



ACCREDITATION ACTION REPORT

An official record of actions taken by the AAQEP Accreditation Commission

Fitchburg State University
Initial Licensure Programs
Fitchburg, MA
February 2024

ACTION

Based on examination of the case record, including the program’s self-study and the AAQEP review team’s report, the AAQEP Accreditation Commission makes the following determination regarding the initial educator licensure programs at Fitchburg State University:

	ACCREDITATION - The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a term of seven years.
X	ACCREDITATION WITH NOTE - The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a term of seven years with the notations specified below.
	INITIAL ACCREDITATION - The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a nonrenewable term of five years.
	INITIAL ACCREDITATION WITH NOTE - The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a nonrenewable term of five years with the notations specified below.
	PROBATIONARY ACCREDITATION - The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a term of two years, but conditions specified below represent a potential threat to the provider’s ability to meet one or more standards.
	DO NOT ACCREDIT - The Accreditation Commission finds that the program does not meet AAQEP standards and does not qualify for accreditation for reasons specified below.
	DISCLAIMER OF DECISION - The Accreditation Commission finds that the evidence available to it is insufficient to sustain an affirmative or adverse decision.

TERM

The accreditation term takes effect immediately and lasts through **December 31, 2030**, or until Fitchburg State University ceases to be a member in good standing of AAQEP, whichever is earlier. Annual Reports are due at the end of each calendar year, with the first report being due December 31, 2025. 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 program recruits and prepares candidates to work effectively as professional educators who can adapt to different contexts and continue to grow professionally. Fitchburg State University maintains program quality by analyzing evidence of its effectiveness and making revisions to benefit candidates. It works with stakeholders and partners to strengthen the P-20 education system by addressing local needs as part of preparation.

STANDARDS REPORT

The Commission has made the following determinations regarding the AAQEP standards based on its review of the program's outcomes, documentation of capacity, assessment system, quality control system, plans for development, and other evidence as reviewed and supplemented by the review team:

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

Standard	Notation	Remedy and timeline
	No concerns or conditions	

OBSERVATIONS, COMMENTS, AND COMMENDATIONS

Observations offer a perspective or a suggestion that is nonevaluative. *Comments* call attention to a program strength or success that is noteworthy but not so significant or pervasive as to warrant citation as a commendation. *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	Notation
2	<p>Observation: The Commission affirms the school counseling program's ongoing continuous improvement efforts and the development of assessments to measure progress.</p> <p>This notation pertains to Aspect 2d, which expects program completers to support their students' growth in international and global perspectives.</p>
4	<p>Comment: The Commission notes the provider's ability to work proactively with partners to address local needs, including its work with Future Educators Academy and Falcon Academy, with a focus on early exposure by prospective candidates to support increasing accessibility and diversity in the teacher pipeline.</p> <p>This notation pertains to Aspect 4b, which addresses efforts to meet workforce needs and to diversify participation in the educator workforce through candidate recruitment and support.</p>

SCOPE OF ACCREDITATION

This action for the Initial Licensure Programs includes the following:

Degree granted by the institution or organization (or nondegree program of study)	Certificate, License, Endorsement, or Other Credential granted by the Massachusetts Department of Elementary and Secondary Education
<i>Programs that lead to initial teaching credentials</i>	
Bachelor of Science in Biology	<ul style="list-style-type: none"> Teacher, Biology, 8-12
Bachelor of Science in Chemistry	<ul style="list-style-type: none"> Teacher, Chemistry, 8-12
Bachelor of Science in Early Childhood Education	<ul style="list-style-type: none"> Teacher, Early Childhood, PreK-2
Bachelor of Science in Education	<ul style="list-style-type: none"> Teacher, Mathematics, 5-8
Bachelor of Science in Elementary Education	<ul style="list-style-type: none"> Teacher, Elementary, 1-6
Bachelor of Science in English	<ul style="list-style-type: none"> Teacher, English, 5-12
Bachelor of Science in General Science	<ul style="list-style-type: none"> Teacher, General Science, 5-8
Bachelor of Science in History	<ul style="list-style-type: none"> Teacher, History, 5-12
Bachelor of Science in Mathematics	<ul style="list-style-type: none"> Teacher, Mathematics, 8-12
Bachelor of Science in Special Education: Moderate Disabilities	<ul style="list-style-type: none"> Teacher, Moderate Disabilities, PreK-8
Bachelor of Science in Special Education: Severe Disabilities	<ul style="list-style-type: none"> Teacher, Severe Disabilities, All Levels
Bachelor of Science in Technology/Engineering Education	<ul style="list-style-type: none"> Teacher, Technology/Engineering, 5-12
Master of Education in Biology	<ul style="list-style-type: none"> Teacher, Biology, 8-12
Master of Education in Early Childhood Education	<ul style="list-style-type: none"> Teacher, Early Childhood, PreK-2
Master of Education in Elementary Education	<ul style="list-style-type: none"> Teacher, Elementary, 1-6
Master of Education in English	<ul style="list-style-type: none"> Teacher, English, 5-12
Master of Education in General Science	<ul style="list-style-type: none"> Teacher, General Science, 5-8

Master of Education in History	<ul style="list-style-type: none"> Teacher, History, 5-12
Master of Education in Mathematics	<ul style="list-style-type: none"> Teacher, Mathematics, 5-8 Teacher, Mathematics, 8-12
Master of Education in Special Education: Moderate Disabilities	<ul style="list-style-type: none"> Teacher, Moderate Disabilities, PreK-8 Teacher, Moderate Disabilities, 5-12
Master of Education in Special Education: Severe Disabilities	<ul style="list-style-type: none"> Teacher, Severe Disabilities, All Levels
Master of Education in Technology/Engineering Education	<ul style="list-style-type: none"> Teacher Technology/Engineering, 5-12
<i>Programs that lead to additional or advanced credentials</i>	
Master of Education in Educational Leadership and Management or Certificate of Advanced Graduate Study	<ul style="list-style-type: none"> Administrator, Principal/Assistant Principal, PreK-8 Administrator, Principal/Assistant Principal, 5-12
Master of Education in Educational Leadership and Management or Certificate of Advanced Graduate Study	<ul style="list-style-type: none"> Administrator, Supervisor/Director, All Levels
Master of Education, Certificate of Advanced Graduate Study, or Certificate	<ul style="list-style-type: none"> Specialist Teacher, Reading, All Levels
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>	
Master of Science in Counseling	<ul style="list-style-type: none"> Professional Support Personnel, School Counselor, PreK-8 Professional Support Personnel, School Counselor, 5-12

NOTE: Accreditation actions are based on examination of the case record, including the provider's self-study and the AAQEP review team's report. Decisions are the sole responsibility of the AAQEP Accreditation Commission and may not be modified by staff or quality assurance reviewers.