



**Council for the  
Accreditation of  
Educator Preparation**

## ACCREDITATION ACTION REPORT

Division of Education  
University of Hawaii - West O'ahu  
Kapolei, Hawaii

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

**Accreditation** is granted at the initial-licensure level. This Accreditation status is effective between Spring 2020 and Spring 2027. The next site visit will take place in Fall 2026.

### SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Met	Not Applicable
STANDARD 2/A.2: Clinical Partnerships and Practice	Met	Not Applicable
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Met	Not Applicable
STANDARD 4/A.4: Program Impact	Met	Not Applicable
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	Met	Not Applicable

### 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.

There are no Areas for Improvement or Stipulations in this Action Report.

### 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 does not ensure candidates effectively measure student learning. [ITP]	(1) Recommend Removal: Documents provided onsite and through onsite interviews, the team determined that the EPP is effectively measuring student learning and continually improving the process for doing so. See also Exhibit 1.14b - Lesson Plan Template and Selected Signature Assignment1 Elementary Education Executive Summary
(2) [NCATE STD2]The unit does not regularly and systematically involve the professional community in the development and evaluation of its assessment system. [ITP]	(2) Recommend Removal: Onsite interviews and documents reviewed indicate that the professional community is involved throughout the assessments system, Ex: EXHIBIT 1.1.1 - EPP-Created Assessments & Proprietary Exams, Evidence 3: Exhibit 1.1.2. Field Experience Evaluation Rubric.pdf, and Evidence 6: Exhibit 1.1.3.Dispositions Evaluation Rubric.pdf
(3) [NCATE STD2]The unit does not assess unit operations. [ITP]	(3) Recommend Removal: Onsite verification revealed that the unit assesses unit operations in a variety of ways re: Exhibit 1.1.8. Candidate Satisfaction with Field Experience Survey.pdf, Exhibit 1.1.5a Candidate Exit Survey, Exhibit 1.1.6a Mentor Teacher Evaluation of Program, and Exhibit 1.1.7a Alumni Surveys
(4) [NCATE STD2]The unit does not systematically analyze and evaluate data for program and unit improvement. [ITP]	(4) Recommend Removal: Relevant personnel were interviewed onsite and Biannual Assessment Meetings and Exhibit 1.1.11 Assessment Meetings
(5) [NCATE STD6]The unit does not have in place a process to systematically and regularly engage the professional community in the design, implementation and evaluation of the unit and its program. [ITP]	(5) Recommend Removal: Interviews were conducted onsite with members of the professional education community to verify that this is effectively in place and see EXHIBIT 1.1.1 - EPP-created Assessments & Proprietary Exams and Exhibit 1.1.6a Mentor Teacher Evaluation of Program

## 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