

New Business Item 14-25

Introduced 2/20/2015

Deferred 2/20/2015

Approved 6/19/15

Revised 1/15/2016

Approved 1/15/2016

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

The Hawai'i Teacher Standards Board (HTSB) grants full state approval for two years to the University of Phoenix-Hawaii Educator Preparation Program Unit and programs effective January 31, 2016– December 31, 2017.

The University of Phoenix-Hawaii will submit documentation to HTSB by December 31, 2015 on their progress towards meeting the Areas for Improvement cited in the NCATE Accreditation Action Report. By December 31, 2016, the unit must submit evidence to HTSB that all areas for improvement have 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 June 30, 2017.

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)

Traditional Master's Program:

- Mathematics (6-12)
- English (6-12)
- Science (6-12)
- Social Studies (6-12)
- Special Education (K-12)
- Special Education (K-6)
- Special Education (6-12)
- Elementary Education (K-6)

NCATE Accreditation Decision:

Accreditation is continued at the initial teacher preparation and advanced preparation levels for two years with a focus visit solely on Standard 1. The next onsite visit will take place no later than

Spring 2016. This is based on the Continuous Improvement Commission of CAEP's accreditation decision.

Standards Met:

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

1. Candidate Knowledge, Skills, and Dispositions

Areas for Improvement

Standard 1 – Candidate Knowledge, Skills and Professional Dispositions

1. The unit lacks sufficient evidence that the candidates demonstrate adequate pedagogical content knowledge and skills.
2. The unit lacks sufficient evidence that candidates demonstrate adequate professional and pedagogical knowledge and skills.
3. The unit lacks sufficient evidence that candidates assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress.
4. The unit lacks sufficient evidence that candidates develop and demonstrate the professional dispositions identified by the unit.

Standard 2 - Assessment System and Unit Evaluation

1. Candidate assessment data are not regularly and systematically collected, compiled, aggregated, summarized, and analyzed.

Standard 6- Unit Governance and Resources

1. P-12 practitioners and other members of the professional community do not regularly participate in design, implementation, and evaluation of the unit and its programs.

A letter shall be sent to the University of Phoenix-Hawaii on behalf of the Board to communicate this decision.

Submitted by: Terry Lynn Holck

Referred to: Teacher Standards Committee

November 7, 2014

Mr. Tim Slottow
President
University of Phoenix - Hawaii
1625 W. Fountainhead Parkway
Tempe, AZ 85282

Dear Mr. Slottow:

Let me begin by thanking you for your commitment to high quality educator preparation as exemplified by your participation in the national accreditation process. I am writing to inform you that at its Oct 26-30, 2014 meeting in Bethesda, Maryland, the Continuous Improvement Commission of the Council for the Accreditation of Educator Preparation (CAEP) decided to continue NCATE accreditation for two years at the initial teacher preparation level of the College of Education at University of Phoenix - Hawaii. The Commission's decision to continue the NCATE accreditation of the University of Phoenix - Hawaii requires the institution to host a visit, no later than **Spring 2016**, focused solely on Standard 1, which was found unmet by the Commission. Following the visit, the actions that may be rendered by the Commission include continuing NCATE accreditation or revocation of NCATE accreditation. General guidelines for focused visits can be accessed on NCATE's website at <http://goo.gl/6E7Sf>. The Commission also made a distinct decision to recognize that the unit is moving toward target on Standard 6.

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.

As you know, each year during the accreditation period educator preparation providers are asked to complete the CAEP annual report. You will be asked to report specifically on progress toward correcting the areas for improvement cited in the action report. In addition, we ask that you provide us with information on the educator preparation provider's efforts to assure that you continue to meet the expectations of the standards.

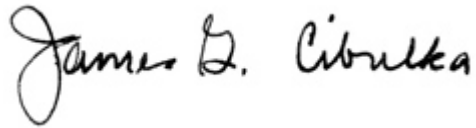
Also enclosed is a copy of our Policies on Dissemination of Information, which describe the terms and dates by which your current accreditation action becomes a matter of public record. This document also indicates organizations that will be notified of this accreditation action. If your state has a partnership agreement, the state agency with program approval authority has access to these documents online through CAEP's Accreditation Information Management System (AIMS). CAEP requires the educator preparation provider to communicate with its educational community the Commission's decision to continue accreditation for two years at the initial teacher preparation level, and that actions may be rendered by the Commission following the Spring 2016 visit including continuing accreditation or revocation of accreditation at the initial teacher preparation level.

You may receive press inquiries regarding the Commission's recent decision. If you would like assistance with these inquiries, please contact the Communications Department at the CAEP office. Should you have any questions regarding the 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.

I express the personal hope that we can move the Commission decision to a positive outcome. Thank you for your commitment to educator preparation; we look forward to continuing through the accreditation process with you.

Sincerely,

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

James G. Cibulka
President

Enclosures

cc: Dr. Meredith Curley, College of Education
Dr. Sandra McCarty, College of Education
Lynn Hammonds, Hawaii Teacher Standards Board; Carolyn Gyuran, Hawaii Teacher Standards Board , Board of Examiners Team



University of Phoenix - Hawaii
Tempe, Arizona

November 2014

ACCREDITATION DECISION

Accreditation is continued at the initial teacher preparation level. This decision continues accreditation at the initial teacher preparation level until Spring 2016. A focused visit on Standard 1 must take place no later than Spring 2016.

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	Not Met	n/a
★ 2 Assessment System and Unit Evaluation	Met	n/a
★ 3 Field Experiences and Clinical Practice	Met	n/a
★ 4 Diversity	Met	n/a
★ 5 Faculty Qualifications, Performance, and Development	Met	n/a
★ 6 Unit Governance and Resources	Met	n/a

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 sufficient evidence that candidates demonstrate adequate pedagogical content knowledge and skills.	<input type="checkbox"/> ITP <input type="checkbox"/> ADV
2	The unit lacks sufficient evidence that candidates demonstrate adequate professional and pedagogical knowledge and skills.	<input type="checkbox"/> ITP <input type="checkbox"/> ADV
3	The unit lacks sufficient evidence that candidates assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress.	<input type="checkbox"/> ITP <input type="checkbox"/> ADV
4	The unit lacks sufficient evidence that candidates develop and demonstrate the professional dispositions identified by the unit.	<input type="checkbox"/> ITP <input type="checkbox"/> ADV

STANDARD 2 - Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

1	Candidate assessment data are not regularly and systematically collected, compiled, aggregated, summarized, and analyzed.	<input type="checkbox"/> ITP <input type="checkbox"/> ADV
---	---	--

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	P-12 practitioners and other members of the professional community do not regularly participate in design, implementation, and evaluation of the unit and its programs.	<input type="checkbox"/> ITP <input type="checkbox"/> AD
---	---	---

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.

