

# Discussion of the NCATE Protocol and Possible Modifications

May 2012

## Overview of this Report

This report provides information on the current CTC-NCATE Protocol that governs the accreditation activities that take place in a joint manner with the Commission and NCATE. The COA adopted revisions to the Protocol at its April 2012 COA meeting. At that meeting, the COA requested additional modifications for consideration and discussion.

## Staff Recommendation

Staff recommends that the COA discuss the additional modifications presented in this report and, if appropriate, take action to endorse these modifications or direct staff to make further revisions and to return at a future COA meeting for discussion and possible action. Once all modifications are adopted by the COA, staff will submit these changes to NCATE/CAEP.

## Background

The current California-NCATE Protocol was developed in 2007, took effect on January 1, 2008, and is in effect until the end of 2014. The state may propose amendments to the Protocol at any time. The amendments will be reviewed by NCATE staff and if significant modification is proposed in the revised Protocol then NCATE staff will refer the revised Protocol to the Unit Accreditation Board (UAB). After review by NCATE staff or the UAB, a decision is returned to California either approving or denying the modifications.

A number of revisions were discussed and approved by the COA at its April 2012 meeting (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2012-04/2012-04-item-16.pdf>). At that time, members of COA discussed the issue of roles and responsibilities of the individuals appointed by the state to serve on the NCATE team. California appoints one to two individuals to every NCATE team reviewing institutions in California. These California-based NCATE team members are critical to ensure a thorough understanding of California preparation programs, credentialing requirements, and unique features, such as the teaching performance assessment. Additionally, because the NCATE Unit Standards may serve in lieu of Commission adopted Common Standards, these individuals help ensure that California's interests are well served and that the institution is meeting state adopted standards.

In most cases, the NCATE team lead recognizes the expertise of these two individuals on the NCATE team and makes full use of them in a role that is equivalent in every way to the out-of-state team members. On rare occasions, however, an NCATE team lead is resistant to the use of Californians on the NCATE team and they have not been allowed to write portions of the report. Members of COA directed the staff to add language within the NCATE State Protocol that would make the roles and responsibilities of the California team members more explicit.

To that end, staff has drafted some possible language for the COA to consider and, if it deems appropriate, adopt. The proposed language is as follows:

## **Roles and Responsibilities of California members on the NCATE Team**

As referenced in Part C above, the administrator of accreditation will appoint 1-2 individuals from California to all joint NCATE/CTC accreditation visits. The California team members assigned to the NCATE Unit Standards will have the same roles and responsibilities as all other NCATE team members. The California NCATE team member will be assigned standards to be reviewed and writing assignments, consistent with that expected of other NCATE team members. California members on the NCATE Unit standards review will be expected to meet the same deadlines as the non-California NCATE team members and their comments in discussions and deliberations will be considered and weighted in the same manner as all other NCATE team members in determining the outcome of the standards and accreditation recommendation.

Staff proposes that this language be incorporated into either an existing section of the Protocol or that a new section be added.

For your reference, a copy of the California NCATE Protocol has been included as an appendix to this item.

### **Next Steps**

If the COA takes action to adopt the proposed revised language, staff will submit the revised language, together with the changes approved at the April 2012 meeting, to NCATE for review and inclusion in the California Protocol.

**NCATE/California Partnership Protocol  
for  
NCATE and State Reviews**

**Team Composition:**  
Joint

**Program Review:**  
State - Based

**Effective:**  
Jan. 2008 – Dec. 2014

**Original Partnership Agreement Date: 1989**

**The NCATE/California Partnership Protocol delineates the processes and policies for granting accreditation to teacher education institutions and agreed upon by the California Commission on Teacher Credentialing and NCATE.**

**I. Standards   II. Team   III. Preparation   IV. On-Site Review  
V. After On-Site Review   VI. On-Going Responsibilities**

**\*\* The NCATE website ([www.ncate.org](http://www.ncate.org)) contains information about all aspects of the accreditation process. Highlighted words marked with two asterisks (\*\*), when inserted into the “NCATE Google search” will lead to the desired information.**

NCATE Policy	State Policy
<b><u>I. Standards</u></b>	
<p><b>A. Unit Standards</b></p> <p>NCATE unit standards** apply to the professional education unit.</p> <p>Specific state standards and institutional standards may also be applied to units and/or programs reviewed by NCATE.</p>	<p><b>A. Unit Standards: NCATE Standards</b></p> <p>The California Commission on Teacher Credentialing (CTC) <b>Common Standards</b> (<a href="http://www.ctc.ca.gov/educator-prep/standards/CommonStandardsTeacherPrep.pdf">http://www.ctc.ca.gov/educator-prep/standards/CommonStandardsTeacherPrep.pdf</a>) apply to the unit seeking accreditation.</p> <p>Units have the option to utilize the NCATE unit standards in lieu of the California Common Standards, provided that areas not addressed in NCATE standards are addressed as a part of the NCATE Standards response. (See Attachment – NCATE/CTC Standards Comparison – 10/07)</p>
<p><b>B. State Program Standards</b></p> <p>NCATE defers to the state’s review of the</p>	<p><b>B. State Program Standards</b></p> <p>The Committee on Accreditation (COA)</p>

NCATE Policy	State Policy
<p>unit's programs. The teacher education program standards or licensing standards and the state's review processes are sufficiently similar to NCATE's, as determined by the NCATE State Partnership Board (SPB).</p> <p>National Recognition: the unit may seek national recognition of a program by submitting <u>program reviews</u>** to NCATE.</p>	<p>does not require units to submit NCATE program review documents. Units are required to submit documentation for the Program Assessment in the fourth year of the accreditation cycle for all approved programs.</p> <p>California Program Standards (<a href="http://www.ctc.ca.gov/educator-prep/STDS-prep-program.html">http://www.ctc.ca.gov/educator-prep/STDS-prep-program.html</a>) (or one of the approved Program Standards options described in Section 3 of the <i>Accreditation Framework</i>-<a href="http://www.ctc.ca.gov/educator-prep/PDF/accreditation_framework.pdf">http://www.ctc.ca.gov/educator-prep/PDF/accreditation_framework.pdf</a>)</p> <p>California has been approved to recommend National Recognition for programs offered by NCATE-accredited California institutions in the following credential areas:</p> <ul style="list-style-type: none"> <li>- Multiple Subject (ACEI)</li> <li>- Single Subject: Health (AAHE)</li> <li>- Single Subject: English (NCTE)</li> <li>- Single Subject: Biology, Earth Science, Chemistry or Physics (NSTA)</li> <li>- Teacher Librarian (ALA)</li> </ul>
<p><b>II. Team</b></p>	
<p><b>A. Team Composition: Joint State/ NCATE</b></p> <p>NCATE and state team members work together, sharing equal roles and responsibilities in all functions of the review.</p> <p>The NCATE team is selected from NCATE's Board of Examiners (BOE). The team includes representatives from organizations of teacher educators, teachers, education specialists and/or policy makers. Non-voting members of the team include the state consultant (usually the NCATE state partnership contact, or his/her designee), and a representative of the state affiliate of</p>	<p><b>A. Team Composition: Joint State/ NCATE</b></p> <p>The state team is selected by the CTC from the Board of Institutional Reviewers (BIR). The team includes faculty of higher education, teachers, and other school personnel.</p> <p>The site visit team will be the NCATE/COA Joint Common Standards Cluster. If the Program Assessment has identified any programs that will be reviewed during the site visit, additional team members will be assigned to focus on the identified</p>

NCATE Policy	State Policy
<p>the National Education Association (NEA) and/or the American Federation of Teachers (AFT). Team assignments are systematically made to ensure that conflicts of interest are avoided.</p>	<p>program(s). Team assignments are systematically made to ensure that conflicts of interest are avoided.</p>
<p><b>B. Training Expectations: Joint</b></p> <p>NCATE team members must successfully complete the NCATE-sponsored <b>BOE training**</b>.</p>	<p><b>B. Training Expectations: Joint</b></p> <p>State team members will participate in an intensive four-day training program that focuses on team skills, interview techniques, accreditation procedures and the consistent application of standards. The Committee on Accreditation (COA) assures that the substance of the training is appropriate for new and returning team members and cluster leaders. A special orientation to conducting joint visits will be provided to all team members at the first team meeting during the visit. In addition, the team is provided information on the structure and procedures of the joint visit in communications prior to arriving at the visit.</p>
<p><b>C. Team Size: Joint</b></p> <p>For first, continuing, and probation visits, the BOE team will include three to six members depending on several factors, including the number of candidates, faculty, and programs in the unit. Additional team members may be added to visit off-campus sites.</p> <p>For other visits, the team will include three BOE members, of which one will be a state team member.</p>	<p><b>C. Team Size: Joint</b></p> <p>For initial and continuing visits, a two to five-member state team is appointed by the CTC. The joint team, which is known in CA as the Common Standards Cluster, will consist of 3-6 BOE members and 1-2 state team members. The remaining state team members, if any, will be assigned to credential programs to review any credential programs identified by the Program Assessment that takes place two years prior to the site visit. (In the event of multi-site delivery systems or a particularly large number of programs, the state team size may be enhanced.)</p> <p>For probation or other visits, one to two state team members will be appointed to the team to review the unit standards.</p>

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	Additional state team members may be added to review programs, as appropriate.
<p><b>D. Chair Responsibilities: Joint</b></p> <p>The NCATE chairperson and the state chairperson serve as co-chairs. They are jointly responsible for planning and conducting the visit.</p> <p>The co-chairs conduct a previsit approximately one to two months before the visit to plan interviews and finalize the logistics for the visit. The state consultant should participate in the previsit.</p> <p>The co-chairs assign team members to write to specific standards and to conduct specific interviews.</p>	<p><b>D. Chair Responsibilities: Joint</b></p> <p>In addition to the joint responsibilities described, the state chairperson is responsible for facilitating the work of the state program team members and coordinating the preparation of the State Team Report.</p>
<p><b>E. State Consultant</b></p> <p>NCATE invites the state education agency to appoint a state consultant to advise the team on state requirements, nomenclature, and special circumstances. The state consultant's expenses are covered by the respective agency. The state consultant facilitates an orientation to the state/NCATE Partnership at a team meeting prior to the review activities. The consultant is usually the state partnership contact, but may be his/her designee, and is a non-voting member of the BOE team. The state consultant may serve as a voting member of the state team, if so designated by the state.</p>	<p><b>E. State Consultant</b></p> <p>The administrator of accreditation (or designee) will collaborate with NCATE in establishing a schedule for each joint visit. The consultant will provide a planning visit approximately one year before the scheduled visit, review the Preliminary Report, review drafts of the Institutional Self-Study Report, and consult with the unit in planning for the visit and preparing the interview schedule. The consultant is responsible for providing a state team of appropriate size and configuration in consultation with the unit. The consultant is also responsible for assigning members of the team to serve as state co-chair and cluster leaders. The consultant provides support for the team during the three- or four-day visit, including team report development. The consultant also prepares the final team report for presentation to the COA.</p>

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<p><b>F. NEA/AFT Representatives</b></p> <p>NCATE invites the state affiliates of the NEA and AFT to appoint observers for the on-site visit. The participants' respective agencies are responsible for their travel and maintenance expenses.</p> <p>These observers can assist the BOE team with the collection of data, interviews, and the editing of the team report. However, they should not be given a writing assignment. Observers are non-voting members of the BOE team.</p>	<p>The state may assign additional staff consultants to assist the team during the visit. All expenses of these consultants are covered by the CTC.</p> <p><b>F. NEA/AFT Representatives</b></p> <p>Individuals appointed by CTA or CFT to serve as observers may be K-12 educators or individuals from an institution of higher education. Each observer must understand the purposes of the joint NCATE-CTC accreditation site visit and the objective role of an observer. The individual must agree to abide by and sign the Commission's <i>Conflict of Interest and Confidentiality</i> agreement for accreditation visits as do all other site visit team members. If the observer is from an institution of higher education, the institution may not be from the same general geographic region or have any conflict of interest with the host institution. CTC retains the authority to determine whether the individual is from the same general geographic location or has a conflict of interest with the institution.</p>
<p><b>G. Decision-making</b></p> <p>Recommendations about whether the standards have been met, and the Areas for Improvement to be cited, are made jointly by national and state BOE members.</p> <p>Decisions are usually reached through consensus about whether standards are met. When consensus cannot be reached, a vote may be taken.</p>	<p><b>G. Decision-making</b></p> <p>The joint team (Common Standards Cluster) makes decisions about all state standards at the unit level and confirms the preliminary findings regarding programs that were developed through the Program Assessment Process. If necessary, a focused site visit may be scheduled to further investigate a specific program. The joint team makes a unit accreditation recommendation to the COA.</p>

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<p><b>H. Writing the Report: Joint</b></p> <p>The co-chairs assign writing responsibilities to each BOE and State team member. The BOE report integrates the joint team’s responses to the unit and state standards in a single report at both the initial teacher preparation and advanced levels as appropriate. If the state or institution has additional requirements, the report should have the BOE team’s responses to the state/institution requirements attached as a report addendum. The final report is compiled by the BOE chair.</p> <p>The draft of the BOE report should be completed by the end of the on-site visit. Following the visit, the BOE team chair compiles and edits the report. It is then sent to NCATE and the team members for editing. After the chair incorporates these edits into the report, it is sent to the unit for correction of factual errors.</p> <p>The BOE team chair submits the final report to the NCATE office. Members of the NCATE team, members of the state team and the state consultant are notified that the report is available electronically. The editing process usually takes one to two months.</p>	<p><b>H. Writing the Report: Joint</b></p> <p>The Accreditation Handbook (<a href="http://www.ctc.ca.gov/educator-prep/PDF/accreditation_handbook.pdf">http://www.ctc.ca.gov/educator-prep/PDF/accreditation_handbook.pdf</a>) describes the requirements for the State Team Report. The NCATE/CTC Standards Comparison (10/07) will be used as the basis for the State Team Report.</p> <p>The Common Standards Cluster Report (written to the NCATE unit standards) is included as part of the total State Team Report to the COA. At the end of the visit, the state consultant must have a DRAFT of the written report including the NCATE Standard recommendations and the preliminary AFIs.</p> <p>Within two weeks of the visit, the state consultant and the California co-chair must receive an updated electronic copy of the <i>DRAFT</i> NCATE report.</p> <p>The State Team Report includes findings on all program standards and statements of strength and/or concern. These reports are included as part of the total team report to the COA. The COA will make its decision based upon the total team report and team accreditation recommendation.</p> <p>The COA team leader and the state consultant will be responsible for the preparation of the final report for the COA. The California report is public once it is posted on the COA’s agenda.</p>
<p><b>I. Evaluations</b></p> <p>Following the on-site visit, the performance of BOE members is evaluated electronically by the unit, the other national and state BOE members, and state consultants who served</p>	<p><b>I. Evaluations</b></p> <p>The state team is evaluated by the California co-chair, the state consultant and the institution. The evaluations are used by CTC to determine who should continue to</p>



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<p>on the same visiting team. The evaluations are used by NCATE and the state to determine who should continue BOE service and to identify potential team chairs.</p>	<p>serve on site visit teams and to identify potential team chairs.</p>
<p><b>J. Expenses</b></p> <p>During the semester of the visit, the unit will pay NCATE a <b>Periodic Evaluation Fee**</b> per NCATE BOE team member participating in the on-site visit. In addition, the institution is responsible for the local expenses of the BOE team members. Refer to a <b>Periodic Evaluation Fee**</b></p>	<p><b>J. Expenses</b></p> <p>The expenses for the COA team members will be paid by the Commission. The Commission will also pay the expenses for the state consultant staff and any COA/Commission observers.</p>
<p><b>III. Preparation</b></p>	
<p><b>A. Unit's <b>Intent-to-Seek**</b> Request</b></p> <p>For first-time accreditation, the unit should indicate its interest in seeking accreditation at least two years before hosting an on-site visit by submitting an "<b>Intent to Seek Accreditation***</b>" form on NCATE's website... The request should include the semester and year in which the unit plans to host the on-site review which must be at least one year after program reports are submitted to NCATE.</p> <p>For continuing accreditation the institution should complete the "<b>Intent to Continue Accreditation***</b>" form, found on the NCATE website two years before the visit.</p>	<p><b>A. Unit's <b>Intent-to-Seek**</b> Request</b></p> <p>For first-time joint NCATE-CTC accreditation, the unit seeking the joint accreditation should contact the Administrator of Accreditation at least two years before the intended site visit.</p> <p>For continuing accreditation, the institution should confirm the dates for the site visit a minimum of one year prior to the site visit.</p>
<p><b>B. Preconditions</b></p> <p>For first visits, the unit must show evidence that it meets NCATE's <b>preconditions**</b>. The preconditions report must be submitted to the NCATE office at least eighteen months prior to the on-site visit by February 1 or September 15.</p> <p>All accredited units <i>must continue to meet</i></p>	<p><b>B. Preconditions</b></p> <p>The unit prepares a Preliminary Report one year before the visit, responding to all CTC preconditions and providing other information described in the CTC <i>Accreditation Handbook</i> <a href="http://www.ctc.ca.gov/educator-prep/PDF/accreditation_handbook.pdf">http://www.ctc.ca.gov/educator-prep/PDF/accreditation_handbook.pdf</a>. The preconditions are outlined in the appropriate</p>

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<p><i>the</i> preconditions for continued NCATE accreditation. Annually, NCATE reviews Title II test data and will request additional information from a unit that no longer meets the required <b>state pass rate</b>** or other preconditions.</p>	<p>standards documents as <i>Preconditions for the Approval of Professional Preparation Programs</i>.</p> <p>The Preliminary Report is reviewed and filed by CTC.</p>
<p><b>C. Program Reports</b></p> <p>If the unit voluntarily chooses to submit program reports to NCATE, it must submit them by March 15 or September 15, at least two semesters before the continuing visit.</p>	<p><b>C. Program Reports</b></p> <p>The state’s program review is completed two years prior to the scheduled site visit. Preliminary program findings are presented to the COA and the institution a minimum of one year prior to the site visit. The preliminary findings identify if additional team members will be assigned to the site visit team to address any questions or concerns that still exist.</p>
<p><b>D. Institutional Report</b></p> <p>The professional education unit must write and submit an <b>Institutional Report</b>** (IR) which describes the unit’s conceptual framework and the evidence demonstrating that the unit standards are met. In continuing accreditation visits, the IR also serves as the primary documentation of the unit’s growth and development since the last accreditation visit.</p> <p>The IR is written online and all team members have online access.</p>	<p><b>D. Institutional Report</b></p> <p>The unit prepares a Self-Study Report in response to the NCATE unit standards, as described in the <i>CTC Accreditation Handbook</i> (<a href="http://www.ctc.ca.gov/educator-prep/PDF/accreditation_handbook.pdf">http://www.ctc.ca.gov/educator-prep/PDF/accreditation_handbook.pdf</a>). And the CCTC/NCATE Standards. Comparison – 10/07 (<a href="http://www.ctc.ca.gov/educator-prep/accred-files/CTC-NCATE-Crosswalk.doc">http://www.ctc.ca.gov/educator-prep/accred-files/CTC-NCATE-Crosswalk.doc</a>).</p> <p>The report also provides a response to the CTC Program Standards or one of the approved options for each credential area. The unit sends one copy of the Institutional Report to each team member (BOE and state) and two copies to the CTC. At its option, the unit may sub-divide the report and send responses to program standards to specifically assigned state team members.</p>
<p><b>E. Dates of On-Site Visit</b></p>	<p><b>E. Dates of On-Site Visit</b></p>

NCATE Policy	State Policy
<p>NCATE requests the unit to submit its preferred visit date to NCATE at least one year prior to the on-site visit. <b><u>The date must be approved by the state agency prior to submitting its request to NCATE.</u></b></p> <p>First, continuing and probation visits are scheduled from Saturday through Wednesday except in special circumstances.</p> <p>The state agency must consult with NCATE regarding any delays requested by institutions.</p>	<p>The specific dates of joint COA/NCATE visits are negotiated between the CTC, NCATE and the unit. The unit notifies NCATE of the agreed-upon dates at least one (1) year ahead of the visit.</p>
<p><b>F. Previsit</b></p> <p>The previsit should be scheduled about one to two months before the on-site visit. See the <i>NCATE Handbook** for Accreditation Visits</i> for further details.</p> <p>The state consultant, BOE co-chairs, head of the unit, and NCATE coordinator should participate in the previsit.</p> <p>The institutional report will be available to the participants electronically in AIMS prior to the previsit.</p>	<p><b>F. Previsit</b></p> <p>A state consultant is assigned approximately 2 years before the visit to assist the unit in preparing for the visit.</p> <p>A planning visit is scheduled at least one year in advance by the state consultant. Final dates are set and the visit schedule is discussed. Standards to be used, as well as team make up and configuration are clarified.</p> <p>A previsit is scheduled within 60-days of the visit by the NCATE co-chair, the COA co-chair, and the state consultant. Plans are finalized for the accreditation visit.</p> <p>At the previsit, the state consultant will provide a specialized orientation to the merged site visit process.</p>
<p><b>G. 3<sup>rd</sup> Party Testimony</b></p> <p>Six months before the on-site review, the unit must publish a “Call for Comment” inviting 3<sup>rd</sup> party testimony related to the upcoming NCATE visit. Comments should be sent directly to NCATE.</p>	<p><b>G. 3<sup>rd</sup> Party Testimony</b></p>

NCATE Policy	State Policy
<p>One to two months before the on-site review, NCATE sends copies of third-party testimony to the unit for comment.</p>	
<p><b>IV. On-Site Review</b></p>	
<p><b>A. Orientation to State Process/ Protocol</b></p> <p>The state consultant (or his/her designee) will facilitate an orientation to the state process and protocol at one of the team meetings early in the visit.</p>	<p><b>A. Orientation to State Process/ Protocol</b></p>
<p><b>B. Conducting the On-Site Review</b></p> <p>The national BOE and state team members work together as a single team throughout the visit. State team members have the same responsibilities as national members including writing the BOE report.</p> <p>The template for an <b>on-site visit</b>** can be found on the NCATE website and in the <i>NCATE Handbook</i>** for Accreditation visits.</p>	<p><b>B. Conducting the On-Site Review</b></p> <p>All regular site visits are scheduled to begin on Saturday afternoon for the Common Standards Cluster (BOE members and state team members) and visit co-chairs. The remainder of the team will join the visit on Sunday afternoon. The accreditation visit is to be completed by Wednesday afternoon.</p> <p>The visit schedule will include opportunities for the BOE/COA team to have total team meetings. The interview schedule will provide an opportunity for all team members to obtain interview data from the appropriate sources. If specified program team members are scheduled for the visit, the members will primarily conduct interviews related to the program areas. The unit will prepare exhibits and files for use by the team.</p> <p>The <i>CTC Accreditation Handbook</i> (<a href="http://www.ctc.ca.gov/educator-prep/PDF/accreditation_handbook.pdf">http://www.ctc.ca.gov/educator-prep/PDF/accreditation_handbook.pdf</a>) contains the procedures to be followed in an accreditation visit.</p>
<p><b>C. Evidence/Exhibit Room</b></p> <p>Electronic exhibit rooms are encouraged. See NCATE's <b>electronic exhibit room</b></p>	<p><b>C. Evidence/Exhibit Room</b></p> <p>The <i>CTC Accreditation Handbook</i> (<a href="http://www.ctc.ca.gov/educator-">http://www.ctc.ca.gov/educator-</a></p>

NCATE Policy	State Policy
<p>guidelines**.</p>	<p><a href="#">prep/PDF/accreditation_handbook.pdf</a>) provides information about the document/exhibit room.</p>
<p><b>D. BOE Report</b></p> <p>The BOE report includes the BOE team’s responses to the unit and state standards at both the initial teacher preparation and advanced levels as appropriate. It indicates the level (unacceptable, acceptable or target) at which each element of the standards is met. If the state/Institution has additional requirements, the report should have the BOE team’s responses to the state requirements attached as a state addendum. The final report is compiled by the BOE chair.</p> <p>After the report has been edited the BOE team chair submits one copy of the final BOE report to the NCATE office. NCATE BOE team members, state team members and the state consultant are notified that the report is available electronically.</p>	<p><b>D. BOE Report</b></p> <p>The state team chair, the NCATE chair, team members, and the state consultant will meet with administrators and faculty members of the institution and will present a written copy of the draft report, including findings on standards and an accreditation status recommendation in an open meeting at the end of the visit.</p> <p>At the end of the final meeting with the unit, the accreditation team report is finalized by the team co-chairs and the state consultant. The final accreditation report, with recommendations, is placed on the COA agenda within 60-working days of the visit.</p>
<p><b>E. Exit Report</b></p> <p>An exit report is conducted before the team departs on Wednesday. It is conducted by the co chairs and state consultant. The unit is represented by the unit head and coordinator of the NCATE review; the president and/or provost may also attend.</p>	<p><b>E. Exit Report</b></p> <p>At the end of the site visit, the state team conducts a meeting with the dean and invited faculty and/or staff and presents a report including its findings and the accreditation recommendation for the unit. At this time, the Common Standards/NCATE portion of the report will contain the recommended findings on all NCATE standards and preliminary AFIs in addition to the program reports.</p>
<p><b>V. After the On-Site Review</b></p>	
<p><b>A. BOE report sent from NCATE</b></p> <p>NCATE notifies the CEO of the institution, the unit head, and the appropriate state</p>	<p><b>A. BOE report sent from NCATE</b></p>

NCATE Policy	State Policy
<p>agency or agencies that the BOE report is available electronically.</p>	
<p><b>B. Rejoinder</b></p> <p>The unit submits to NCATE and the state an electronic copy of its <b>institutional rejoinder**</b> to the BOE report within 30 days after receipt of the BOE Report.</p>	<p><b>B. Rejoinder</b></p> <p>On the next-to-last day of the visit, a mid-visit status report is held with the team co-chairs, institutional leadership and state consultant. At that time, the team indicates, in writing, any areas in which additional information is needed for areas in which the standards may be in question. The unit has until the end of that day to provide additional information to the team. No other rejoinder is available.</p>
<p><b>C. Accreditation</b></p> <p>NCATE’s Unit Accreditation Board (UAB) determines the accreditation status of professional education units, during meetings twice a year in April and October. Accreditation decisions are rendered at the UAB meeting in the semester that follows the BOE review. A <b>description of the Unit Accreditation Board**</b> can be found on the NCATE website.</p> <p>Final decisions about national recognition of programs are posted on NCATE’s website after the UAB has determined accreditation.</p> <p>NCATE provides written notice of all accreditation decisions to the U.S. Department of Education, the appropriate state licensing or authorizing agency, all accrediting agencies recognized by the U.S. Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA), and the public (via the NCATE website).</p> <p>More information about reporting accreditation decisions may be found in</p>	<p><b>C. Program Approval</b></p> <p>The COA will determine the accreditation status at the COA meeting within sixty working days of the site visit. Such action will be taken independent of later anticipated action of the NCATE/UAB decision. A copy of the above action will be provided to NCATE.</p>

NCATE Policy	State Policy
<p>NCATE's Policies on <b>Dissemination of Information**</b>. Definitions of NCATE accreditation decisions** can also be found on NCATE's website.</p>	
<p><b>D. Final Action Report</b></p> <p>Within 30 days after NCATE's Unit Accreditation Board takes action on the accreditation of the unit, NCATE sends the chief executive officer and head of the professional education unit a letter that indicates the official action.</p>	<p><b>D. Final Action Report</b></p> <p>The unit is to be informed of COA action regarding its accreditation status within 10-working days following such action.</p>
<p><b>E. Appeal Procedure</b></p> <p>Units may appeal any accreditation decisions by the NCATE Unit Accreditation Board. See NCATE's website for specific policies and procedures related to the <b>appeals process**</b>.</p>	<p><b>E. Appeal Procedure</b></p> <p>Within 20-days after the visit, the unit may submit evidence to the COA that the team demonstrated bias or acted arbitrarily or contrary to the policies of the <i>Accreditation Framework</i> <a href="http://www.ctc.ca.gov/educator-prep/PDF/accreditation_framework.pdf">http://www.ctc.ca.gov/educator-prep/PDF/accreditation_framework.pdf</a> or procedural guidelines of the COA.</p> <p>The COA may make a different decision than that recommended by the team. If this should happen, the team chair may file a dissent with the Commission. The COA may assign a new team to visit the unit. The new team may recommend the same or different accreditation status.</p> <p>A unit has the right to appeal the COA decision to accredit with stipulations or deny accreditation to the Commission if the COA decisions appear to be arbitrary, capricious, or contrary to the policies of the <i>Accreditation Framework</i> <a href="http://www.ctc.ca.gov/educator-prep/PDF/accreditation_framework.pdf">http://www.ctc.ca.gov/educator-prep/PDF/accreditation_framework.pdf</a>.</p>
<p><b>VI. On-Going Responsibilities</b></p>	
<p><b>A. Protocol Distribution</b></p> <p>NCATE will post the NCATE/California Partnership Protocol** on its website; it is</p>	<p><b>A. Protocol Distribution</b></p> <p>The CTC will distribute the Protocol to all units following the creation/renewal of a</p>

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also available in hard copy upon request.	Partnership or after either party makes revisions.
<p><b>B. Accreditation Cycle</b></p> <p>Units that receive accreditation will be scheduled for their next visit seven years from the semester in which their visit occurred. The seven-year cycle of visits applies only if the state has agreed to a seven-year cycle for all continuing visits.</p> <p>Units may be requested to host a visit within two years following accreditation. The state will participate in these visits at its discretion.</p>	<p><b>B. Accreditation Cycle</b></p> <p>Units in the State of California will move to a seven-year cycle after the first continuing accreditation review.</p> <p>State visits will be scheduled to coincide with NCATE visits.</p>
<p><b>C. Code of Conduct</b></p> <p>To assure units and the public that NCATE reviews are impartial and objective, to avoid conflicts of interest, and to promote equity and high ethical standards in the accreditation system, BOE members, board members, program reviewers, and staff shall follow NCATE’s <b>Code of Conduct</b>**.</p> <p>Violation of any part of the Code of Conduct could result in the board member’s removal from the board.</p>	<p><b>C. Code of Conduct</b></p> <p>State team members are expected to follow the Conflict of Interest, Professional Behavior and Ethical Guidelines contained in the <i>CTC Accreditation Handbook</i> <a href="http://www.ctc.ca.gov/educator-prep/PDF/accreditation_handbook.pdf">http://www.ctc.ca.gov/educator-prep/PDF/accreditation_handbook.pdf</a></p>
<p><b>D. Annual Reviews</b></p>	<p><b>D. Annual Reviews</b></p>
<p><b>1. Regional Accreditation</b></p> <p>Units must maintain regional accreditation or institutional accreditation by a USDE or CHEA recognized agency in order to continue their NCATE accreditation.</p>	<p><b>1. Regional Accreditation</b></p> <p>All units and/or program sponsors must be regionally accredited.</p>
<p><b>2. Change in State Status</b></p> <p>Notification of an NCATE accredited unit’s “Change in State Status” by the state will</p>	<p><b>2. Change in State Status</b></p> <p>The California policies that apply to a “Change in State Status” are described in</p>



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<p>initiate a review by NCATE's <i>Annual Report and Preconditions Audit Committee (ARPA)</i>.</p> <p>The NCATE president will notify the unit that the state has informed NCATE of a change in their state status and require the unit to submit a special report within 90 days.</p>	<p>the <i>CTC Accreditation Handbook</i>, <a href="http://www.ctc.ca.gov/educator-prep/PDF/accreditation_handbook.pdf">http://www.ctc.ca.gov/educator-prep/PDF/accreditation_handbook.pdf</a>.</p> <p>California will notify NCATE of the accreditation decisions made by the Committee on Accreditation for each NCATE accredited unit or NCATE accreditation candidate.</p> <p>California will send a copy of the Accreditation Team Report and appropriate back-up material for each merged visit. Units receiving "Accreditation with Stipulations" or "Withdrawal of Accreditation" will be identified.</p> <p>All California accreditation decisions are published in the Annual Report of the Committee on Accreditation. Each unit receiving "Accreditation with Stipulations" will have an amount of time specified by the Committee on Accreditation action to remove the stipulations – either through written documentation, a focused re-visit or both.</p> <p>The conditions under which stipulations are designated and the process for their removal are described in the <i>CTC Accreditation Handbook</i>, <a href="http://www.ctc.ca.gov/educator-prep/PDF/accreditation_handbook.pdf">http://www.ctc.ca.gov/educator-prep/PDF/accreditation_handbook.pdf</a>.</p>
<p><b>3. Precondition 7</b></p> <p>The unit's programs are approved by the appropriate state agency and, in states with educator licensing examinations and required pass rates, the unit's summary pass rate must continue to meet or exceed the required state pass rate to maintain national recognition.</p>	<p><b>3. Precondition 7</b></p>
<p><b>4. Annual Report</b></p>	<p><b>4. Annual Report</b></p>

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<p>Submission of the Annual Report** is a requirement for all units that are accredited by NCATE. Annual Reports are due October 1<sup>st</sup> and must be submitted electronically.</p> <p>Substantive changes to the unit and its programs must be reported annually in Part C of the Annual Report. Substantive changes, such as offering distance learning programs, may require a follow-up report or interim visit.</p>	<p>All institutions/program sponsors that prepare educators in California are required to submit Biennial Reports. The Biennial Reports address issues of candidate competence as defined in the appropriate adopted program standards.</p>