

SUMMARY OF ACTIONS
Unit Accreditation Board (UAB)
March 30, 2006

ACCREDITATION DECISIONS

Seventy-six institutions were reviewed by the Unit Accreditation Board (UAB) at its meeting on March 25-30. Nine institutions were seeking accreditation for the first time; 67 were seeking continuing accreditation. Of those seeking continuing accreditation, 20 had hosted a focused visit or submitted documentation to remove conditions or provisions. The following accreditation decisions were made. (The list of institutions reviewed and their accreditation decisions is attached.)

First Accreditation

Accredited	7	78%
Provisional Accreditation	2	22%
Denial of Accreditation	<u>0</u>	0%
Total Seeking First Accreditation	9	

Continuing Accreditation

Accreditation Continued	34	77%
Conditions/Provisions Removed	18	7
Accredited with Conditions	12	21%
Conditions/Provisions Not Removed & Focused Visits Required	2	7
Accredited with Probation	1	1%
Accreditation Revoked	<u>0</u>	0%
Total Seeking Continuing Accreditation	67	

Seventy-two percent of the institutions seeking continuing accreditation were accredited without any qualification. Ninety percent of the institutions seeking to remove a condition or provision were successful.

SIZE OF TEAM FOR A FOCUSED VISIT INCREASES

The UAB decided that teams for focused visits should include at least three BOE members, with the exact size of the team dependent on the number of standards to be examined, the previously unmet standard(s), and the size and complexity of the unit.

ANNUAL REPORTS TO INCLUDE SUBSTANTIVE CHANGES AT THE UNIT

NCATE's Annual Report, Part C will be revised in 2006 to require institutions to report annually the following substantive changes in the unit:

1. The addition or removal of programs

2. Changes in program delivery, particularly when traditionally delivered programs become distance learning programs. NCATE defines distance learning programs as programs in which more than 50 percent of the courses are not delivered face-to-face
3. Unit or institutional name changes
4. Changes in key personnel, particularly the unit head, NCATE coordinator, and university/college president
5. Addition or removal of a level of preparation
6. Significant change in physical facilities
7. Status of an institution, i.e., merged, separated, etc.
8. Significant changes resulting from unforeseen conditions, e.g., natural disasters, health calamities, etc.

AMOUNT OF ASSESSMENT DATA NEEDED FOR ON-SITE VISITS

Institutions should have multiple years of assessment data available for their program reviews and on-site visits. Accredited institutions should continue to collect and analyze data between visits, giving them at least seven years of data by their next visit. However, they are required to report only the previous three years of data at the time of their visit. If new assessments are initiated in the year or two before a visit, the unit will have only 1-2 years of data for those specific assessments. The amount of expected data differs for institutions seeking accreditation for the first time and those continuing their accreditation as shown in the tables below.

Institutions Seeking Continuing Accreditation

Program Reports Submitted	Amount of Data Expected (program reports)	Site Visit Date	Amount of Data Expected (site visits)
Through February 1, 2007	1 semester	Through Spring 2008	1 year
September 15, 2007	1 year	Fall 2008	2 years
February 1, 2008	1 year	Spring 2009	2 years
September 15, 2008	2 years	Fall 2009	3 years
February 1, 2009	2 years	Spring 2010	3 years
September 15, 2009 & afterwards	3 years	Fall 2010 & afterwards	3 years

Institutions Seeking Accreditation for the First Time

Program Reports Submitted	Amount of Data Expected (program reports)	Site Visit Date	Amount of Data Expected (site visits)
Through February 1, 2007	1 semester	Through Spring 2008	1 year
September 15, 2007	1 year	Fall 2008	2 years
February 1, 2008 & afterwards	1 year	Spring 2009 & afterwards	2 years

Through submissions on February 1, 2007, program reports may be submitted on February 1 or September 15, approximately six months before the on-site visit. However, institutions are encouraged to submit their program reports on February 1 or September 15, approximately one year before their on-site visits. Beginning with on-site visits in fall 2008, program reports **must** be submitted on February 1 or September 15, approximately one year before the visit.

STANDARDS REVISION

The UAB adopted the first draft of the standards and glossary revision that incorporated the Committee's earlier recommendations based on NCATE's survey of institutions, states, Board of Examiners, and member organizations. Only a few minor changes will be proposed to the standards themselves; most of the changes are clarifications to the rubrics and supporting explanations. The revisions are now available on NCATE's website. A summary of the changes follows:

◀ **Conceptual Framework**

- Eliminated the "evidences of the conceptual framework" section
- Integrated proficiencies related to diversity and technology into the structural elements
- Added a summary of the entire assessment system, and not just the section on candidate proficiencies, as a structural element

◀ **Introduction to the Standards**

- Decided not to change the order in which the standards are presented
- Added an introduction explaining the structure of the standards, the order of the standards, and the expected use of data in all of the standards
- Identified the programs for which the standards apply
- Eliminated division between candidate performance and unit capacity standards

◀ **Numbered the elements of the standards.**

◀ **Standard 1**

- Changed the order of the elements, placing the elements for teachers first, the elements for other school professionals next, and finally the element that applies to both levels.
- Combined the elements on content knowledge and professional knowledge and skills for other school professionals
- Replaced the word "continuing" with the word "advanced" when referring to advanced programs for licensed teachers; replaced the words "other professional school personnel" with "other school professionals"
- Added statements to the rubrics addressing expectations for candidates in advanced programs for teachers
- Slightly re-worded the element on student learning
- Re-wrote sections of the supporting explanation
 - Added the first paragraph
 - Updated the list of specialized professional organizations with standards
 - Clarified expectations for student learning

- Clarified the role of the program review process in NCATE accreditation

◀ **Standard 2**

- Moved the phrase dealing with assessments as predictors of candidate success to the target level (element 2a)
- Added “and unit operations” to statement on fairness, accuracy, and consistency of assessments
- Added the expectation that the unit is able to disaggregate data for alternate route, off-campus, and distance learning programs (element 2b)
- Added the expectation that faculty have access to candidate assessment data and/or data systems (element 2c)
- Re-wrote the first paragraph of the supporting explanation

◀ **Standard 3**

- Added expectations for advanced programs for teachers and other school professionals to the rubrics (element 3b)
- Re-wrote paragraphs 2, 3, and 4 of the supporting explanation
- Added “for conventional and distance learning programs” in reference to clinical work (element 3b)

◀ **Standard 4**

- Added linguistic diversity to the rubrics
- Strengthened statements about assessing proficiencies in the wording of the standard
- Re-wrote portions of the first element
- Defined ethnic/racial groups by U.S. Census categories and indicated that units should have at least two types of diversity (elements 4b, 4c, and 4d)
- Re-wrote supporting explanation
- Added “in conventional and distance learning programs” to the elements at the request of the P&E Committee

◀ **Standard 5**

- Combined elements on collaboration and service
- Added “few,” “most,” and “all” to the rubrics on scholarship and service
- Clarified which faculty members the standards are referring to in all of the elements

◀ **Standard 6**

- Added “with clinical components” to the element on budget
- Added “per semester or the equivalent” when referring to faculty load and clinical supervision in Standard 6
- Added a sentence on resources for distance learning to the element on “unit resources, including technology”

◀ **Glossary**

- Most additions are new
- Italicized definitions are revised

- Added words related to the program review process

Member organizations, institutions, states, SPAs, BOE members, candidates, and others may provide feedback on the revision until October 1, 2006. The Standards Committee will consider the recommendations submitted by readers at its October 2006 meeting. A second draft of the revised standards, incorporating recommendations as appropriate, will be presented to the UAB at its October meeting. Following the October meeting, the second draft will be available on NCATE's website for additional comment. Hearings on the standards revision will be conducted at the annual meetings of AACTE and ATE early in 2007. The final version of the revised standards and glossary will be presented to the UAB at its April 2007 meeting as indicated on the calendar below.

April-September 2006	Call for comment on the draft of revised standards
October 2006	Standards Committee considers comments of the revised standards draft.
Spring 2007	UAB and Executive Board adopt revised standards.
Spring & Fall 2008	Institutions may choose to use the revised standards for their visits.
Fall 2008	Revised standards become effective for all institutions.

**UAB ACCREDITATION ACTIONS
MARCH 2006**

First Accreditation

Accreditation Granted

Bluffton University (OH)
Morris College (SC)
Muskingum College (OH)
New York Institute of Technology

Nyack College (NY)
St. John Fisher College (NY)
University of Alabama in Huntsville

Accreditation with Provisions

Alaska Pacific University

Queens College (NY)

Provisions Removed

Liberty University (VA) (*advanced*)
Manhattanville College (NY) (*initial*)
MidAmerica Nazarene University (KS)
State University College at Brockport (NY)

Stillman College (AL)
Trinity University (DC)
University of Texas at Arlington

Provisions Not Removed & Focused Visit Required

Mount Saint Mary College (NY) (*advanced*) Tabor College (KS)

Continuing Accreditation

Accreditation Continued

Benedictine College (KS)
Berry College (GA) (*initial*)
Bethany College (WV)
Bluefield State College (WV)
Capital University (OH)
Clayton State University (GA)
College of St. Benedict & St. John's
University (MN)
Drury University (MO)
East Stroudsburg University (PA)
East Tennessee State University
Eastern Mennonite University (VA)
Indiana University of Pennsylvania
Indiana University South Bend
Indiana University Southeast
Jacksonville State University (AL)
Luther College (IA)
Marian College (IN)
Marymount University (VA)

Methodist College (NC) – ***removal of probation***
Mississippi College
Montclair State University (NJ)
Northwestern State University of Louisiana
Oklahoma Christian University
Ottawa University (KS)
Saint Joseph's College (IN)
Salisbury University (MD)
University of Alabama at Birmingham
University of Colorado at Denver
University of Minnesota-Twin Cities
University of North Carolina at Charlotte
University of Portland (OR)
University of Tennessee at Chattanooga
Wabash College (IN)
Weber State University (UT) (*initial*)
William Paterson University (NJ)

Accreditation with Conditions

Augustana College (SD)
Berry College (GA) (*advanced*)
Bloomsburg University of Pennsylvania
Indiana State University
Nebraska Wesleyan University
Ohio State University

Pacific Lutheran University (WA)
Philander Smith College (AR)
University of Maine
University of North Alabama
University of North Carolina at Asheville
Weber State University (UT) (*advanced*)

Accreditation with Probation

University of St. Thomas (MN)

Conditions Removed

Atlanta Christian College (GA)
Ball State University (IN) (*advanced*)
College of William and Mary (VA)
Glenville State College (WV)
Indiana University – Purdue University Fort
Wayne (*advanced*)

Livingstone College (NC)
New Jersey City University (NJ) (*advanced*)
North Dakota State University
Oakwood College (AL)
University of Alabama
University of Rhode Island (*advanced*)

Approval of Candidacy

The following institutions have met the preconditions necessary to host a first accreditation review and have been accepted by the UAB as candidates for accreditation.

Brewton-Parker College (GA)
Converse College (SC)
Dalton State College (GA)
Fairfield University (CT)
George Fox University (OR)
Lamar University (TX)
Monmouth University (NJ)

Quinnipiac University (CT)
State University of New York College at
Old Westbury
Sterling College (KS)
University of Texas of the Permian Basin
Wilmington College (DE)