



ACCREDITATION ACTION REPORT

An official record of actions taken by the AAQEP Accreditation Commission

University of Minnesota, Morris
Teacher Education Program
Morris, MN
February 2023

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 Teacher Education Program at the University of Minnesota, Morris:

	ACCREDIT - The Accreditation Commission finds that the provider/program meets all AAQEP standards and is accredited for a full term of seven years.
X	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 program meets all AAQEP standards and is accredited for a term of two years, but conditions specified below represent a potential threat to the provider's ability to meet one or more standards.
	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 **December 31, 2029**, or until the University of Minnesota, Morris 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, 2024. In addition, please refer to AAQEP's [substantive change policy](#) for guidance on program changes that must be reported.

RATIONALE

The Commission evaluated the Teacher Education Program's evidence for each AAQEP standard and determined that all four standards are met.

Teacher candidates benefit from early field experiences in diverse school settings, and completers of the program are prepared to work effectively as professional educators who can adapt to different contexts and continue to grow professionally. The program maintains quality by analyzing evidence of its own effectiveness and making revisions to benefit candidates. It engages with stakeholders and partners to mutually benefit the program and the community while strengthening the overall P-20 education system.

In addition to its long-standing work with local populations, the program is systematically centering Native people, issues, and perspectives throughout its curriculum and clinical experiences, indigenizing the program with culturally relevant pedagogy and deepening candidates' understanding of privilege, equity, and justice.

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 threaten to undermine one or more of the standards and may result in a shorter accreditation term or require resolution before accreditation takes effect.

Standard	Notation	Remedy and timeline
	No concerns or conditions	

OBSERVATIONS, COMMENTS, AND COMMENDATIONS

Observations offer a perspective or a suggestion that is nonevaluative. *Comments* call attention to a program strength or success that is noteworthy but not so significant or pervasive to warrant citation as a commendation. *Commendations* are awarded when evidence shows outstanding preparation and performance on one or more aspects of a standard or the standard as a whole.

Standard	Notation
1 & 4	<p>Comment: The Commission notes that the program systematically centers Native people, issues, and perspectives throughout its curriculum and clinical experiences, indigenizing the program with culturally relevant pedagogy and deepening candidates' understanding of privilege, equity, and justice.</p> <p>This comment pertains to AAQEP Aspect 1c, which expects teacher candidates to be prepared as culturally responsive practitioners, and Aspect 4a, which expects the program to engage with local partners to support high-need schools and reduce disparities in educational outcomes.</p>

SCOPE OF ACCREDITATION

This action for the Teacher Education Program 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 in Elementary Education	Elementary (Grades K-6); available endorsements: <ul style="list-style-type: none"> • Preprimary (Age 3-Grade 3) • Middle-Level Communication Arts and Literature (Grades 5-8) • Middle-Level Mathematics (Grades 5-8) • Middle-Level Science (Grades 5-8) • Middle-Level Social Studies (Grades 5-8)
Secondary Education Licensure Program with Bachelor of Arts in content majors	<ul style="list-style-type: none"> • Chemistry (Grades 9-12) • Communication Arts and Literature (Grades 5-12)

	<ul style="list-style-type: none"> ● General Science (Grades 5-8) ● Life Science (Grades 9-12) ● Mathematics (Grades 5-12) ● Music: Instrumental (Grades K-12) ● Music: Vocal (Grades K-12) ● Physics (Grades 9-12) ● Social Studies (Grades 5-12) ● Spanish (Grades K-12) ● Visual Arts (Grades K-12)
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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.