

Section 1. EPP Profile Updates in AIMS

2025 Annual Accreditation Report : Annual Accreditation Report : Section 1. EPP Profile Updates in AIM

After reviewing and/or updating the Educator Preparation Provider's (EPP's) Users, EPP Details, EPP Programs, and EPP Locations in AIMS 2.0, answer each question to indicate that the information in the system is up-to-date and accurate.

1.1. Update Contact Information in AIMS 2.0:

1.1.1. I confirm that the EPP has listed the correct contact information for both individuals designated as "EPP Primary" and "EPP Secondary" under the Role section for the EPP.

To update these users, please click on the "Users" tab at the top of the current page or via the left sidebar, then click the pencil shaped icon to edit that user. Please be sure to update the individuals with the correct contact information and to ensure one individual, usually the EPP Primary role, is selected as the **User Access Manager**.

The individuals identified should be authorized by the EPP to receive time-sensitive CAEP accreditation related communications. Agree

1.2. Update EPP Information in AIMS 2.0:

Organization Name
University of South
Dakota

EPP Name
School of
Education

Carnegie Classification
Doctoral/Professional Universities

Control of Organization

Public

Population Served

Not Applicable

Degree of Urbanization

Rural

Language of Instruction

English

Religious Affiliations

Undenominational

Organizational Accreditation

Higher Learning Commission

Degree Granting

Yes

Address

Delzell Education Center

Address 2

414 East Clark

City

Vermillion

State

South Dakota

Zip

57069

Country

United States

Phone

605 658 6600

Website

<https://www.usd.edu/Academics/Colleges-and-Schools/school-of-education>

www.usd.edu/ed

1.2.1. I confirm that the above information displayed from the EPP Details tab (including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation) is up-to-date and accurately reflected in AIMS 2.0. Additionally, I confirm that the EPP Locations tab accurately reflects the EPP's main campus, as well as any associated branch campuses or auxiliary locations.

The questions appearing above need to be updated and verified. The rest of the questions noted on your EPP Details tab are read only.

EPP Locations must be updated on the EPP Locations tab, accessible at the top of this page and via the left sidebar on the "My Locations" page. Your **Main Campus**, which should be reflected in the address information above, needs to be added and saved in your EPP Locations tab.

Any additional campuses also offering your EPP's programs should each be listed in the EPP Locations tab as an **Auxiliary Location**.

Agree

1.2.2. I confirm that EPP's licensure area listings [including program name, degree level, licensure level, licensure (program) category, and selected program review option for your CAEP Review] are up-to-date and accurately reflected in AIMS 2.0 for all licensure areas that fall within CAEP's scope of accreditation.

The listing of programs can be found on the EPP Programs tab, or via the My Programs page on the left sidebar. Please click into each program to ensure all program information is both filled out and accurate.

Agree

Section 2. EPP's Program Graduates [Academic Year 2022-2023]

[2024 Annual Accreditation Re](#) : [Annual Accreditation Re](#) : [Section 2. EPP's Program Graduates \[Academic Year 2](#)

2.1. Total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2023-2024. Enter a numeric value for each textbox below. Note that some fields will be automatically calculated or prepopulated with last year's data.

2.1.1 What is the number of graduates in programs leading to initial teacher certification or licensure?

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

82

Previous Year Number of initial-licensure level Graduates:

87

2.1.2 What is the number of graduates in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools? Please do not include those completers counted above.

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#) .

75

Previous Year Number of advanced level Graduates:

52

Total number of program graduates

157

Previous Year Total Number of Graduates:

139

Change from last year:

Display calculation Difference between last year and this year

18

Section 3. Substantive Changes

2024 Annual Accreditation Report : Annual Accreditation Report : Section 3. Substantive Change

Please report on any of the following substantive changes that may have occurred at your Educator Preparation Provider (EPP) or institution/organization since the submission of the prior year's Annual Accreditation Report.

3.1. Has there been any change in the EPP's legal status, form of control, or ownership?

No Change/Not Applicable

3.2. Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

No Change/Not Applicable

3.3. Since the last reporting cycle, has the EPP seen a change in state program approval?

No Change/Not Applicable

3.4. What is the institution's current regional accreditation status?

3.4.1. Institutional Accreditation Agency:

Higher Learning Commission HLC

3.4.2. Institutional Accreditation Status:

Accredited/Accreditation Reaffirmed

3.4.3. Does this represent a change in status from the prior year?

No Change / Not Applicable

3.5. Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per CAEP's Accreditation Policy?

Please see Policy V.4.01 of the [CAEP Accreditation Policies and Procedures](#) document for CAEP's definition of substantive changes.

No Change / Not Applicable

Section 4. CAEP Accreditation Details on EPP's Website

2024 Annual Accreditation Repo : Annual Accreditation Repo : Section 4. CAEP Accreditation Details on EPP s W

Please update the EPP s public-facing website to include:

4.1) the EPP s current CAEP accreditation status with an accurate listing of the EPP s CAEP (NCATE/TEAC) reviewed programs, and

4.2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2023-2024

4.1. EPP s current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs

In the box below, please provide a direct URL link to the EPP's website where information on its current CAEP accreditation status and a list of CAEP-reviewed programs can be found.

<https://www.usd.edu/Academics/Colleges-and-Schools/school-of-education/Accreditation>

4.2. CAEP Accountability Measures [2023-2024 Academic Year]

Please provide a direct URL link to the EPP's website where the CAEP Accountability Measures data display is made available to the public. The EPP's data display must include data relevant to the Four Measures listed below.

<https://www.usd.edu/Academics/Colleges-and-Schools/school-of-education/Accreditation>

Measure 1 (Initial): Completer effectiveness. (R4.1)

Data must address: (a) completer impact in contributing to P-12 student-learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions.

Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2, R5.3, RA4.1)

Data provided should be collected on employers' satisfaction with program completers.

Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)

Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP s Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)

Measure 4 (Initial and Advanced): Ability of completers to be hired (in positions for which they have prepared).

Data provided may come from various sources, including state or EPP collected data related to completers' employment in teaching positions for which they were prepared.

4.2.1. URL Link for EPP's Data Display of CAEP Accountability Measures - Initial-Licensure Level

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your initial-licensure level programs.

<https://www.usd.edu/Academics/Colleges-and-Schools/school-of-education/Accreditation>

4.2.2. URL Link for EPP's Data Display of CAEP Accountability Measures - Advanced Level

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your advanced level programs. If it is the same as the initial-licensure level link, repeat the link here.

<https://www.usd.edu/Academics/Colleges-and-Schools/school-of-education/Accreditation>

If the same as the initial-licensure level link, please provide the link in this box again.

If your EPP does not have advanced level programs, then please put "N/A".

Section 5: Areas for Improvement and/or Stipulations

[2024 Annual Accreditation Repo](#) : [Annual Accreditation Repo](#) : [Section 5: Areas for Improvement and/or Stipulations](#)

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report. The EPP will continue to report its action and progress on addressing its AFI(s) and/or stipulations until the EPP's next CAEP Accreditation Site Review.

To write your summary, please click on the pencil icon next to each AFI/stipulation to edit the AFI/stipulation. Once there, please provide narrative in the "2024 Annual Accreditation Report Summary/Narrative and Supporting Documents" box at the bottom of the page.

If you do not have any AFIs or stipulations listed, please mark this section complete.

AFI/STIPULATION

AFI R2.3 Clinical Experiences

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)

Impact on student learning is foundational to candidates' coursework and field experiences. It is developmental in that candidates identify how teachers can measure impact on student learning, integrate it into lesson planning (instructors provide formative feedback) during methods courses, internship field placement and first semester of residency, and then summatively evaluated in the key assessment candidates complete during second semester residency in their Impact on Student Learning Project (ISLP). In addition to the ISLP, candidates are summatively assessed by their supervisor on their impact on student learning through the Student Learning Outcome (SLO). This is identical to the ISLP. Candidates provide the EPP this data and faculty review the lesson planning, ISLP and SLO data on an annual basis.

Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

2024 Annual Accredited : Annual Accredited : Section 6. EPP's Continuous Improvement & Progress on (advanced level)

6.1. Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year.

This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, progress with any Transition Plans (initial-licensure level) and/or Phase-in Plans (advanced level), and studying the results of those changes.

For initial programs, faculty noted in the TTS 2023 survey, completer results indicated that the number one professional development need was in classroom management. The residency instructors are addressing this in EDFN 440 Classroom Management taught during 1st semester of residency. They had 5 targeted sessions to focus on aspects of management. The success criteria they will be looking for is to see 40% or less completers indicate behavior management as a concern. Professionalism is also an area that external stakeholders mentioned as an area for improvement for graduates. Faculty are addressing this in residency one (first semester of residency) in their ethics class. Specific areas of professionalism are related to: asking for references and recommendations, signing contracts and not breaking them and letting references know if you had a name change.

2025 update

Survey data (2022-2023 completers after one year of teaching in 2023-2024 school year) for TTS 2024 survey was collected and reported for faculty to review in September, 2024. Data indicate that completers are meeting the goal set for 2025 (40% or less would say they are struggling with classroom management/behavior). Data show that on average 94% of candidates believe they are able to manage behavior effectively. Helping students regulate their own behavior was the lowest with 74% agreeing and 26% disagreeing. This was the first cycle of data that was collected after making changes. Faculty will make no changes and monitor more data.

In professionalism, 94% of the completers' supervisors stated that completers met or exceeded professionalism expectations. This is the first cycle of data after faculty made changes to programing to emphasize ethics. Faculty will continue monitoring data. Faculty decided to make no changes at this time.

For advanced programs, Education Leadership faculty are looking at NELP standards alignment and School Psychology is monitoring leadership and delivery of services.

Education Leadership is focused on how candidates demonstrate mastery of NELP standards and updated crosswalks of courses and their content to ensure courses introduced both NELP and CAEP standards appropriately. For mastery, the faculty updated the internship e-portfolio content so that during the internship, candidates can self assess demonstration of mastery. Candidates use the e-portfolio rubric (approved by external stakeholders) to reflect at the beginning of the school year, at mid-point and at the end of internship. Their assessment of mastery will be in a district audit and capstone. Inter-rater reliability was completed on the assessment. Faculty also created a cohort model for K-12 principal program in Rapid City area to meet the needs of the western part of the state. External stakeholders in western South Dakota provided feedback that they are in high need of principals. Working with the Rapid City School District (RCSD), the division started a cohort in Rapid City (Starts summer 2024) and presently is recruiting area teacher leaders. RCSD will be partnering with Ed Leadership to teach some of the courses face to face in Rapid City. The courses will be cost reduced and will add additional content specific to the school district's initiatives.

Faculty reviewed Nuventive data for 2023-2024 and found that less than 80% of candidates met expectations of the EDAD 750 paper in which they describe their beliefs regarding their relationship with the members of the school board. Many lacked specifics of how a superintendent's actions connect to school board/superintendent relations. This will be emphasized in 2024-2025. In EDAD 760 Superintendent as Community Leaders also did not meet the 80% goal. Again, the program identified that candidates not meeting expectations were lacking specific behaviors/beliefs in being a community leader. This will be emphasized in 2024-2025. Similar results happened with the EDAD 786 Policy Briefs and EDAD 750 Superintendent Interview Paper.

School Psychology noted in 2023-2024 that all graduates met mastery goals but did note that professionalism was lower in both the Praxis and grade point in course related to Legal, Ethical, and Professional Practice. They are adopting a new edition of the ethics and law book. Also, the Praxis test scores identified the area of "Foundation of Service Delivery" was lower- all students passed. The new edition of the law and ethics in school psychology textbook is being adopted and a veteran professor will be teaching the foundations course the faculty believe will increase scores. School psychology graduation rates are increasing over time and we continue to work towards growing to a consistent 12 students per cohort. Our national examination scores continue to rise. The minimum to pass is 147 and in the most recent year, our students achieved an average of 165.5. Our students are consistently rated by their practicum and internship supervisors as meeting and exceeding skill and professional disposition expectations. We will continue to provide high quality training and experiences to build these skills in applied settings.

Section 7: Feedback for CAEP & Report Preparer's Authorization

2024 Annual Accreditation Re : Annual Accreditation Re : Section 7: Feedback for CAEP & Report Preparer's Auth

7.1. [OPTIONAL] Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

7.2. Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2024 EPP Annual Report, and that the details provided in this report and linked webpages are up-to-date and accurate at the time of submission.

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation, or having completed the accreditation process is considered the property of CAEP and may be used for training, research, and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

Semester of EPP s next CAEP Site Review

Next Visit Date [Semester] - Initial-Licensure Level

Fall

Next Visit Date [Year] - Initial-Licensure Level

2025

Next Visit Date [Semester] - Advanced Level

Fall

Next Visit Date [Year] - Advanced Level

2025