



ACCREDITATION ACTION REPORT

An official record of actions taken by the AAQEP Accreditation Commission

Concordia University, St. Paul
Initial Teacher Licensure Programs
St. Paul, MN
June 2022

ACTION

Based on examination of the case record, including the Quality Assurance Report and the Quality Review Team Report, the AAQEP Accreditation Commission makes the following determination regarding the initial teacher licensure programs of Concordia University, St. Paul:

X	ACCREDIT - The Accreditation Commission finds that the provider/program meets all AAQEP standards and is accredited for a full term of seven years.
	ACCREDIT WITH NOTE - The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a full term of seven years with the notations specified below.
	PROBATIONARY ACCREDITATION - The Accreditation Commission finds that the AAQEP standards are met but risk failing to be met, for reasons specified below.
	DO NOT ACCREDIT - The Accreditation Commission finds that the provider/program does not meet AAQEP standards and does not qualify for accreditation for reasons specified below.

TERM

The accreditation term takes effect immediately and lasts through **June 30, 2029**, or until Concordia University, St. Paul, ceases to be a member in good standing of AAQEP, whichever is earlier. Annual Reports are due by December 31 of each year, with the first report being due December 31, 2023. In addition, please refer to AAQEP's [substantive change policy](#) for guidance on program changes that must be reported.

RATIONALE

The Commission evaluated the program's evidence for each AAQEP standard and determined that all four standards are met. Teacher candidates engage in rich clinical practices, and completers of the program go on to work effectively as professional educators who are able to adapt to different contexts and to grow professionally. The teacher education department maintains program quality by systematically analyzing evidence of its effectiveness and making revisions to benefit candidates. The program also engages strategically with stakeholders and partners to strengthen the P-20 education system.

Concordia's attention to community impact is evident in its engagement across the greater Minneapolis-St. Paul area, in both public and Lutheran schools, and in its long-standing program developing teachers from the Southeast Asian community. The teacher education department supports this work through a well-developed model of timely and broad-based stakeholder engagement in continuous improvement.

STANDARDS REPORT

Standard	Met	Not Met
1. Candidate/Completer Performance - Program completers perform as professional educators with the capacity to support success for all students.	X	
2. Completer Professional Competence and Growth - Program completers adapt to working in a variety of contexts and grow as professionals.	X	
3. Quality Program Practices - The program has the capacity to ensure that its completers meet Standards 1 and 2.	X	
4. Program Engagement in System Improvement - Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.	X	

CONCERNS AND CONDITIONS

Concerns are minor problems or shortcomings related to one or more aspects of a standard and must be addressed in the provider's next annual report(s). *Conditions* are more significant problems that undermine one or more of the standards and may result in a shorter accreditation term or require resolution before accreditation takes effect.

Standard	Concern or condition	Remedy and timeline
	None	

SCOPE OF ACCREDITATION

This action for the Initial Teacher Licensure Programs includes the following:

Degree or Certificate granted by the institution or organization	Initial Teaching License granted by the Minnesota Professional Educator Licensing and Standards Board
Bachelor of Arts, Art Education/Teaching	K-12 Visual Arts
Bachelor of Arts, Early Childhood Education	Early Childhood (Birth-Grade 3)
Bachelor of Arts, Education - Communication Arts and Literature	5-12 Communication Arts and Literature
Bachelor of Arts, Elementary Education, with no endorsement	K-6 Elementary with no endorsement
Bachelor of Arts, Elementary Education, with Early Childhood endorsement	K-6 Elementary with Early Childhood endorsement (Birth-Grade 3)
Bachelor of Arts, Elementary Education, with Middle School Communication Arts & Literature endorsement	K-6 Elementary with endorsement in Communication Arts and Literature (5-8)
Bachelor of Arts, Elementary Education, with Middle School Mathematics endorsement	K-6 Elementary with endorsement in Mathematics (5-8)
Bachelor of Arts, Elementary Education, with Middle School Social Studies endorsement	K-6 Elementary with endorsement in Social Studies (5-8)
Bachelor of Arts, English as a Second Language/Teaching	K-12 English as a Second Language
Bachelor of Arts, Health Education	5-12 Health Education
Bachelor of Arts, Music Education (Instrumental or Vocal)	K-12 Vocal Music K-12 Instrumental Music
Bachelor of Arts, Physical Education & Health Education	K-12 Physical Education and 5-12 Health Education

Bachelor of Arts, Social Studies Education/Teaching	5-12 Social Studies
Bachelor of Arts, Secondary Education, and Bachelor of Arts, Biology	9-12 Life Science
Bachelor of Arts, Secondary Education, and Bachelor of Arts, Chemistry	9-12 Chemistry
Bachelor of Arts, Secondary Education, and Bachelor of Arts, Mathematics	5-12 Mathematics
Master of Arts in Teaching, Elementary Education (online)	K-6 Elementary

NOTE: Accreditation actions are based on examination of the case record, including the provider's Quality Assurance Report (self-study) and the Quality Review Team Report. Decisions are the sole responsibility of the AAQEP Accreditation Commission and may not be modified by staff or quality assurance reviewers.