

**New Business Item 14-23**

Introduced 2/20/2015

Deferred 2/20/2015

Approved 6/19/15

**TITLE: State Approval of the University of Hawai'i-Manoa Educator Preparation Unit and Programs**

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The Hawai'i Teacher Standards Board (HTSB) grants full state approval for seven years to the University of Hawai'i-Manoa Educator Preparation Program Unit and programs effective February 20, 2015 – December 31, 2021.

The University of Hawai'i-Manoa will submit documentation to HTSB by July 1, 2018 on their progress towards meeting the Areas for Improvement cited in the NCATE Accreditation Action Report. By December 31, 2021, the unit must submit evidence to HTSB that the Standard 1 area for improvement has been met.

The unit must submit an annual report to the HTSB and obtain national accreditation from an accrediting body recognized by the US Department of Education prior to December 31, 2021.

Should the program fail to meet these requirements their state approval may lapse.

The program may recommend candidates for licensure in:

**Traditional Undergraduate Program**

- Elementary Education (K-6)
- Elementary Education (K-6) and Early Childhood Education (PK-3) (Dual Preparation)
- Elementary Education (K-6) and Special Education (PK-3, K-6) (Dual Preparation)
- English (6-12)
- Mathematics (6-12)
- Physical Education (K-6)
- Physical Education (6-12)
- Physical Education (K-12)
- Science (6-12)
- Social Studies (6-12)
- World Language (6-12)

**Alternative Post-baccalaureate Program**

- English (6-12)
- TESOL (6-12)
- Mathematics (6-12)
- Art (6-12)
- Physical Education (K-6)
- Physical Education (6-12)
- Physical Education (K-12)

- Science (6-12)
- Social Studies (6-12)
- Special Education, Mild/Moderate Disabilities (PK-3)
- Special Education, Mild/Moderate Disabilities (K-6)
- Special Education, Mild/Moderate Disabilities (7-12)
- Special Education, Severe/Autism (PK-3)
- Special Education, Severe/Autism (K-6)
- Special Education, Severe/Autism (6-12)
- Special Education, Deaf/Hard of Hearing (PK-3)
- Special Education, Deaf/Hard of Hearing (K-12)
- World Language (6-12)

### **Alternative Master of Education in Teaching (MEdT)**

- Elementary Education (K-6)
- English (6-12)
- Mathematics (6-12)
- Science (6-12)
- Social Studies (6-12)
- Hawaiian Immersion (K-12)
- Hawaiian Language (6-12)

### **NCATE Accreditation Decision:**

Accreditation is continued at the initial teacher preparation and advanced preparation levels for seven years. The next onsite visit will take place no later than Spring 2021. This is based on the Continuous Improvement Commission of CAEP's accreditation decision.

### **Standards Met:**

1. Candidate Knowledge, Skills, and Dispositions
2. Assessment System and Unit Evaluation
3. Field Experiences and Clinical Practice
4. Diversity
5. Faculty Qualifications, Performance, and Development
6. Unit Governance and Resources

### **Standard Not Met**

All standards are met.

### **Areas for Improvement**

#### **Standard 1 – Candidate Knowledge, Skills and Professional Dispositions**

1. The unit lacks evidence that initial candidates in all secondary and K-12 programs demonstrate the knowledge of subject matter delineated in state and national standards.

## **Standard 6- Unit Governance and Resources**

1. Space allocated to the unit for instruction, faculty, and research does not support learning, research, and scholarship.

A letter shall be sent to the University of Hawai'i-Manoa on behalf of the Board to communicate this decision.

**Submitted by:** Terry Lynn Holck

**Referred to:** Teacher Education Committee

November 14, 2014

Dr. Thomas M. Apple  
Chancellor  
University of Hawaii at Manoa  
2500 Campus Road  
Hawaii Hall 202, Chancellor's Office  
Honolulu, HI 96822

Dear Dr. Apple:

I am pleased to inform you that the Continuous Improvement Commission of the Council for the Accreditation of Educator Preparation (CAEP) at its Oct 26-30, 2014 meeting in Bethesda, Maryland, decided to continue the NCATE accreditation of the College of Education at the University of Hawaii at Manoa at the initial teacher preparation and advanced preparation levels. This accreditation decision indicates that the unit and its programs meet rigorous standards set forth by the professional education community. A certificate that acknowledges the educator preparation provider's accomplishment is enclosed with the copy of this letter that has been sent to the head of your educator preparation provider. The Commission also made a distinct decision to recognize that the educator preparation provider is moving toward target on Standard 2.

Details of the Commission's findings are provided in the enclosed accreditation action report. You are welcome to use the information provided in this report, as well as that contained within the Board of Examiners' report as you see fit.

The next accreditation visit – using the Council for the Accreditation of Educator Preparation (CAEP) standards – is scheduled for **Spring 2021**. As the transition to CAEP progresses, you will receive more information. I encourage your institution to begin now to plan for the CAEP standards and processes, and to take advantage of CAEP's capacity-building opportunities. As a first step, resources can be found on CAEP's website ([www.caepnet.org](http://www.caepnet.org)).

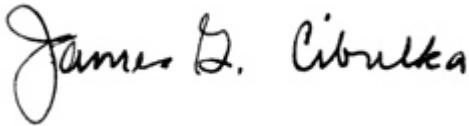
In the meantime, institutions are asked to complete the CAEP annual report each year during the accreditation period. You are required to report specifically on progress toward correcting areas for improvement cited in the action report. In addition, we ask that you keep us informed of your provider's efforts to assure that you continue to meet expectations of the standards through the annual report.

Also for your information enclosed is a copy of our Policies on Dissemination of Information, which describe the terms and dates by which your current accreditation action becomes a matter of public record. This document also indicates organizations that will be notified of accreditation action. If your state has a partnership agreement, the state agency with program approval authority has access to these documents online through CAEP's Accreditation Information Management System (AIMS).

Early next week the head of your education preparation provider can expect an email from Tiffany Erickson, CAEP Director of Communications, providing resources and tips on announcing your accreditation status.

Congratulations on this accomplishment. Should you have any questions regarding Commission's action or the items reported herein, please do not hesitate to contact Patty Garvin, Senior Director of Accreditation for Continuous Improvement and Transformation Initiatives at [patty.garvin@caepnet.org](mailto:patty.garvin@caepnet.org).

Sincerely,

A handwritten signature in black ink that reads "James G. Cibulka". The signature is written in a cursive style with a large, looped initial "J".

James G. Cibulka  
President

Enclosures

cc: Dr. Donald B. Young, College of Education  
Dr. Mary E. Pateman, College of Education  
Jessica Miranda, College of Education  
Ms. Lynn Hammonds, Hawaii Teacher Standards Board;  
Carolyn Gyuran, Hawaii Teacher Standards Board;  
Board of Examiners Team



University of Hawaii at Manoa  
Honolulu, Hawaii

November 2014

## ACCREDITATION DECISION

Accreditation is continued at the initial teacher preparation and advanced preparation levels. The next on-site visit will take place in Spring 2021.

*Please refer to the Board of Examiners report for strengths of the unit and for additional information on findings and areas for improvement.*

## STANDARDS SUMMARY

Standards	Initial Teacher Preparation (ITP)	Advanced Preparation (ADV)
★ 1 Candidate Knowledge, Skills, and Professional Dispositions	Met	Met
★ 2 Assessment System and Unit Evaluation	Met	Met
★ 3 Field Experiences and Clinical Practice	Met	Met
★ 4 Diversity	Met	Met
★ 5 Faculty Qualifications, Performance, and Development	Met	Met
★ 6 Unit Governance and Resources	Met	Met

## AREAS FOR IMPROVEMENT

The following areas for improvement (AFIs) should be addressed before the unit's next on-site visit. Progress made toward eliminating them should be reported in the EPP's annual report. The Site Visit team will indicate in its report at the next visit whether the institution has adequately addressed each of the AFIs.

STANDARD 1 - Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1	The unit lacks evidence that initial candidates in all secondary and K-12 programs demonstrate the knowledge of subject matter delineated in state and national standards.	<input checked="" type="checkbox"/> ITP <input checked="" type="checkbox"/> ADV
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#### STANDARD 6 - Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

1	Space allocated to the unit for instruction, faculty, and research does not support learning, research, and scholarship.	<input checked="" type="checkbox"/> ITP <input checked="" type="checkbox"/> ADV
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***NOTE: Neither CAEP staff, team members, nor other agents of CAEP are empowered to make or modify Commission decisions. These remain the sole responsibility of the Commission itself. This Accreditation Action Report is available to members of the public upon receipt of a request in writing.***

