



University of West Georgia
Carrollton, Georgia

November 2013

ACCREDITATION DECISION

Accreditation is continued at the initial teacher preparation and advanced preparation levels. The next onsite visit will take place in Spring 2018.

Please refer to the Board of Examiners report for strengths and for additional information on findings and areas for improvement.

STANDARDS SUMMARY

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

AREAS FOR IMPROVEMENT

The following areas for improvement (AFIs) should be addressed before the next onsite visit. Progress made toward eliminating them should be reported in Part C of the 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.

The AFIs for the standard that had previously not been met have been updated to reflect the changes as a result of the submission of documentation or a focused visit. The AFIs for other standards from the previous action report are listed below.

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.

1	Advanced programs for teachers are not preparing candidates to use classroom performance data to make decisions that affect student learning.	<input type="checkbox"/> ITP <input checked="" type="checkbox"/> ADV
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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.

1	The unit does not systematically collect and analyze assessment data in some of its programs.	<input type="checkbox"/> ITP <input checked="" type="checkbox"/> ADV
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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.

1	Candidates in most advanced programs do not participate in planned field experiences that require them to apply coursework in classroom settings or analyze student learning.	<input type="checkbox"/> ITP <input checked="" type="checkbox"/> ADV
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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 does not ensure that all advanced candidates have field experiences working with English Language Learners and students with exceptionalities.	<input type="checkbox"/> ITP <input checked="" type="checkbox"/> ADV
	Curricula for initial programs other than special education provide limited	<input type="checkbox"/> ITP

2	development of knowledge and skills relative to teaching students with exceptionalities.	€ ADV
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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.