



## ACCREDITATION ACTION REPORT

*An official record of actions taken by the AAQEP Accreditation Commission*

**University of Oregon**  
Eugene, OR  
July 2021

### 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 initial teacher education programs of the University of Oregon:

X	<b>ACCREDIT</b> - The Accreditation Commission finds that the provider/program meets all AAQEP standards and is accredited for a full term of seven years.
	<b>ACCREDIT WITH NOTE</b> - The Accreditation Commission finds that the AAQEP standards are met to accredit with the concerns and/or conditions specified below.
	<b>PROBATIONARY ACCREDITATION</b> - The Accreditation Commission finds that the AAQEP standards are met but that, for reasons specified below, risk failing to be met.
	<b>DO NOT ACCREDIT</b> - The Accreditation Commission finds that the provider/program does not meet AAQEP standards and does not qualify for accreditation for reasons specified below.

### PROGRAM SPECIFICATION

The following graduate-level programs are included in this accreditation action:

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential
Sapsik <sup>™</sup> alá Teacher Education Program	N/A (candidates co-enroll in one of the licensure programs below to be eligible for the corresponding state credential)

Curriculum and Teaching (UOTeach) Postbaccalaureate Program with Master's Option - Elementary Multiple Subjects	Oregon Preliminary Teaching License in Elementary Multiple Subjects with embedded ESOL
Curriculum and Teaching (UOTeach) Postbaccalaureate Program with Master's Option - Mid/High Subject Areas	Oregon Preliminary Teaching License with embedded ESOL: <ul style="list-style-type: none"> <li>● Advanced Mathematics</li> <li>● Biology</li> <li>● Chemistry</li> <li>● English Language Arts</li> <li>● Foundational English Language Arts</li> <li>● Foundational Mathematics</li> <li>● Foundational Science</li> <li>● Foundational Social Studies</li> <li>● Integrated Science</li> <li>● Physics</li> <li>● Social Studies</li> <li>● World Language: Chinese</li> <li>● World Language: French</li> <li>● World Language: German</li> <li>● World Language: Japanese</li> <li>● World Language: Spanish</li> </ul>
Special Education Postbaccalaureate Program with Master's Option - K-12 Generalist with Reading Intervention	Oregon Preliminary Teaching License in Special Education Generalist with embedded reading intervention
Special Education Postbaccalaureate Program with Master's Option - Early Intervention and Early Childhood	Oregon Preliminary Teaching License in Special Education Early Intervention and Early Childhood

## TERM

The accreditation term takes effect immediately and lasts through **June 30, 2028**, or until the University of Oregon 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, 2022. In addition, please refer to AAQEP's [substantive change policy](#) for guidance on program changes that must be reported.

## RATIONALE

The Commission evaluated the program's evidence for each AAQEP standard and determined that all four standards are met. The initial teacher preparation programs' completers are prepared to work effectively as professional educators and are able to adapt to different contexts and to grow professionally.

The program engages in continuous improvement and investigates opportunities for innovation by collecting, analyzing, and acting on data from key assessments and input from stakeholders to benefit candidates, and it collaborates with stakeholders and partners to strengthen the P-20 education system.

Through a program-wide emphasis on culturally responsive practice for all candidates, the focused preparation of teachers from and for indigenous communities, joint establishment of goals with multiple stakeholders, and purposeful risk-taking, the program uses every available resource to serve the best interests of candidates.

## STANDARDS REPORT

Standard	Met	Not Met
<b>1. Candidate/Completer Performance</b> - Program completers perform as professional educators with the capacity to support success for all students.	X	
<b>2. Completer Professional Competence and Growth</b> - Program completers adapt to working in a variety of contexts and grow as professionals.	X	
<b>3. Quality Program Practices</b> - The program has the capacity to ensure that its completers meet Standards 1 and 2.	X	
<b>4. Program Engagement in System Improvement</b> - 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 undermine one or more of the standards and may result in a shorter accreditation term or require resolution before accreditation takes effect.

Standard	Concern or condition	Remedy and timeline
	None	

## COMMENTS AND COMMENDATIONS

*Comments* are not directives but offer a perspective or a suggestion from the Accreditation Commission. *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	Commendation
3, 4	<p>The Commission commends the program for its engagement in continuous improvement of teacher preparation programs and for its persistent investigation of opportunities for innovation. These priorities are enacted through a shared philosophy of collecting, analyzing, and acting on data from key assessments and input from stakeholders to serve all candidates and communities and to increase the diversity and cultural competence of the educator workforce.</p> <p>This commendation recognizes excellence related to Aspect 3e, which calls for an effective quality assurance system driving continuous improvement and innovation, and Aspect 4b, which addresses diversification of the educator workforce.</p>

*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.*