ACCREDITATION DECISION

Accreditation is continued at the initial teacher preparation and advanced preparation levels. The next onsite visit will take place in Spring 2019.

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

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

AREAS FOR IMPROVEMENT

The following areas for improvement (AFIs) should be addressed before the unit's next onsite visit. Progress made toward eliminating them should be reported in Part C of the unit's annual report. The Board of Examiners (BOE) 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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Data on advanced candidates' impact on student learning were not available in all programs.</td>
</tr>
<tr>
<td>2</td>
<td>Data on professional dispositions of advanced candidates were not available.</td>
</tr>
</tbody>
</table>

**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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The unit does not systematically assess dispositions for advanced programs.</td>
</tr>
</tbody>
</table>

**STANDARD 3 - Field Experiences and Clinical Practice**

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Not all advanced teacher candidates have a required field experience in their program.</td>
</tr>
</tbody>
</table>

**STANDARD 4 - Diversity**

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Not all candidates have opportunities to interact with faculty from diverse backgrounds.</td>
</tr>
<tr>
<td>2</td>
<td>The programs do not have a systematic way to ensure that candidates have the opportunity to work with students from diverse populations.</td>
</tr>
</tbody>
</table>
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 | The unit does not have adequate personnel to continue to implement the unit's assessment system. |

NOTE: Neither NCATE staff, team members, nor other agents of NCATE are empowered to make or modify Unit Accreditation Board decisions. These remain the sole responsibility of the Unit Accreditation Board itself. This Accreditation Action Report is available to members of the public upon receipt of a request in writing.