

Chapter Seven

Preparation for an Accreditation Site Visit

Introduction

This chapter describes the steps an institution will take to prepare for an accreditation site visit. The size and composition of the accreditation team are briefly described. The chapter provides detailed information on the procedures, activities, and decisions that precede the actual accreditation site visit which is intended as a guide for those who are charged with the administrative tasks of an accreditation site visit. The responsibilities of the state consultant provided by the CTC to the institution are listed and the Year-Out and Two Month-Out Pre-Visits are also described. For more information about the accreditation team, see Chapter 10.

I. Scheduling an Accreditation Visit

Accreditation visits occur during the sixth year of the accreditation cycle. The Committee on Accreditation (COA) also retains the right to schedule more frequent site visits as a stipulation of institutional accreditation or based on reviews of the Biennial Reports or Program Assessment.

The institution will want to consider the following criteria in order to determine a date for the site visit:

1. Select a time period when students are on campus, student teachers are in classrooms, and all stakeholder groups (e.g. support providers, candidates, completers, partners) will be available. Be certain to avoid local school holidays, testing schedules when possible, major academic conferences and other times that will draw faculty away from campus or otherwise impede collection of information from program completers, employers of program completers, cooperating schools, or community members.
2. The visit, if it is a merged accreditation visit, must be coordinated with the national accrediting body. If the visit will involve a national or professional accrediting body for one or more credential programs, early planning must be initiated to allow the institution and CTC staff time to study the alignment of the national or professional organizations' standards with California's standards, and to report the results of the alignment study to the COA for its determination of alignment.
3. For IHE, the most common schedule has the team members arriving around noon on Sunday and beginning their work mid-afternoon; for K-12 institutions, the schedule most often selected has the team arriving on Monday. Exceptions are permitted to this rule, but they should be requested early in the process by the institution. Institutions with multiple sites, unusual class schedules, or other issues should also make these circumstances known early in the planning process.

4. The institution should identify the most appropriate dates from a series of dates proposed by the CTC. The COA and the CTC must schedule the year's accreditation visits in a manner that does not adversely impact the staff. The Administrator of Accreditation will confirm the dates for the site visit and the assignment of a CTC consultant at least 15 months prior to the site visit.

II. The Institutional Overview Meeting (The Year Out Pre-Visit)

Approximately twelve to eighteen months prior to the scheduled accreditation visit, the CTC will host a webcast to acquaint the administration and faculty of the institution/program sponsor with the *Accreditation Process*, to provide assistance in the development of the *Preconditions Report* (due 10-12 months before the scheduled site visit) and the institutional *Site Visit Documentation (SVD)* (due two months prior to the actual accreditation visit), and to address specific issues for different types of reviews. About this same time, the CTC's assigned state consultant will contact the institution for an introduction and to schedule a follow-up phone conference for a date after the institution has viewed the webcast. The purpose of this phone conference is to review the webcast and answer other questions that may arise. The institution may invite anyone it chooses to view the webcast, although it is expected that the Superintendent or Dean will participate.

Logistical and Budgeting Arrangements

The CTC is responsible for all direct expenses of the state accreditation team, including lodging, per diem, and travel expenses. The CTC is also responsible for (a) the direct expenses incurred by the Team Lead and the consultant in working with the institution on arrangements for the visit, (b) direct expenses involved in a focused site visit and any re-visits related to noted stipulations from the original visit and, (c) the substitute expenses for team members who are classroom teachers, if requested. The CTC will enter into a contract with the institution through which the lodging and meal expenses of the team members will be paid.

If the institution/program sponsor is planning a merged accreditation visit, the institution is responsible for the costs associated with the national accrediting body. This is also true if the institution elects to have one or more of its credential programs accredited by a national professional association.

The institution is responsible for covering the costs of assigned time to its faculty and staff for the development of reports or documents. If the institution elects to have a reception for the team or to provide snacks to the team during the visit, the institution bears the cost of these items.

The institution is responsible for the preparation of all necessary documents including, but not limited to the *Preconditions Report* and the *Site Visit Documentation (SVD)* with sufficient copies of these reports for team members, all necessary back-up documents and files to support the *SVD*, and any other materials deemed useful to the team by the institution. All materials sent to the CTC and to team members should be considered the

property of the CTC. Any materials of value should be kept on campus in the document room.

The institution is responsible for providing sufficient space on campus for a private room for the team, a document room for all files and materials, space for all team members to conduct their interviews, access to telephones for team members required to make telephone interviews, and if needed, computers to facilitate team writing.

The institution is also responsible for assisting the CTC state consultant in identifying an acceptable hotel in close proximity to the campus, arranging for meals for the team, and arranging parking permits or other forms of transportation during the visit for team members.

The institution is responsible for working with the CTC state consultant to make all necessary arrangements regarding the interview schedules. The institution is responsible for scheduling the interviews, ensuring that an adequate number of interviews are scheduled for the institution and all its programs, providing parking for interviewees, assigning campus guides to direct individuals to their interview locations, and arranging for back-up interviews as needed. When necessary, institutions are encouraged to propose innovative arrangements for handling interviews (e.g., interactive audio and video connections or dispersed interview sites) and required to ensure that sufficient numbers of interviews are scheduled across all key groups.

In the case of a re-visit or the visit of a focused site team, the institution is responsible for making the same type of arrangements as noted above for an original visit.

The institution is responsible for all expenses involved in attending a COA meeting, including the meeting at which that institution's accreditation is scheduled for discussion and decision. In the event of an appeal, the institution must bear the cost of making the appeal and attending any appeal hearings or meetings. If a re-visit is required as a result of the appeal, the standard division of responsibilities and costs as noted above will apply.

III. Preparation for a Site Visit

The COA uses a comprehensive process of evidence collection and evaluation for the site visit. The *Preconditions Report* is the first element, providing updated information regarding the institution, including the number of current candidates per program, per delivery model, per location and the number of completers in the past school year. The *Preconditions Report* to provide current information about its responses to the preconditions, and provides information about the context in which the institution/program sponsor operates. The *SVD* constitutes the second element, the documentation of how the program meets Common and Program Standards, and participates in on-going program improvement. The third element in the collection and evaluation of evidence is the team's review and analysis of supporting documentation. The fourth element is the array of interviews conducted with a broad spectrum of individuals involved in the program the faculty/instructional personnel, candidates, program completers, cooperating educators, advisory committee members, and employers of program completers.

1. Preconditions Report

Program sponsors will prepare a *Preconditions Report* (<http://www.ctc.ca.gov/educator-prep/accred-files/Preparing-Precondition-Report.doc>) to be submitted to the CTC staff consultant six to 12 months before the site visit. This brief report describes the institutional mission and includes information about the institution's demographics, special emphasis programs, and other unique features of the institution/program sponsor. The institution must include the following information in its *Preconditions Report*:

- a. Special Characteristics of the Institution:** The institution notes any special characteristics about its credential programs that would affect the composition of the team, the organization of the visit, or the development of the team schedule. Offering programs at multiple sites, the use of unusual delivery formats-including technology, and/or unusual staffing patterns are of particular interest to the CTC and may require particular expertise among the review team members. Institutions with multiple-site programs must include specific information about the administrative relationships among the various locales and options, and include a table that shows, for each site, the program completers from the prior year and the current enrollment.
- b. Response to Preconditions:** In its *Preconditions Report*, the institution includes its response to accreditation preconditions established by state laws and the CTC. The institution must respond to preconditions for all credential programs offered by the institution. The Preconditions may be found on the Precondition web page (<http://www.ctc.ca.gov/educator-prep/STDS-preconditions.html>) or within each approved program's standards handbook.

2. Site Visit Documentation

The *Site Visit Documentation (SVD)* must be provided by the institution in the year prior to the site visit. The *SVD* must include, at a minimum, the following items:

- a. Letter of Transmittal by Dean or Director including verification by President/Provost or Superintendent
- b. Background of the Institution and Education School or Department Mission and Goals (May be included in the Preconditions Report, the Biennial Reports, or response to Common Standards)
- c. Narrative Addressing the Common Standards including supporting documentation
- d. Current Narratives Addressing the Program Standards including supporting documentation
- e. Program Summary for each approved program
- f. *Preliminary Report of Findings* from Program Assessment for each approved program
- g. All Biennial Reports and Commission Feedback, since the last site visit

Educator preparation institutions have the capacity to produce electronic documents, spreadsheets, and documents with hyperlinks. The CTC encourages institutions and agencies preparing for site visits to utilize their electronic capacity and create a document room that is primarily electronic. This can be done by creating websites with links to all

documents, including minutes of meetings, class syllabi, student evaluations, and student portfolios. Although the *Preconditions Report* and the *SVD* may be submitted in paper form, institutions are encouraged to utilize electronic transmission.

All other background material and data should be placed in the document room on campus and referenced in the *SVD*. Institutions are encouraged to use graphic representations and other visual information in the *SVD* document. Institutions planning to use multi-media presentations should confer with the CTC state consultant early in the planning process. No less than 60 days before the visit, the institution should post all materials on the accreditation web page or mail sufficient copies of its *SVD* to the team.

Among its tasks, site team members will review evidence that substantiates, confirms, or contradicts the preliminary findings of the Program Assessment. Using information from the Program Assessment Preliminary Report of Findings and the institution's Preconditions Report, the Administrator of Accreditation will determine the size of the site visit team. If the Preliminary Report of Findings identifies concerns with one or more of the programs, the site team may be expanded to include team members with specific expertise in that program to allow for a focused review of the identified program(s).

3. Campus Exhibits

In the document room on campus, the institution is required to assemble detailed materials that verify and support the assertions made in the *SVD*. The following list of supporting documentation is not exhaustive; it is intended to be illustrative. The institution should tailor its supporting materials to its own mission and goals, organizational structure, and array of credential programs. The institution is also encouraged to utilize alternate means of presenting supporting materials including videotapes, CD-ROMs, wall displays, interactive computer programs, and audio tapes. If the institution makes use of alternate approaches to providing support, its representatives should confer with the assigned consultant and the Team Lead to ensure that sufficient time is allocated within the master schedule to permit the full review and appraisal of the developed materials.

These materials include, but are not limited to:

- a. Complete *vitae/resumes* from full-time and part-time faculty/instructional personnel who work at the institution.
- b. Descriptions of responsibilities for program administrators.
- c. Information regarding recruitment and retention procedures for full-time and part-time faculty and instructional personnel.
- d. Information on support for full-time and part-time faculty including research, travel, and staff development support.
- e. Information on recruitment and admissions procedures including the actual selection process for admission.

- f. Copies of all advisement materials used in all credential programs and the advice and assistance procedures.
- g. Copies of student handbooks, supervisor handbooks and other relevant credential publications.
- h. Copies of relevant budgets, including school budgets, departmental budgets and program budgets, if available.
- i. Institutional procedures on budget and faculty allocations.
- j. Copies of recent catalogues and individual course syllabi. (Note: Where multiple sections of credential courses are offered, institutions should provide additional evidence that all sections of the required credential courses attend to the relevant standards.)
- k. Internship programs should provide evidence of district and bargaining representative agreements and other evidence that internship standards are being met. Copies of all Memoranda of Understanding (MOU) should be available in the document collection.
- l. Minutes of advisory group meetings or other evidence of collaboration and community involvement.
- m. Evidence of on-going, systematic, comprehensive program evaluation and improvement with specific evidence of changes made or contemplated as a result of this evaluation process.
- n. Candidate assessment instruments and procedures with summary information on candidate evaluation results as appropriate.
- o. Candidate records, including evidence of the process for ensuring all requirements have been met by each candidates prior to recommending to the CTC.
- p. Evidence of institutional commitment to and assessment of all field supervisors (individuals serving as cooperating teachers or others who serve as non-employee evaluators of candidates).
- q. Evidence of leadership within the institution and leadership among the elements of the institution with particular attention to articulating a vision, fostering collegiality, delegating responsibility and authority, and advancing the stature of professional education within the institution.

The supporting materials serve as verification of the assertions made in the *SVD*. Institutions are encouraged to ensure that the display of these materials is clearly linked to the appropriate standards. The institutional planners should encourage faculty and staff to begin to collect documents, hand-outs, and other programmatic materials early in the development process. Sorting and selecting materials is easier once all possible documents have been pulled together. In assembling the document room itself, institutions may wish to use one or more of the following organizational schemes:

- a. Color-coding files or sets of documents by Common Standard

- b. Labeling documents by Standard number within a credential program or closely related set of credential programs
- c. Sorting materials in banker's boxes or crates by credential
- d. Developing a website where team members will be able to find the documents and supporting evidence
- e. Providing team members with "look-up only" capacity on campus computer systems or computers provided to the team
- f. Providing information presented in the order in which students experience the credential program (i.e., recruitment and admission materials presented first, then curriculum materials)
- g. Providing mock-ups of highly detailed student files that clearly show how curriculum, field experience, and candidate competence standards are met.
- h. Developing story boards, organizational charts, or other visual display devices that depict aspects of the institution and its various credential programs

Institutions are encouraged to use other presentation devices and approaches that may assist team members in understanding how the institution meets or exceeds all common and any program standards that were not met through the Program Assessment process. Care should be taken to alert the state consultant and Team Lead to any innovative methods being contemplated to ensure that the team will be properly advised before the visit begins.

4. Scheduling Interviews

It is the institution's responsibility to set up the interview schedule for both the Common Standards reviewers and the Program Sampling reviewers. Programs should develop interview schedules in consultation with the CTC state consultant. Since the time available to the team is limited and COA policy dictates that sufficient numbers of individuals from all constituent groups be interviewed, **creating a workable interview schedule is a critical task for the institution and should receive as much attention as the preparation of the SVD.** A matrix identifying interviewees can be found in Appendix B.

It is very important that the interviews occur in a room that is secure and private. Interviewees who believe their comments might be overheard by others may be less willing to identify concerns or problems they are experiencing in the program. The same consideration needs to be made for phone interviews; team members need to feel that their responses and questions are not being overheard by anyone associated with the program, institution, or agency.

Who Should be Scheduled for Interviews by the Team

Site visit team members interview persons involved in the development and coordination of the programs, the preparation of the candidates, and those who employ program completers. These interviewees come from the credential program and partner school districts.

A list of persons who are typically scheduled for interviews is noted below:

Candidates

Beginning Candidates (very small number)

Middle of Program Candidates (larger number than Beginning Candidates)

Candidates who are nearing completion, especially those in student teaching and/or field experiences (majority of candidates interviewed)

Master Teachers/Supervisors/Support Providers

Currently working with candidates or have worked with a candidate in the past year. If the professional development school model is used, then the bulk of the interviews should be with the cooperating faculty from participating schools.

Administrators

From schools where candidates and student teachers are placed, and/or who assist with field work placements. These should be school sites where placements are routinely made or program participants are working. If the program works with multiple school districts, representation from a broad spectrum of districts is required.

Program Completers

Completers from the two previous years. In cases where most program completers leave the area, it may be necessary to go back one more year to ensure that a sufficient number of interviews are conducted. If necessary, the team will call completers who have left the area to ensure that the interviews adequately represent individuals who have completed the credential program.

Employers of Program Completers

School District Personnel Office Administrators

School Site Principals

Although not Employers, Department Chairs of program completers may be helpful in providing information about candidate preparation

Administration and Faculty of the Institution

President/Superintendent (optional unless merged NCATE/COA visit)

Academic Vice-President/Deputy Superintendent

Chief Financial Officer of Institution

Dean of the College or School of Education/Director

Chairs of the involved Departments

Program Coordinators of each credential program

Field Supervisors in each credential program

Professors and Instructors from each credential program (Full-time and Part-time)

Credential Analyst

Advisory Committee for credential programs

Institutions that have satellite campuses must ensure that a representative sample of each category of stakeholder at each satellite campus is scheduled for interviews. If the satellite locations cannot be readily accessed by car, it might be necessary to establish a telephone or electronic connection to permit the interviews to occur. Review teams cannot, with confidence, develop program findings or accreditation recommendations if they have not interviewed enough candidates, faculty, completers, and administrators from satellite areas. The responsibility rests with the institution to anticipate the need to for adequate interviews with off-campus constituencies. If the dean or director of an institution has concerns about off-campus interviews, that person must talk with the institution's assigned consultant.

NOTE: The number of individuals to be interviewed will vary by category and program, and will depend upon program size, relative "importance" to the credential preparation program, availability, and location of the interviewees. For a small credential program, generally everyone associated with the program will be interviewed. Specific problems with interview sample size must be discussed well in advance of the visit with the Team Lead and the CTC state consultant.

Selection of Interviewees

The institution should begin assembling lists of potential interviewees 4-6 months before the visit. For IHE, the Placement and Alumni offices should be consulted along with the Credential Analyst for the names of program completers, district-employed supervisors and other personnel. The names of current candidates should be assembled as soon as practicable in the months prior to the visit. Faculty who teach or provide services in the program should be alerted to the visit dates to ensure their availability. Special arrangements may be necessary for part-time faculty or faculty on early retirement or sabbatical leave.

Candidates and program completers may be interviewed in small groups (8-20 individuals). Faculty and field supervisors may be interviewed in small groups (3-10 individuals) and administrators should be interviewed individually. Telephone interviews, closed-circuit television, videoconferencing, off-campus interview sites, and other innovative means of conducting the interviews are strongly encouraged, particularly at locations where parking and travel are difficult or where program completers work at significant distances from the campus.

It is essential that representation from all stakeholder groups (faculty, staff, candidates, program completers, employers, and district-employed supervisors) for each approved credential program be available for interview. In addition, if the program is provided at satellite locations or through distance learning, stakeholders from these locations must be included. A matrix of interviewees by common standards is shown in Appendix B.

Review of Interview Schedules by Team Lead

A rough draft of the interview schedule must be available at the Two-Month Out Pre-Visit and the interview schedule should be finalized approximately three weeks before a

site visit. When the schedule is complete, it is sent to the CTC state consultant and the Team Lead for their final review. If an institution does not get the interview schedule completed in time for consultant and Team Lead review before the visit, the schedule will be reviewed on the afternoon or evening before the interviews begin. This may cause complications if changes are requested, so institutions are urged to avoid this problem. Once any changes are made by the Team Lead, the schedule will be followed as amended. Late additions to the schedule, if needed, should be clearly noted.

Additional Notes on Creating an Interview Schedule

The interview schedule should be thought of as a table with one column for each team member (see Appendix B for a Sample Interview Schedule). A time frame on the left margin gives the number of allowable slots for the interviews. Whenever possible, the scheduler should be cognizant of teaching and travel schedules. Generally, all faculty who teach full-time in the program should be on campus for interviews during the visit. Programs with heavy afternoon and evening classes will need to work with the CTC state consultant to balance the time commitments of the team. Scheduling interviews during the late afternoon of the first full day will be critical for campuses with evening classes. If getting to the institution is a challenge, interviews may take place at a school site or other location, depending on the amount of travel required. This could be very helpful to campuses where parking is difficult or where getting to campus is a problem. Institutions selecting this option should discuss the specific needs with the CTC state consultant well in advance of the visit.

The most frequent concerns expressed by team leads/members relate to lengthy introductions which delay the onset of the interviews, gaps in the interview schedule, significant imbalances in the numbers of interviews scheduled, and insufficient privacy for sensitive interviews. Institutions are urged to attend to these concerns.

Institutions are encouraged to not just “invite” interviewees, but to take steps to ensure they will actually attend. Confirmation calls in the days just prior to the visit are advisable. Schedulers are urged to think about over-booking slightly to account for individuals that may not make the interview, to avoid, if possible, scheduling one constituency (e.g., program completers) into only one afternoon, and to entice off-campus constituents with additional reasons to make the journey to campus. The institution may also wish to combine an alumni event, professional development offering, or some special activity with group interviews to encourage candidates, program completers, master teachers, and district-employed supervisors to come to the campus. A final option is to have someone available to make stand-by calls or to provide the names and telephone numbers of individuals who could be interviewed by telephone.

Given the importance of the interview process to the final team recommendation and the complexities of bringing large numbers of people on and off campus, institutional planning teams should begin early to develop plans for handling this element of the program evaluation.

IV. The Accreditation Site Team Daily Schedule

Day One:

The team arrives at its hotel site sometime before noon. Some examples of Day 1 activities include:

- Orientation
- Team meeting
- Document review
- Interviews
- Reception

Day Two

The first full day of the accreditation visit is devoted to document review and interviews with samples of all major interest groups -- faculty, administration, candidates, program completers, employers of program completers, district-employed supervisors, program providers, advisory boards, cooperating school personnel, and community members. The team schedule created by the institution must allow sufficient time during the day for document review and team meetings. Interviews should not be scheduled after 6:00 p.m. without agreement by both the team lead and the CTC state consultant

Day Three

The second full day of the accreditation visit can duplicate the first full day or it may include visits to important collaboration sites or other facilities deemed essential by the institution. The team schedule created by the institution must include time for a mid-visit meeting early in the morning to permit the Team Lead to share with representatives of the institution (a) areas where the standards appear not to be fully satisfied, and (b) requests for additional information pertaining to those standards. Interviews should conclude by 4:00 p.m., if at all possible, to ensure the team will have sufficient time to conclude its activities.

Day Three evening

The evening of the second full day is set aside for report writing by the team and no other activities can be scheduled. During this time, individual members will report their findings about each program and the team will deliberate about its accreditation recommendation. Once the team agrees on the program findings and recommendation, the program reviewers, team lead, and state consultant will write their various portions of the report. If possible, a complete draft of the report will be completed this evening.

Day Four

The morning of the third day, the team meets at the hotel so that all members have an opportunity to read and comment on the draft report. As soon as all edits are completed, the team and state consultant will prepare to present the team's findings and accreditation recommendation to the institution.

Exit Report

By mid-morning or early afternoon, the team presents a summary of its findings and the recommendation to the institution. The institution may invite anyone to attend this presentation of the report. Usually, the team lead and state consultant hold a private briefing meeting with the dean or director to provide a review of the report and answer any questions.

Report to the COA

Within one month to two months of the site visit, during a regularly noticed public meeting of the COA, the Team Lead will make a presentation of the team's findings. The institution may invite anyone to attend this public presentation of the accreditation team's report. The COA will make an accreditation determination after hearing the report from the team lead and a response from the institution.

V. Special Circumstances

According to the *Accreditation Framework*, the COA makes a single decision about the continuing accreditation of educator preparation at each institution (college, university, school district, county office of education or other entity), including a decision about the specific credentials for which an institution may recommend candidates. Because of that, the following special circumstances need attention:

- 1. Off-Campus Programs, Distance Learning Programs, Extended Education Programs, Consortiums, and Professional Development Centers** - Information about all sites where programs are offered must be a part of the planning for the accreditation visit. Interviews must be scheduled to represent participants at all sites. If necessary, members of the accreditation team may be asked to conduct visits to off-campus sites prior to the accreditation visit. In some cases, the team size may be increased to facilitate the gathering of data from multi-site institutions. It is expected that the CTC's standards are upheld at all sites where the programs of the institution are offered. Information from the various sites will be a part of the accreditation decision made about the institution.
- 2. Programs Not Assigned to the Education Unit** - Even though a particular credential program may reside outside of the education unit at an institution, it will be included in the accreditation visit and will be affected by the single accreditation decision that is made about the institution. Pertinent information about these programs must be included in the *SVD*. The education unit is considered, by the CTC, to be responsible for assuring program quality for all credential preparation programs.
- 3. Cooperative Programs Between Institutions** - Since the accreditation decision is made about the institution and all of its related programs, cooperative programs between institutions must be included in the accreditation visit and treated as a part of each institution's accreditation visit. An accreditation decision made at one institution that co-sponsors a cooperative program may be different than the decision made at another institution that co-sponsors the same program.
- 4. Other Special Circumstances** - As other special circumstances arise, the COA will develop policies and procedures to address them.

VI. Accreditation Findings, Accreditation Recommendations and Team Report

The accreditation team report includes a statement about the team's accreditation recommendation, summary information about the standards findings of the team, and summary information about the institution and its programs. The report includes a table

that identifies for each program how many standards apply to the program, and, separately, how many of those standards were met, met with concerns, and not met.

Accreditation Team Recommendations

Once the team reaches consensus about program and common standards findings, the team must deliberate on its accreditation recommendation. For a thorough discussion of the accreditation recommendations and their operational implications, see Chapter 8. The team lead and CTC state consultant will support the team as it determines whether the findings of the institution and its programs support a recommendation for accreditation or whether the findings are substantive enough to warrant a recommendation of accreditation with stipulations or Denial of Accreditation. There are three levels of accreditation with stipulations:

Accreditation with Stipulations

Accreditation with Major Stipulations

Accreditation with Probationary Stipulations

In the event an institution fails to address stipulations assigned by the COA within the time period determined by the COA, a subsequent review team may recommend Denial of Accreditation (See Chapter 8).

Should there be situations that are so serious where Denial of Accreditation would be the most responsible course of action for an agency responsible for oversight of educator preparation programs, the review team may recommend that the COA consider a Denial of Accreditation.

VII. Activities after the Site Visit

Committee on Accreditation Actions

Following the site visit, the CTC state consultant will assist the Team Lead in preparing the team recommendation for submission to the COA. At the COA meeting, the team lead and CTC state consultant will present the site report and the accreditation recommendation. The institutional representatives will be present and will have an opportunity to respond to the report and recommendations. The COA will deliberate about the report and act upon the recommendation: whether to accept or modify the recommendation. The COA will include in its accreditation action any stipulations placed on the institution, the due date by which the institution must remedy any stipulations, and whether a seventh year report or a follow-up team visit should occur. For a thorough discussion of the seventh year report, see Chapter Nine.

Appeal Procedures

In the event the institution believes the site review team demonstrated bias or acted arbitrarily or capriciously or contrary to the policies of the *Framework* or procedural guidelines, it may appeal the team recommendation to the COA within 30 days of its decision (see *Accreditation Framework, page 20*). The CTC's state consultant for the institution will assist the team as it prepares for and presents its appeal.

The institution may also file a dissent with the CTC regarding the action of the COA. In that case, the CTC state consultant will help the Team Lead prepare for and present the review team perspective.

Committee on Accreditation Actions

Every member of the COA receives a copy of the accreditation team report at least ten days prior to the scheduled meeting where the institution's report will be discussed. Members study the materials in advance of the meeting and are prepared to ask for clarification and to discuss their perspectives of the report and the findings. The COA may not refute the findings of the site review team. The COA's task is to review the standards findings and to discuss the accreditation recommendation in light of the findings. Following deliberations, the COA will vote on an accreditation status and will specifically identify any stipulations to be placed on the institution and the means by which the stipulations may be removed.

