processes. (Component 5.3)	The EPP provided an insufficient plan to document evidence that data-driven changes are ongoing and based on systematic assessment of performance, and/or innovations; assure documentation of data-driven decisions or changes; and the resulting outcomes.
2	The EPP provided an insufficient plan to measure the impact of completer data on P-12 student growth. (Component 5.4)	The plan does not provide that information is systematically shared, acted upon, and tracked in decision-making related to programs and resource allocation and future direction. Evidence that the eight annual outcome and impact measures and their trends are not widely shared.
3	The EPP provided limited evidence that stakeholder feedback is provided systematically. (Component 5.5)	The EPP does not assure that stakeholders are involved in decision-making, evaluation and continuous improvements regarding the quality assurance system.

	Stipulations	Rationale
1	The EPP did not provide evidence of a quality assurance system that is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. (Component 5.1)	The EPP's quality assurance system has multiple measures that do not meet CAEP minimal level of sufficiency or regularly reviews system operations and data. The EPP does not provide evidence that the system supports the ability to monitor operational effectiveness, regular, systematic, or intentional review of candidate or cohort progression on key program assessments.
2	The EPP did not provide evidence of a quality assurance system that relies on relevant, verifiable, representative,	The EPP quality assurance system data are not shown to be reliable or valid and are also below the CAEP minimal

cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent. (Component 5.2)	level of sufficiency. No evidence was provided on the reliability or validity of EPP-developed assessments.
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**ADVANCED LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS**

**STANDARD A.4: Program Impact**

	<b>Stipulations</b>	<b>Rationale</b>
1	The EPP does not document or provide a plan to demonstrate that employers are satisfied with completers' preparation and that completers reach employment milestones such as promotion and retention. (component A.4.1)	The EPP did not provide any evidence indicating employer satisfaction.
2	The EPP does not document or provide a plan to demonstrate that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective. (component A.4.2)	The EPP did not provide any evidence indicating completer satisfaction.

**STANDARD A.5: Provider Quality Assurance and Continuous Improvement**

	<b>Areas for Improvement</b>	<b>Rationale</b>
1	The EPP provided insufficient evidence that it regularly and systematically assesses performance against its goals and relevant standards, track results over time, tests innovations and the effects of selection criteria on subsequent progress and completion and uses results to improve program elements and processes. (Component A.5.3)	There is insufficient evidence regarding how modifications or innovations to improve program elements and processes are data-driven. The EPP provided limited documented evidence that data-driven program changes result in overall positive trends of improvement for EPPs. No plan to was provided to assure documentation of data-driven decisions or changes and the resulting outcomes.
2	The EPP provided insufficient evidence to assures that appropriate stakeholders are involved in program evaluation, improvement, and identification of models of excellence. (Component A.5.5)	There is limited verifiable evidence that appropriate stakeholders were involved in decision-making, evaluation, and continuous improvements regarding the quality assurance system. The EPP does not assure that stakeholder feedback is provided systematically. Feedback is provided in an ad-hoc basis. No plan for systematically including stakeholder feedback was provided.

	<b>Stipulations</b>	<b>Rationale</b>
1	The EPP did not provide a plan to ensure that the quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent. (Component A.5.2)	The EPP does not have a plan for a coherent quality assurance system. While the EPP has individual assessment data, there is no plan for the development of a quality assurance system for advanced programs to ensure the EPP has actionable data for continuous improvement. Evidence was not provided in the SSR, addendum, or onsite that the EPP assures reliability and validity of EPP-developed assessments. No plan for assuring reliability or validity of EPP-developed assessments was provided.
2	The EPP did not provide a plan to summarize, externally	The EPP did not provide evidence that measures of

benchmark, analyze, share widely, and act upon in decision making related to program completers, resource allocation, and future direction. (Component A.5.4)

advanced program completer outcomes are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision making related to programs, resource allocation, and future direction. Outcomes include completion rate, licensure rate, employment rate in field of specialty preparation, and consumer information such as places of employment and salaries.

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

### Removed:

Area for Improvement or Weakness	Rationale
1. [NCATE STD1]The unit lacks sufficient evidence that initial program candidates assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress. [ITP]	1. Remove: A new AFI will be written in Standard 2 regarding the initial program candidates assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress. [ITP]
2. [NCATE STD4]The unit does not ensure that all candidates have opportunities to interact with diverse school-based faculty. [Both]	2. Remove: The evidence provided indicated that the EPP is committed to recruiting and retaining diverse faculty. Recruitment and hiring practices are guided by university policy. Efforts to increase faculty diversity has been geared toward increasing the number of minority candidates applying for positions in the SOE.
3. [NCATE STD4]The unit does not ensure that all initial program candidates have opportunities to interact with diverse P- 12 students. [ITP]	3. Remove: The EPP ensures that candidates develop and practice knowledge, skills, and professional dispositions related to diversity during their field experiences and clinical practice The EPP places its candidates in a variety of school settings within the region of the state. Schools with higher numbers of diverse students are particularly targeted for the placement of residents and interns.

## 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 visit 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 level 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, 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 Action Report