

UAB ACCREDITATION ACTIONS
APRIL 2007

First Accreditation

Accreditation Granted

Adelphi University (NY)
Antioch University McGregor (OH)
Campbellsville University (KY)
Lamar University (TX)
State University of New York at Geneseo
State University of New York at Old Westbury

Accreditation with Provisions with Focused Visit

Brewton-Parker College (GA)
Centenary College of Louisiana
McKendree College (IL)
University of Guam

Accreditation with Provisions with Documentation

California State University, Monterey Bay
Converse College (SC)
Webster University (MO)

Continuing Accreditation

Accreditation Continued

Alcorn State University (MS)
Anderson University (SC)
Bradley University (IL)
Catholic University (DC)
DePauw University (IN)
Emory University (GA)
Marquette University (WI) ***-removal of probation (advanced)***
Marywood University (PA)
Metropolitan State College of Denver (CO)
Mississippi Valley State University
Oral Roberts University (OK)
Salem State College (MA)
Southwestern Oklahoma State University
Taylor University (IN)
University of North Carolina at Greensboro
University of Scranton (PA) ***-removal of probation***
University of Tennessee *(initial)*
University of West Alabama

Valdosta State University
Wheaton College (IL)

Accreditation with Conditions with a Focused Visit

Lewis University (IL)
University of Miami (FL)
Warren Wilson College (NC)
Western Michigan University

Accreditation with Conditions with Documentation

Cheyney University of Pennsylvania
Graceland University (IA)
Texas Tech University
University of Tennessee (*initial*)

Conditions Removed with Documentation

Georgia Southern University
Presbyterian University (SC)

Conditions Removed with a Focused Visit

Bellarmino University (KY)
Bethune-Cookman University (FL)
Coastal Carolina University (SC)
Florida A&M University
Gonzaga University (WA)
Marquette University (WI) (*initial*)
Mesa State College (CO)
Minot State University (ND)
Tri-State University (IN)
University of Idaho
University of Tennessee at Martin
Washburn University (KS)

Conditions Not Removed & Focused Visit Required

Lincoln University (MO)
Mayville State University (ND)
University of Southern Mississippi

Approval of Candidacy

King's College, PA
Louisiana State University at Alexandria
Mount Vernon Nazarene University, OH
Newman University, OH
Oglala Lakota College, SD
Southern Wesleyan University, SC
Texas Southern University
Trevecca Nazarene University, TN
University of Puerto Rico Cayey
University of Puerto Rico Mayaguez
University of Puerto Rico Ponce
Ursuline College, OH
Walsh University, OH

STANDARDS REVISION ADOPTED

The Unit Accreditation Board (UAB) adopted the revisions of the unit standards and glossary after reviewing the feedback received since October 2006. The revised standards must be ratified by the Executive Board at its May 11th meeting before they are official. They become effective for visits in fall 2008. Institutions with visits in 2007-2008 may choose to use the revised standards. The major changes from the October draft include:

- The addition of the word *colleagues* to the professional dispositions rubric in Standard 1. The sentence now reads *Their work with students, families, colleagues and communities reflects these professional dispositions.*
- The addition of the following sentence to the supporting explanation for Standard 4: *Candidates are helped to understand the potential impact of discrimination based on race, class, gender, disability, sexual orientation, and language on students and their learning.*
- The addition of the following definition of *disability* to the glossary: *Conditions including mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments or specific learning disabilities that require special education or related services.*
- The addition of a definition of *transition point* to the glossary: *Key points in a program when a unit assesses candidate knowledge, skills, and professional dispositions and determines if candidates are ready to proceed to the next stage in a program. Standard 2 requires transition points upon program entry, at appropriate point(s) during the program, and upon program completion.*
- The revision of the definition of *professional dispositions*: *The attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These professional dispositions*

support student learning and development. NCATE expects candidates to demonstrate classroom behaviors that are consistent with ideas of fairness and the belief that all students can learn. Based on their mission and conceptual framework, professional education units can determine additional professional dispositions such as caring, honesty, responsibility, and social justice. NCATE expects institutions to assess professional dispositions based on observable verbal and non-verbal behaviors in educational settings.

[NOTE: At its May 11th meeting, the Executive Board ratified the revised standards with a change in the target levels of Standard 4's elements on faculty diversity, candidate diversity, and P-12 student diversity. The Executive Board did not accept the revised definition for professional dispositions, but created a Task Force to review the definition and report its recommendations to the Executive Board in October 2007.]

TASK FORCE ON PROFESSIONAL DISPOSITIONS, TO INCLUDE SOCIAL JUSTICE

The UAB asked NCATE to create a task force to address the issue of social justice in the NCATE accreditation system, including the NCATE standards and glossary. The Task Force should be composed of representatives from NCATE member organizations and should consider representative perspectives of the people who submitted comments to NCATE regarding social justice. The UAB also asked for a progress report on the work of the task force at each of its meetings, beginning in October 2007. The establishment of the task force must be approved by the Executive Board. [NOTE: The Executive Board subsequently approved the creation of a Task Force on Professional Dispositions to examine social justice and related concerns, and asked for a report of its recommendation by the October 2007 meeting of the Executive Board.]

STREAMLINED ACCREDITATION PROCESS ENDORSED

The UAB endorsed the differentiation of procedures for first time and continuing visits. It authorized NCATE staff to develop a streamlined process for continuing accreditation with the following elements:

- A briefer IR will be submitted via NCATE's website; it will focus on previous AFIs and changes since the last visit and be filled with data determined by NCATE.
- Data prepared for national program reviews will not be repeated in Standard 1 as discussed in.
- Teams will be asked to access electronic exhibits before arriving for the on-site visit.
- The number of exhibits available to teams will be specific and limited in number.
- The AACTE/NCATE annual report will be revised to collect data that will be helpful to teams and the UAB in making performance-based judgments.
- The proposed BOE Report Template will be pilot tested in selected fall 2007 visits.

Institutions with visits in spring 2008 will be invited to pilot test the streamlined system, which will include helping to develop the system and providing feedback on it.

CHANGES IN DECISIONS ELIGIBLE FOR APPEAL

The Unit Accreditation Board (UAB) decided that institutions can no longer appeal a conditional or provisional decision that requires a focused visit after their documentation has not convinced the UAB that the condition or provision has been removed.

ALL LEVELS MUST BE ACCREDITED

Currently a unit could have one level (i.e., initial teacher preparation or advanced preparation) accredited and the other denied or revoked. Beginning with UAB decisions in spring 2008, both levels will have to be accredited to maintain accreditation. A unit that has lost its accreditation at one level must have it reaccredited within three years to maintain accreditation of the second level.

REASON FOR UAB CHANGING THE BOE RECOMMENDATION TO BE INCLUDED IN THE ACTION REPORT

Beginning with decisions made at the April 2007 meeting, the UAB will include a rationale in its action reports for changing a BOE recommendation that a standard is met. When the UAB changes the BOE recommendation from unmet to met, a reason for the change will be shared with the BOE team on the UAB evaluation of the team report.

BOARD OF EXAMINERS

The UAB reaffirmed its commitment to a diverse Board of Examiners and called on its member organizations to increase the percentage of BOE members from underrepresented groups. It also recommended to staff that every effort should be made to assign the majority of the higher education representatives on a team from an institution that is similar in type to the institution being visited. Teams will also represent gender and ethnic diversity; exceptions may occur when BOE members withdraw close to the time of the visit or when representatives from a similar institution type are not available.

The UAB supported increasing the size of the Board of Examiners to ensure enough members to visit the growing number of institutions seeking accreditation. To meet this need, terms of BOE members will be extended from two to three if members are performing at the level expected by NCATE. All BOE members are expected to stay current with NCATE policies and practices by reviewing the online BOE training modules, reviewing the semiannual *BOE Updates*, and participating in NCATE's web seminars for BOE members before every visit. Team chairs who have received high evaluations from institutions and BOE peers may be reappointed to terms beyond three. All team chairs are expected to attend BOE Chair Retreats every two to three years and participate annually in NCATE's web seminar for team chairs.