



ACCREDITATION ACTION REPORT

School of Education
Black Hills State University
Spearfish, South Dakota

Accreditation Council October 2025
Initial Accreditation Date: 10/24/1998

This is the official record of the Educator Preparation Provider's accreditation status.
The EPP should retain this document for at least two accreditation cycles.

ACCREDITATION DECISION

Initial-Licensure Level Decision: Accreditation

Accreditation Term: 10/19/2025 through 12/31/2032

Next Review Semester: Spring 2032

Advanced Level Decision: Accreditation

Accreditation Term: 10/19/2025 through 12/31/2032

Next Review Semester: Spring 2032

SUMMARY OF STANDARDS

| CAEP STANDARDS: Initial-Licensure Level | Standards Decision |
|--|--------------------|
| Standard R1: Content and Pedagogical Knowledge | Met |
| Standard R2: Clinical Partnerships and Practice | Met |
| Standard R3: Candidate Recruitment, Progression, and Support | Met |
| Standard R4: Program Impact | Met |
| Standard R5: Quality Assurance System and Continuous Improvement | Met |
| Standard R6: Fiscal and Administrative Capacity | Met |

| CAEP STANDARDS: Initial-Licensure Level | Standards Decision |
|---|---------------------------|
| Standard R7: Record of Compliance with Title IV of the Higher Education Act | Met |

| CAEP STANDARDS: Advanced Level | Standards Decision |
|--|---------------------------|
| Standard RA1: Content and Pedagogical Knowledge | Met |
| Standard RA2: Clinical Partnerships and Practice | Met |
| Standard RA3: Candidate Quality and Selectivity | Met |
| Standard RA4: Satisfaction with Preparation | Met |
| Standard RA5: Quality Assurance System and Continuous Improvement | Met |
| Standard RA6: Fiscal and Administrative Capacity | Met |
| Standard RA7: Record of Compliance with Title IV of the Higher Education Act | 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.

ADVANCED LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

RA.3 Candidate Quality and Selectivity

| Areas for Improvement | Rationale |
|---|---|
| AFI - RA3.3 - The EPP presented limited evidence of monitoring and supporting advanced candidate progression. | Limited evidence was provided on transparency of transition points with candidates. Inconsistent evidence of a formal complaint process and how records of complaints were maintained was provided. |

RA.5 Quality Assurance System and Continuous Improvement

| Areas for Improvement | Rationale |
|--|--|
| AFI - RA5.1 - The EPP provided limited evidence of a functioning Quality Assurance System. | The EPP provided evidence that indicated the advanced Quality Assurance System did |

| Areas for Improvement | Rationale |
|--|---|
| | not ensure a sustainable process for documenting operational effectiveness. |
| AFI - RA5.2 - The EPP provided limited evidence that the EPP's Quality Assurance System relied on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data were valid and consistent. | The EPP provided various assessments as evidence but did not provide rubrics or evidence of how the assessments met CAEP sufficiency criteria. In addition, data submitted for these assessments were presented in a way that did not allow for analysis that led to program improvement. |
| AFI - RA5.3 - The EPP provided limited evidence of internal and external stakeholder involvement in program design, evaluation, and continuous improvement process. | The EPP provided limited and outdated evidence for internal stakeholder involvement and no evidence where stakeholders, specific to the Reading/Literacy program, were involved in the design, evaluation, or continuous improvement of the program. |
| AFI - RA5.4 - The EPP provided limited evidence that it regularly, systematically, and continuously assessed performance against its goals and relevant standards, tracked results over time, documented modifications and/or innovations and their effects on EPP outcomes. | The evidence presented, in the form of agendas, did not provide sufficient evidence of what data were reviewed; who reviewed it; or what actions were taken as a result of the review. Although the EPP made note of program changes in the narrative, it was not clear what data were reviewed, who reviewed it, or how the EPP ensured that the process of review was regular and systematic. |

PROGRAMS INCLUDED IN REVIEW

| Program Name | Licensure Level | Degree Level |
|--|-------------------------|---------------|
| 5-12 Biology | Initial-Licensure Level | Baccalaureate |
| 5-12 English | Initial-Licensure Level | Baccalaureate |
| 5-12 History | Initial-Licensure Level | Baccalaureate |
| 5-12 Math & Science Education | Initial-Licensure Level | Baccalaureate |
| 5-12 Mathematics | Initial-Licensure Level | Baccalaureate |
| 5-12 Science Education | Initial-Licensure Level | Baccalaureate |
| 5-12 Social Science Teaching (Composite) | Initial-Licensure Level | Baccalaureate |
| 5-12 Speech | Initial-Licensure Level | Baccalaureate |
| Early Childhood Special Education | Initial-Licensure Level | Baccalaureate |

| Program Name | Licensure Level | Degree Level |
|--|-------------------------|---------------|
| Elementary Education | Initial-Licensure Level | Baccalaureate |
| K-12 Art | Initial-Licensure Level | Baccalaureate |
| K-12 Music | Initial-Licensure Level | Baccalaureate |
| K-12 Physical Education | Initial-Licensure Level | Baccalaureate |
| K-12 Spanish | Initial-Licensure Level | Baccalaureate |
| K-12 Special Education | Initial-Licensure Level | Baccalaureate |
| Master of Arts in Teaching - Special Education | Initial-Licensure Level | Master's |
| Master of Science in Secondary Education | Initial-Licensure Level | Master's |
| K-12 Reading Specialist | Advanced Level | Master's |

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 level 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** 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 level 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, evaluators, 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