ACCREDITATION DECISION

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

<table>
<thead>
<tr>
<th></th>
<th>The unit does not assess professional dispositions in all programs.</th>
<th>☐ ITP  ☐ ADV</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Disposition assessments are not consistently aligned with the conceptual framework.</td>
<td>☐ ITP  ☐ ADV</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.

<table>
<thead>
<tr>
<th></th>
<th>Candidates in the advanced graduate program for Childhood Multicultural Education do not participate in field experiences where they apply course work in classroom settings, analyze P-12 student learning, and reflect on their practice in the context of theories on teaching and learning.</th>
<th>☐ ITP  ☐ ADV</th>
</tr>
</thead>
</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.

|   | Candidates have limited opportunities to work with diverse faculty members. | ☐ ITP  ☐ ADV |

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.