



**Council for the  
Accreditation of  
Educator Preparation**

## ACCREDITATION ACTION REPORT

Education Program  
Alaska Pacific University  
Anchorage, Alaska

Accreditation Council April 2023

Accreditation Application Date: 12/3/2007

*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.*

### ACCREDITATION DECISION

**Accreditation** is granted at the initial-licensure level. This Accreditation status is effective between Spring 2023 and Spring 2030. The next site review will take place in Fall 2029.

### SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED LEVEL
STANDARD R1/RA1: Content and Pedagogical Knowledge	Met	Not Applicable
STANDARD R2/RA2: Clinical Partnerships and Practice	Met	Not Applicable
STANDARD R3/RA3: Candidate Quality and Selectivity	Met	Not Applicable
STANDARD R4/RA4: Satisfaction with Preparation	Met	Not Applicable
STANDARD R5/RA5: Quality Assurance System and Continuous Improvement	Met	Not Applicable
STANDARD R6/RA6: Fiscal and Administrative Capacity	Met	Not Applicable
STANDARD R7/RA7: Record of Compliance with Title IV of the Higher Education Act	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.

### INITIAL-LICENSURE LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

#### STANDARD R2: Clinical Partnerships and Practice

	Areas for Improvement	Rationale
1	The EPP provided limited evidence of a systematic process to support co-selection and training of high-quality clinical	The EPP provided limited evidence of co-selection of high quality clinical educators for pre-student teaching

	educators. (component R2.2)	experiences. Pre-student teachers found their own placements. Therefore, co-selection of high quality clinical teachers for all experiences was not found. Additionally, while the EPP sent written directions of how to use instruments (STOT), evidence was not found that clinical teachers were trained on the instrument. Therefore, the EPP provided limited evidence of a systematic process in place to train clinical educators and ensure reliability when completing key assessments.
--	-----------------------------	--

#### STANDARD R4: Satisfaction with Preparation

	Areas for Improvement	Rationale
1	The EPP provided limited evidence that employers were satisfied with completers' preparation. (component R4.2)	The EPP submitted two cycles of data on employer satisfaction. Additionally, data were not broken down by demographics.
2	The EPP provided limited evidence that program completers perceived their preparation as effective. (component R4.3)	The EPP submitted two cycles of NExT data (Transition to Teaching) on completer satisfaction. A completer observation was submitted for 3 graduates. However, these were observations and not related to satisfaction indicators.

#### STANDARD R5: Quality Assurance System and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP provided limited evidence that the QAS relies on relevant, verifiable, representative, cumulative, and actionable measures. (component R5.2)	The EPP did not provide evidence of data disaggregation for all areas, race/ethnicity, or for other dimensions identified by the EPP. The EPP did not provide evidence that it trained individual raters or established inter-rater reliability for the amended Alaska State Standard rubric item added to the STOT proprietary measure.

#### AREA(S) FOR IMPROVEMENT OR WEAKNESS(ES) from previous legacy accreditor review (NCATE or TEAC)

##### Removed:

Area for Improvement or Weakness	Rationale
<p>(1) [NCATE STD2] The unit does not regularly and systematically collect, analyze, and disseminate candidate performance data that measures specific standards or outcomes to improve candidate learning, program quality, and unit operations.</p> <p>(2) [NCATE STD2] The unit does not systematically gather data from employers.</p> <p>(3) [NCATE STD4] Not all candidates have the opportunity to interact with university or school faculty from diverse ethnic/racial backgrounds.</p>	<p>(1) This standard was reviewed in R.1 and R.5. Team recommends removal.</p> <p>(2) The standard was reviewed in R.4.2. Team recommends removal.</p> <p>(3) The team recommends removal as this is not within CAEP Standards.</p>

Continued:

Area for Improvement or Weakness	Rationale
None	None

## 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 review 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 levels 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.

The following programs are included in the current accreditation cycle:

Name	Level	Degree
Teacher Education K-8 Certification Program	Initial	Post Baccalaureate

***NOTE: Neither CAEP staff, evaluation team members, 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**