



BOARD OF EXAMINERS UPDATE

Fall 2006

The BOARD OF EXAMINERS UPDATE is designed to share the actions of the Unit Accreditation Board and refinements of NCATE's review process. It is disseminated at the start of on-site visits in the fall and spring. Issues and changes reported here should be reviewed by team members during their first team meeting.

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STANDARDS UPDATE

Call for Comment on NCATE Unit Standards

Is something about the Unit Standards bothering you? Repetitions? Omissions? Opaqueness? Now is the time for you to voice your concerns. NCATE has posted draft standards on its website for you to review and provide input. To access the draft standards, go to: http://www.ncate.org/public/0511_stdRevision.asp?ch=150

Send your comments to antoINETTE@ncate.org. Your comments will be reviewed and considered by the Standards Committee of the Unit Accreditation Board (UAB) at its October 2006 meeting. After the meeting, proposed refinements will be incorporated and the revised draft standards will once again be shared with institutions, candidates, constituents, BOE members, state partners, and other interested parties via NCATE's website. In spring 2007, the UAB and the Executive Board are expected to adopt the revised standards.

Amount of Data Expected for Standard 1 on Site Visits

How much data are enough? At a minimum, institutions visited now through spring 2008 should have at least one year (two semesters) of data for Standard 1 and other standards as appropriate. Institutions should be collecting data throughout the accreditation cycle, but given that many institutions altered their assessments to meet requirements of NCATE's new program review process, expectations for unit review have been scaled back. The goal is that units regularly collect and analyze data. Institutions that do not meet this minimum requirement should receive an area for improvement (AFI) under Standard 2. The area for improvement should read, "the unit does not regularly collect and aggregate assessment data." Tables with NCATE's expectations can be accessed in the institutional section of the website at: <http://www.ncate.org/documents/accreditation/AmountDataRequired.pdf>

Institutions Seeking Continuing Accreditation or Accreditation for the First Time:

Site Visit Date	Amount of Data Expected (site visits)
Through Spring 2008	1 year
Fall 2008	2 years

Advanced-level Programs

Some institutions and BOE teams have difficulty identifying advanced level programs and other programs that should be a part of the NCATE review. To address this problem, the Unit Accreditation Board recommends that during the pre-visit, team chairs conduct a thorough review of the programs being offered by the unit and included in the NCATE review. In addition, team chairs should also review the level (initial or advanced) of the programs being reviewed. A few rules of thumb:

- Initial teacher preparation programs are those programs for individuals pursuing their first license in teaching; all other programs are advanced level programs;
- Initial teacher preparation programs can be offered at the undergraduate and graduate levels;
- Programs for teachers who already have their first license to teach are advanced level programs; and
- Programs for other professional school personnel are advanced level programs.

If you have questions about advanced level programs, an informative PowerPoint presentation is currently on the website under "resources" and "presentations."

AFIs for the Lack of National Recognition

During fall 2006 visits, BOE members must continue to cite areas for improvement (AFIs) when programs that have been nationally reviewed are not recognized. At its October 2006 meeting, the Unit Accreditation Board (UAB) will consider a proposal to remove this requirement until such time that national recognition rates are more like accreditation rates of 70–80 percent.

UAB UPDATE

Size of Teams for Focused Visits

During its spring 2006 meeting, the UAB decided that focused visit teams should include at least three NCATE BOE members. The exact size of the team will depend on the number of standards to be examined, the previously unmet standard(s), and the size and complexity of the unit. In states with a joint partnership agreement, the state will be encouraged to add one member to the team.

Reporting Substantive Changes

NCATE's Annual Report, Part C will be revised to require institutions to report annually on substantive changes. Units will be asked to report on addition and removal of programs, changes in levels of preparation offered, and in the way programs are delivered, particularly if traditionally delivered programs become distance learning programs when more than 50 percent of the courses are not delivered face-to-face. At the unit and institutional levels, the unit will report changes in key personnel, unit or institution name, and the institution's status, for example if it merges with another institution or separates from a main campus. Significant changes in physical facilities and any significant changes due to unforeseen conditions (natural disasters, health calamities, etc.) will also be reported.

The Annual Report and Preconditions Audit (ARPA) Committee will continue to monitor significant changes reported by the unit, as well

as changes to the institution's accreditation and state status. If the UAB recommends that the BOE team consider an issue "triggered" by ARPA review, NCATE will notify the team chair of the trigger and what area(s) the team should look into.

BOE VISITS

Cut-off Times for Providing New Information to a Team

News has reached the NCATE office that some institutions are providing new information to teams as late as Tuesday night. This late provision of information adversely affects teams' deliberation and writing time. Teams should channel requests for information through the team chairs, who are meeting with institutional representatives on a regular basis. While the decision to include information is the chairs', all of the necessary information should be available for team review by Tuesday afternoon, at the latest.

Cut-off Dates for Providing New Information to Electronic Exhibit Rooms

Team chairs are asked to work with institutional representative to set a cut-off date for adding materials to electronic exhibit rooms. If additional materials need to be added after the cut-off date, then the unit should provide the team with a list of the added materials during the introductory meeting.

New Travel Agent

NCATE is now working with ITS, the travel department of *Conferon Global Services*, for all travel arrangements. If you have not already done so, please enter your travel profile before booking any travel. Reservations can be made either by telephone or email, or online. You will need to enter two profiles if you plan to book travel both ways.

If you plan to always book your travel with a live person on the telephone, please enter your profile at <http://www2.expoedge.com/AirProfile/>. (List NCATE as the company and indicate the NCATE

American Express BTA Account will pay for your ticket.) You may make reservations by calling 1-800-255-8664 (toll free) or 847-940-1172, Monday through Friday, 8:00 am to 6:00 pm central standard time, or sending an email to airtravel@itsmeetings.com with your travel requirements. You may also call ITS without entering your profile, but it will take longer for the booking process each time.

If you prefer to book your tickets online yourself, we ask that you do so through the Travelport System at www.travelport.net/registration (the company name should be listed as ITS and the Pin is QNHLHK77). Once you have entered your profile (and saved it), you can search for flights at any time and book them the same way you would through Expedia, Orbitz or any of the other online services.

When booking a trip, you will always be asked to provide the NCATE Travel Code given to you by the team chair or Marva Atwater. Chairs are reminded to provide instructions for travel, including the travel code, when they introduce themselves to team members. If you have a question about the code, please contact the chair or anyone in the NCATE Finance Office.

We hope that the new system will help keep travel costs down; however BOE members should still make arrangements as early as possible to get the best prices.

Professionalism of BOE Teams

Maintaining professional and collegial relationships within the BOE team and between the team and the unit helps to make the very intense and sometime difficult work of the BOE easier. There are a few things members should keep in mind to help the process run smoothly. Review the Code of Conduct (www.ncate.org/boe/codeofconduct.asp?ch=30) and take steps to avoid any actual or *perceived* conflicts of interest. Accept any assignment given by the chair. Team chairs try to distribute the workload evenly, so members may not be given the standard they prefer. Remember that the team represents the education profession to the unit, candidates, institution leaders, and P-12 school personnel. A casual atmosphere can help reduce stress in the team room, but actions

and dress should be more professional during interviews and other interactions with staff and faculty. This is particularly important for members who interview presidents and provosts, or visit partner schools. To be fair to the unit and keep focused on BOE work, members should not bring family members or expect free time for other activities. Of course, the work does not end with the visit. Members should help review the BOE report and provide feedback to the chair in a timely manner.

Increased Interest in NCATE Accreditation

University of Puerto Rico (UPR) campuses are now required to secure NCATE accreditation and other Puerto Rican institutions may seek accreditation as well. The main UPR campus has been accredited since 1954, so there is some history with the system. Although most documents and interviews will be in English, the language of instruction at many of these institutions is Spanish so there will be an increased need for bilingual BOE members.

Non-traditional institutions are beginning to seek NCATE accreditation as well. The first BOE visit to an online university took place during the spring 2006 semester. Letters of intent to seek accreditation have been received from a schools-based program and from a non-profit organization which offers programs for state certification. The NCATE constitution was revised several years ago to include non-traditional institutions, and the UAB agreed to hold these institutions to the same standards as traditional institutions that have always been part of the NCATE process.

BOE REPORTS

NCATE's Relationship with Other Accreditors

NCATE has a policy to streamline and clarify what is required when a program within the unit is already accredited by another specialized accrediting organization. This policy, entitled "Relationship with other Nationally Recognized

Accrediting Bodies," can be found at http://www.ncate.org/governance/policies_page.asp?ch=&hbckch=4&hpckpg=56#relationship

The policy states that NCATE recognizes the following specialized accrediting organizations:

- **American Assembly of Collegiate Schools of Business (AACSB)**
- **American Association of Family and Consumer Sciences (AACCS)**
- **American Library Association (ALA)**
- **American Psychological Association (APA)**
- **American Speech-Language-Hearing Association (ASHA)**
- **Council for Accreditation of Counseling and Related Educational Programs (CACREP)**
- **National Association of Schools of Art and Design (NASAD)**
- **National Association of Schools of Dance (NASD)**
- **National Association of Schools of Music (NASM), and**
- **National Association of Schools of Theatre (NAST).**

For programs accredited by one of these organizations, NCATE requires, at a minimum, units to present **(1)** the official notice of accreditation from the other specialized accrediting organization and **(2)** data demonstrating that candidates in these programs meet professional and state standards as expected in NCATE's Unit Standard 1. The unit head is still expected to manage and/or coordinate these programs as they are still considered part of the unit. To reduce the reporting load for these accredited programs, NCATE will not require the unit to include these programs in its reporting and evidence gathered for NCATE Unit Standards 2, 3, 4, and 5. These programs should be collecting performance data for their own accrediting agencies, which may be in a different format than used by the education unit.

Candidates and faculty members from these

nationally accredited programs may be included in BOE interviews during the on-site visit.

Programs in nursing, physical therapy, occupational therapy, and social work are not included in the NCATE review.

During the previsit, team chairs should discuss this policy with the unit to ensure that appropriate evidence will be available to the team.

Evaluation of BOE Reports

Congratulations! Evaluation scores given by the UAB on BOE reports written in fall 2005 increased on all 16 items compared to spring 2005 reports. Five items which previously were below 3 rose to over 3, appreciably in some cases. A look at the scores that increased to over 3 shows an improvement in the presentation and use of evidence; more clearly stated areas for improvement; and fewer inconsistencies within reports. The only item which was rated below 3, although the rating did increase, is not explaining why areas for improvement were not cited when the evidence could lead a team to cite one. Be sure to check reports for negative statements and either cite areas of improvement or thoroughly explain why program quality is not adversely affected. BOE teams are also doing a very good job keeping within the page limits of the new report template.

The improvements in report writing were evident during the UAB's spring 2006 meeting where the audit teams were able to work more efficiently. Several members mentioned that the high quality of the reports made the difference.

(See evaluation chart on following page)

UAB evaluations of spring 2005 and fall 2005 BOE Reports

Evaluated in fall 2005 and spring 2006

Scale = 1 (strongly disagree) to 4 (strongly agree)

Questions	Spring 2005 Reports	Fall 2005 Reports
1. The report was adequately edited.	3.18	3.43
2. The introduction and conceptual framework sections were sufficiently informative.	3.34	3.45
3. The report incorporated evidence that adequately addressed each element of the standards, including elements related to advanced programs.	3.02	3.26
4. The report included a clear presentation and synthesis of evidence.	2.88	3.15
5. The report presented the evidence in enough detail to “make the case” for its findings in the narrative.	2.98	3.16
6. The report included recommendations that were derived logically from the narrative and areas for improvement.	3.05	3.15
7. The report drew on multiple sources of evidence.	3.26	3.40
8. The report stated when sufficient evidence was not available for review.	2.86	3.22
9. The areas for improvement that were cited were clearly stated.	2.76	3.11
10. The report was internally consistent - i.e., it did not include contradictory information.	2.80	3.23
11. The report placed comments, concerns, and areas for improvement related to the conceptual framework under the appropriate standards.	3.13	3.39
12. The report made distinctions between initial and advanced programs.	3.32	3.54
13. The report addressed the areas for improvement that were cited.	3.12	3.32
14. The report explained why areas for improvement were not cited when the evidence discussed could presumably lead a team to cite areas for improvement.	2.45	2.67
15. The report adequately addressed previously cited weaknesses/ areas for improvement.	3.18	3.49
16. The report did not include prescriptive statements and/or opinion not related to the standards.	3.15	3.52

STAFF UPDATE

Khadija Jordan, Assistant to the Senior Vice President. Khadija previously worked as the Executive Assistant for the International Downtown Association. She has coordinated advisory panels and provided support for meetings and conferences. Khadija has a B.A. from Catholic University of America. She is filling the position vacated by Sarah Pickens. Sarah, a collegiate soccer player, is now with the U.S. Soccer Foundation. It took a while to find some one who could replace Sarah and we are pleased to have Khadija on board. She can be reached at khadija@ncate.org.

NCATE has welcomed several other new members to the staff recently.

Katrice Colter, Finance Assistant. Katrice is a recent graduate of Trinity University in Washington, DC, where she majored in Mathematics. Katrice was a teacher's assistant at the See Forever Foundation where she led structured group assignments in math at the Maya Angelou Public Charter School (DC). Katrice also interned at the Thurgood Marshall Center, Trust, Inc., and was a research student at Math SPIRAL, University of Maryland. Her email address is katrice@ncate.org.

Ronnie Gomez, System Support Assistant. Ronnie provides computer, electronic communication, and other technologically-based services to help support NCATE's operations. Ronnie previously worked as a computer repair technician and a technical support specialist. He is the person to contact if you have a technical problem with accessing NCATE forms electronically. Ronnie's email is ronnie@ncate.org.

Frank Huang, System Developer. Frank's main responsibility is to develop web based accreditation applications for NCATE. He has developed a web based survey tool and an online application for State Relations. His next project is a web based system for Program Review. Frank has 16 years experience in IT development and holds an M.S. in Engineering from the Catholic University of America and a B.S. in Engineering from the University of Shanghai, China. His email address is frank@ncate.org.

Monique Thomason, Accreditation Assistant, Program Review. Monique is the newest member of the Program Review staff. She previously worked as an Administrative Assistant and Development Assistant at Georgetown University, and as a Senior Secretary at George Washington University. Monique attended Elizabeth City State University. Her email address is monique@ncate.org.