ACCREDITATION DECISION

Accreditation is continued at the initial teacher preparation level. The next onsite visit will take place in Spring 2021.

Please refer to the on-site report for strengths of the EPP and for additional information on findings.

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>n/a</td>
</tr>
<tr>
<td>2 Assessment System and Unit Evaluation</td>
<td>Met</td>
<td>n/a</td>
</tr>
<tr>
<td>3 Field Experiences and Clinical Practice</td>
<td>Met</td>
<td>n/a</td>
</tr>
<tr>
<td>4 Diversity</td>
<td>Met</td>
<td>n/a</td>
</tr>
<tr>
<td>5 Faculty Qualifications, Performance, and Development</td>
<td>Met</td>
<td>n/a</td>
</tr>
<tr>
<td>6 Unit Governance and Resources</td>
<td>Met</td>
<td>n/a</td>
</tr>
</tbody>
</table>

AREAS FOR IMPROVEMENT

The following areas for improvement (AIFs) should be addressed before the provider's next visit. Progress made toward eliminating them should be reported in the EPP Annual Report. The visit team will indicate in its on-site report at the next visit whether the provider has adequately addressed each of the AIFs.

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,
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.

1. The unit has not adequately involved the P-12 community in the development of its assessment system and its collection of assessment data for all programs.

STANDARD 5 - Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

1. The unit has not demonstrated consistent good faith efforts to recruit and retain professional education faculty members from diverse ethnic/racial groups.

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's information regarding admissions in university publications is inconsistent.

2. An excessive faculty workload limits participation in professional development initiatives and participation in professional associations.

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.