



The University of Georgia

University Council
Athens, Georgia 30602

February 5, 2010

UNIVERSITY CURRICULUM COMMITTEE – 2009-2010

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Dear Colleagues:

The attached proposal to offer the existing major in Educational Leadership (Ed.D.) as an external degree at the Gwinnett Campus will be an agenda item for the February 12, 2010, Full University Curriculum Committee meeting.

Sincerely,

David E. Shipley, Chair
University Curriculum Committee

cc: Professor Jere W. Morehead
Dr. Laura D. Jolly

Extended Education

Proposal for an Extended Degree The University of Georgia

Date: October 26, 2009; Revised: December 10, 2009

Institution: University of Georgia

College: College of Education

Department: Lifelong Education, Administration, and Policy

Degree: Stand-alone degree, Doctorate of Education (Ed.D.)

Major: Educational Leadership

CIP Code:

Proposed Start Date: Fall 2010

1. Assessment

Current and prospective students have expressed great interest in a Gwinnett-based UGA Ed.D. program in Educational Leadership. Factors that further substantiate the need for offering this Ed.D. in the Gwinnett area include the proximity to the Atlanta metro area (with the State's largest population base), the current availability of UGA instructional facilities at the UGA-Gwinnett campus, and the current success of other competing programs (e.g., Phoenix, Walden, and Nova Southeastern universities) with higher tuitions, less highly qualified faculty, and lesser academic quality than the proposed UGA Ed.D. The students enrolled in these programs may be the high quality students we seek at UGA who have turned to alternative institutions for convenience. All of these factors confirm that there is a solid market, significant student interest, and a present ability to provide a high quality UGA Ed.D. in the Gwinnett area. This program would likely outcompete other area programs, and better serve the State by providing superior quality instruction to future school leaders. Potential students for this Ed.D. program are mostly working professionals currently employed by Gwinnett County Public Schools and other Atlanta metro area school districts. Commuting to Athens presents a significant time and logistical challenge for most of these working professionals. Competing programs are currently obtaining a significant strategic advantage over the University of Georgia by offering a doctoral program in the Gwinnett area. However, as noted above, the University of Georgia's programs are widely recognized as academically superior to competing area programs, and less expensive than tuition at competing private universities. If the University of Georgia offered a high quality Ed.D. program in Educational Leadership based in Gwinnett, this program would likely prove very successful in attracting the best doctoral students, better serving the State by preparing the most highly qualified future school leaders, and result in significant new credit hour production for the University of Georgia.

Information on School Districts. Our UGA Program of Educational Administration and Policy has partnership agreements completed to offer an Ed.D. in Educational Leadership leading to certification with 45 school districts in the state of Georgia, including Gwinnett County Public Schools and other large Atlanta metro area school districts. Agreements with DeKalb and Forsyth school districts are pending (see Appendix A).

Information on Current Offerings and How They Feed into the Ed.D. The faculty in Educational Administration and Policy are currently offering courses for the M.Ed. and Ed.S. at the University of Georgia Gwinnett campus. Many of these current students have expressed a great interest in applying for a UGA Ed.D. based in Gwinnett.

2. Admission Requirements

All requirements for admission to the Ed.D. in Educational Leadership at the Gwinnett campus will be identical to those at the Athens campus. Details of those requirements are outlined below.

Overview

The Doctor of Education in Educational Leadership offers two very distinct programs of study. Plan A contains a performance-based component and is for professionals who wish to pursue a leadership certificate while earning the Ed.D. Degree. Plan A follows the guidelines created by the Professional Standards Commission (PSC), the state certification granting organization. Plan B is for professionals who wish to earn the Ed.D. degree without the performance-based component that leads to the leadership certificate issued by the Georgia Professional Standards Commission. Plan B is designed for students who may be previously certified or for those seeking the knowledge expertise of an Ed.D. but are not seeking a leadership position.

All Ed.D. applicants must first meet UGA requirements for admission. In addition, to be admitted to Plan A (Certification Option), the Program in Educational Administration and Policy must have a formal signed partnership agreement with the applicant's school system (see Appendix A) and a letter of recommendation from a system-level administrator that expresses support for the candidate to participate in the Performance-based Program of Study.

All other applicants are admitted to Plan B (non-certification option) until such time there is a partnership agreement with UGA and the school system in which an applicant works, and the school system communicates its endorsement of the applicant's leadership capacity by its recommendation for inclusion in Plan A.

Applicants must have a Master's Degree in educational administration/leadership, education policy, the social sciences, or a related field to be considered for admission to the Ed.D. in Educational Leadership.

Materials for application include:

- On-line application form at Graduate School
- Transcripts from all colleges and universities where coursework has been sustained
- Official test scores: Graduate Record Examination (GRE)
- A current resume or curriculum vitae
- Statement of purpose
- Three letters of recommendation and on-line recommendation forms

Fall 2010 Application Deadlines

- By January 12, 2010, the on-line application must be submitted with the non-refundable application fee to Graduate School Admissions.

- By February 2, 2010, all other materials (GRE scores, letters of recommendation and the Recommendation Forms, official transcripts, Current Resume or Curriculum Vitae and Statement of Purpose) must be received by the Program in Educational Administration and Policy. Students are admitted twice yearly to begin in Spring and Fall semesters. An application cannot be considered until all materials are received.

3. Program Content

The curriculum for the Ed.D. in Educational Leadership at the Gwinnett campus will be identical to the curriculum on the Athens campus. Details of that curriculum are described below.

Coursework and Program of Study

There are seven major areas of coursework: 1. Educational leadership core, 2. Cognate Graduate Area of Study, 3. Specialization or performance-based core, 4. Research methodology, 5. Apprenticeship in academe or internship in educational administration and policy, 6. Pre-candidacy, and 7. Dissertation-candidacy. All coursework and programs of study are determined in consultation with the major professor and doctoral committee and approved by the Graduate Coordinator. The following description represents the minimum requirements for the degree. The major professor and the doctoral committee can require additional coursework.

Educational Administration and Policy Core (18 semester hours)

The Core courses for the program are summarized in Table 1.

Table 1. Core Courses

EDAP 9010	Educational Policy, Change, and School Organization	3 semester hours
EDAP 9015	Curriculum and Educational Policy	3 semester hours
EDAP 9020	Education Finance and Policy	3 semester hours
EDAP 9025	Law and Educational Policy	3 semester hours
EDAP 9045	Educational Administration Theory	3 semester hours
EDAP 9250	Supervision Theory	3 semester hours

Performance-based core (12 semester hours)

The faculty-supervised residency provides candidates a multitude of opportunities to synthesize and apply the knowledge and practice and develop the skills identified in the Common Core Knowledge Standards through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experiences will provide candidates with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with appropriate staff, students, parents, and community leaders. See Table 2 for a summary.

Table 2. Performance based Core

EDAP 8115 or EDAP 8120	Building Level Administration [EDAP 8115] or District Office Administration [EDAP 8120]	3 semester hours
EDAP 8611 or EDAP 8711 (3 hours)	Educational Leadership Residency I: Building Level [EDAP 8611] or Educational Leadership Residency I: District Level [EDAP 8711]	3 semester hours
EDAP 8612 or EDAP 8712 (3 hours)	Educational Leadership Residency II: Building Level [EDAP 8612] or Educational Leadership Residency II: District Level [EDAP 8712]	3 semester hours
EDAP 8613 or EDAP 8713 (3 hours)	Educational Leadership Residency III: Building Level [EDAP 8613] or Educational Leadership Residency III: District Level [EDAP 8713]	3 semester hours

Electives (12 semester hours)

Students who are not pursuing leadership certification (Plan B) will complete at least 12 graduate semester hours in a specialization (e.g., law, finance, curriculum, supervision, administration, policy) within the field of educational administration and policy. These courses, selected by the student in consultation with the major professor and the doctoral advisory committee, will provide in-depth understanding of a specialization within the field of education leadership. These courses will be selected from courses offered through the Program in Educational Administration and Policy or from courses in related disciplines across the College of Education and the university. Areas within Educational Administration and Policy in which doctoral students can specialize include, for example, Administration, Curriculum, Finance, Educational Law, School Improvement, Instructional Supervision, Professional Development of K-12 Teachers and Administrators.

Research Methodology (9 semester hours)

Students will complete at least three courses (9 graduate semester hours) in research methods beyond such courses that were part of a Master’s Degree or cognate studies so that they will possess expertise in one research methodology and a working knowledge of a second. Recognizing that coursework in research methodology varies from field to field, for example, from law, to economics, to history, in consultation with the student, the doctoral advisory committee will identify research competencies necessary for the student to engage in his/her area of research and will direct the student toward appropriate coursework. Recognizing that research competencies are not effectively developed through separate courses alone, coursework in the Ed.D. in Educational Leadership will require the application of research methodologies to actual data sets throughout the student’s program.

Comprehensive Examination and Prospectus (Minimum of 3 semester hours; however, number of hours will vary)

After coursework is completed, students begin preparing for the written and the oral exam, known as the comprehensive exam. During this time, the student, major professor, and the dissertation committee develop a timeframe for this work. After the successful completion of the oral exam, the student works on preparing the prospectus. Each major professor and committee determines the scope of the prospectus. Typically, the prospectus is the first three chapters of the dissertation. Again, what constitutes a prospectus is articulated by the major professor. A student enters candidacy after the completion of the written and oral exam and the successful defense of

the prospectus. It is not unusual for a student to remain in pre-candidacy for three or more semesters (not to exceed 6 years past the beginning date of coursework) after completing the coursework. Students enroll in EDAP 9000 once coursework is completed and until such time that the written and oral exam is completed and the prospectus has been successfully defended.

Dissertation-Candidacy (10 semester hours)

Students are expected to complete an academically rigorous dissertation in which they conduct an independent investigation that results in an original and significant contribution to the advancement of knowledge and/or practice in their field. Dissertation planning, approval, and defense will be conducted in accordance with current Graduate School policies at the University of Georgia.

Students will complete at least three hours of dissertation study. However, it is a Graduate School Policy that students must sustain a minimum of 10 semester hours of credit with the count starting the semester in which a student enters candidacy until the time of graduation. Typically, a student will sustain 10 semester hours of EDAP 9300, counting from the time a student enters candidacy until graduation. This policy also aligns with the enrollment policy of the Graduate School at the University of Georgia.

4. Student Advising

Student advising for the Ed.D. in Educational Leadership at the Gwinnett campus will be identical to the advising process followed on the Athens campus. Details of that process are described below.

Students are assigned a Major Advisor upon acceptance into the program. The student's Major Advisor serves as the first point of contact for questions about the program and the student's work in the program, including their dissertation research.

Advisement Procedures. Advisement is the process whereby students secure an Advisor to assist and advise them through a program of study. Although the advisor will work with the student to ensure that all university, department, and program requirements are met, the program of study will be individualized according to the student's needs, background, aspirations, and interests. This individualization is allowed through some choices of elective courses in the program of study as well as through the emphasis and setting of the dissertation.

More specifically, the purposes of advisement are:

1. To advise and clear each student for registration for each academic term.
2. To assist students in the development of an appropriate program of study.
3. To assist students in the identification of a topic for their dissertation.
4. To assist students in forming an Advisory Committee.
5. To administer written and oral comprehensive examinations.
6. To direct the student's prospectus and dissertation.

The student must select a major professor and then work with the major professor to form a committee by the end of the second semester. The committee shall consist of three or more

faculty members who hold graduate faculty status. The major professor must be a graduate faculty member from within the Program in Educational Administration and Policy.

5. Resident Requirements

The resident requirements for the Ed.D. in Educational Leadership at the Gwinnett campus will be identical to the resident requirements on the Athens campus. Details of those requirements are described below.

There is no requirement for full-time study. The majority of the students will be employed and pursuing the degree part-time. The program is in compliance with Graduate School requirements regarding residency and continuous enrollment.

Enrollment Requirement. The continuous enrollment policy requires that graduate students must register for a minimum of three (3) hours for at least two (2) semesters in each academic year (fall, spring, summer).

Residency Requirement. To fulfill residency requirements and consistent with Graduate School policy, students will enroll for at least 30 semester hours of consecutive coursework. The residency requirement must be completed prior to admission to candidacy.

Time Limitations. Students must be admitted to candidacy within six years of the start of their coursework. This time requirement dates from the first registration of a student for graduate courses on his/her Program of Study.

After admission to candidacy, students have five years to complete their dissertations. A candidate for a doctoral degree who fails to take the final oral examination within five years after passing the preliminary examination and being admitted to candidacy, will be required to take another preliminary examination and must be admitted to candidacy a second time.

6. Program Management

Program Maintenance and Quality. The Educational Administration and Policy program has qualified faculty who are committed to teaching the courses for our programs, including: Dr. John Dayton, Dr. Elizabeth DeBray-Pelot, Dr. Eric Houck, Dr. Jack Parish, Dr. April Peters, Dr. Catherine Sielke, Dr. Max Skidmore, Dr. Sheneka Williams, Dr. William Wraga, and Dr. Sally Zepeda. We will be adding one new faculty member in fall 2010 who will also teach in the Gwinnett-based program.

The program will be managed by a committee who will be responsible for recruitment, coordination of the application process, and other program administration. Course scheduling is managed by a committee established for all degree areas in the program. The Graduate Coordinator, Dr. Kathy Roulston, handles inquiries for all programs in the Department.

The program will comply with all University of Georgia and Graduate School requirements for Ed.D. degrees in regard to admission, residency, admission to candidacy, and dissertation, thus ensuring a high quality program for our students.

Annual Evaluation. The graduate faculty will evaluate doctoral students annually, and will then make one of three recommendations: (a) the student may continue in the program; (b) additional coursework and/or assignments must be successfully completed by the student before s/he may continue in the program; or (c) the student should withdraw from the program. If remedial assignments or withdrawal are recommended by the faculty, the recommendation will be transmitted in writing to the student by the student's major professor and the Graduate Coordinator.

Duration of the Program. Two to three courses will be offered each semester. Students may take between one to three courses each semester. The time required for completing the program depends on the status of the student (full or part time), the individual student's pace in successfully completing course work and achieving admission to candidacy, and the time necessary to successfully complete the dissertation process.

Timetable. The program will begin in Fall 2010. Completion time depends on whether students are studying full or part-time, and the pace at which students successfully complete course work and all other degree requirements, with the earliest students possibly finishing in 2013. Most students, however, are expected to be working professionals studying part-time and will take longer to complete the program.

Duplication. The Program in Educational Administration and Policy is the only University of Georgia program currently preparing K-12 school leaders through the doctoral level. The University of Georgia program is among the leading national programs and the highest quality program in the State of Georgia. While other institutions offer doctoral programs in educational leadership, the University of Georgia program is in high demand and is recognized as an academically superior option for future school leaders in Georgia.

Program Review. This program will be subject to the University of Georgia Program Review Process.

7. Library and Laboratory Resources

The library at UGA-Gwinnett will be used to the extent possible. Courier services and online resources from the Athens campus can be used to meet needs for courses and dissertation research. Students will have access to the full library resources of the University of Georgia.

8. Budget

This program will be staffed by full-time faculty teaching on-load to ensure equivalency between the degrees at the Athens and Gwinnett campuses. As such, no additional personnel are required at this time. We anticipate a budget to include O&E for the Gwinnett campus and travel expenses for driving to the UGA-Gwinnett campus. Based on the current formula used in the College of Education for budgeting at the Gwinnett campus (\$500 per faculty member for O&E; \$504.90: travel for a 3 credit hour course), we anticipate initial costs to be approximately \$6,030 (6 courses taught in the first academic year).

9. Program Costs Assessed to Students

Students will pay tuition and other applicable fees that other students pay for a program at the Gwinnett campus. No additional fees will be assessed.

10. Accreditation

The University of Georgia programs in Educational Administration and Policy are accredited by two agencies: the Georgia Professional Standards Commission (PSC) and the National Council for Accreditation of Teacher Education (NCATE). PSC reviews occur every three years while NCATE reviews occur every seven years. See Appendices B and C for details regarding the accreditation process for each organization. The Ed.D. in Educational Leadership at the Gwinnett campus will be accredited by the same organizations and on the same schedule as the programs at the Athens campus.

Appendix A
University of Georgia/School District Partnerships, March 20, 2009

Completed Partnership Agreements:

Gwinnett County Schools

Fulton County Schools

Baldwin County Schools

Griffin RESA, to include:

Butts County Schools

Fayette County Schools

Henry County Schools

Lamar County Schools

Newton County Schools

Pike County Schools

Spalding County Schools

Upson County Schools

Northeast Georgia RESA, to include:

Barrow County Schools

Clarke County Schools

Commerce City Schools

Elbert County Schools

Greene County Schools

Jackson County Schools

Jefferson City Schools

Madison County Schools

Morgan County Schools

Oconee County Schools

Oglethorpe County Schools

Rutland Academy

Social Circle City Schools

Walton County Schools

Pioneer RESA, to include:

Banks County Schools

Buford City Schools

Dawson County Schools

Franklin County Schools

Gainesville City Schools

Habersham County Schools

Hall County Schools

Hart County Schools

Lumpkin County Schools

Rabun County Schools

Stephens County Schools
Towns County Schools
Union County Schools
White County Schools

Middle Georgia RESA, to include:

Bibb County Schools
Crawford County Schools
Houston County Schools
Jones County Schools
Monroe County Schools
Peach County Schools
Twiggs County Schools



Georgia Professional Standards Commission

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Educator Preparation Division

Welcome to the home page for the PSC's Educator Preparation Division! The primary purpose of the division is to assure the citizens of Georgia that public school educators meet high standards and are well prepared to teach in the classrooms of this state. Providing a quality education for all Georgia children requires partnerships among state agencies, program providers, and professional and community organizations. The Educator Preparation Division is at the center of forging a strong partnership involving the work of the Professional Standards Commission, the Georgia Department of Education, the University System of Georgia, private and public colleges and universities, regional education service agencies (RESAs), and local school systems.

Related Links

This division is comprised of five major programs: program approval, educator testing, alternative preparation, teacher recruitment, and teacher quality (Title II-A).

Program Approval - Establishes and enforces standards used to prepare teachers, service personnel, and school leaders, and approves education units and programs whose candidates receive state certification.

Educator Testing - Oversees the administration and record-keeping of Georgia's educator certification testing program, GACE.

Alternative Preparation - Works with and monitors the state's alternative preparation providers who administer GaTAPP and other alternative teacher preparation routes.

Teacher Recruitment - Partners with regional education agencies, school systems, and corporations to recruit teachers and maintains TeachGeorgia.org, Georgia's official clearinghouse for teacher recruitment.

Teacher Quality (Title II-A) - Provides technical assistance to Georgia school systems to help systems meet the teacher quality and equity requirements of the No Child Left Behind (NCLB) Act of 2001.

The Educator Preparation Division is committed to ensuring quality educator preparation programs that recruit, prepare, and retain qualified educators who meet the needs of all learners in today's and tomorrow's Georgia classrooms.



Georgia Professional Standards Commission

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Preparation - Procedures for Approval of Professional Education Units and Programs

Overview

The Educator Preparation Section's responsibility for state approval of education units and preparation programs extends to colleges, universities, Regional Education Service Agencies (RESAs), local education agencies (LEAs), and any other education entities involved in the preparation of education personnel for state certification.

The Educator Preparation Section uses the mechanism of state approval to fulfill its responsibilities for teacher preparation in Georgia. State approval recognizes universities, colleges and other entities that prepare education personnel to recommend for certification candidates who successfully complete state approved preparation programs. PSC state approval assures the education unit(s), its candidates, and the public that candidates who complete approved programs are qualified as education personnel for P-12 schools.

The Educator Preparation Section has adopted national accreditation standards (NCATE 2000) to assess the quality of the professional education units and programs that prepare education personnel at initial and advanced degree levels. These standards are applied through a peer review system that includes review of program content by expert panels and on-site approval review of education units and programs. To receive and maintain state education unit/program approval, a professional education unit(s) must: (a) be approved through an on-site approval review based on the application of standards adopted by the PSC; (b) be granted approval of the programs through which it wishes to prepare education personnel; (c) submit annual education unit and program reports based on the performance of program completers, and (d) adhere to the guidelines for state approval.

In addition, the Educator Preparation Section requires preconditions, standards, and procedures for carrying out the approval process, provides training for those who conduct on-site reviews, determines the approval status of institutions/agencies, and provides information about approved professional education units and programs to the public.

The Educator Preparation Section oversees the GACE® Assessments required for assurance of satisfactory basic skills and content knowledge of certified educator personnel. Information about appropriate tests and their administration is provided.

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Preparation

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Preparation - Procedures for Approval of Professional Education Units and Programs

Overview

Developmental Review

A developmental review is conducted to assess an institution's/agency's capacity for initiating a new teacher preparation unit, restructuring of an existing unit/program, or new programs within an already-approved unit. PSC standards are applied to determine whether the potential to meet standards exists for the proposed teacher preparation unit and/or program(s). If a unit/program is developmentally approved, it can admit students, recommend program completers for certification, and begin to prepare for a continuing unit/program review.

- [Checklist for Developmental Review of New Professional Education Units](#)

Continuing Review

A continuing review is conducted for a PSC (or NCATE/PSC) approved institution's/agency's professional education unit and program(s) to assess changes, improvements and progress occurring in the professional education unit and/or program(s) and to determine continuing approval status. Continuing reviews are scheduled at five-year intervals dating from the initial PSC approval decision.

- [Checklist for Continuing Reviews of Professional Education Units and Programs](#)

This page helped answer your question:

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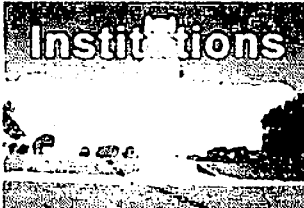
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NCATE

The Standards of Excellence
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Process

Change in Program Review Process Effective Fall 2004

For institutions required to undergo the NCATE program review process, NCATE has implemented an electronic system for submitting and reviewing program reports. This process entails the submission of 6-8 assessments that provide evidence of candidate mastery of specialized professional associations (SPA) standards. Paper reports will no longer be accepted.

The national program review system is centrally managed by NCATE staff, although the development/revision of program standards and the review of programs are conducted by the SPAs. The new program report format is common across SPAs, although SPAs have customized the requirements for the 6-8 assessments to conform to the standards and assessments unique to each discipline. All SPAs, however, include the following five types of assessments:

1. State licensure examinations of content knowledge
2. At least one additional assessment of content knowledge
3. An assessment of candidate ability to plan instruction, or (for non-teaching fields) to fulfill identified professional responsibilities
4. The evaluation of clinical practice; and
5. An assessment that demonstrates candidate effect on student learning, or (for non-teaching fields) the ability to create supportive learning environments.

State Requirements

Whether or not an institution is required to submit program reports to NCATE is determined by its state's affiliation with NCATE. NCATE has [state partnerships](#) with a number of states in which the terms of the partnership (see [state partnerships](#)) defer the program review process to the state. Other state partnerships require that NCATE specialized professional associations (SPAs) conduct the program reviews. In states with which NCATE has no partnership, institutions are also required to submit program reports to NCATE.

Institutions located in states where the program review process is conducted by the state should contact their [state agency](#) responsible for program approval for further information on how the reviews are conducted

The state chart below outlines the requirements and options for institutions in each state.

NCATE Program Review	State Program Review
Alaska, Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Hawaii, Illinois, Iowa, Louisiana, Maryland, Massachusetts, Michigan, Mississippi, Nevada, New Jersey, New Hampshire, New York, Ohio, Oklahoma, Pennsylvania, Puerto Rico, Rhode Island, South Carolina, Texas, U.S. Territories, Utah, Vermont,	Alabama, California, Florida, Georgia, Idaho, Indiana, Kansas, Kentucky, Maine, Minnesota, Missouri, Montana, Nebraska, New Mexico, North Carolina, North Dakota, Oregon, South Dakota, Tennessee, Washington, Wisconsin

"NCATE's performance-based standards have been a resource and a guide as Ohio focuses on the skills and abilities that teachers need in order to ensure that all our students receive a quality education."

Susan Tave Zelman,
Superintendent of Public
Instruction and Chair, NCATE
State Partnership Board

[more testimonials](#)

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Programs and Standards

[View the chart for Programs and Standards, Page 1 of 4](#)

In states where NCATE program reviews are required, institutions must submit program reports for programs that align with program standards that have been adopted by NCATE. NCATE does not have standards for all programs that an institution may offer. For any program not covered by a set of NCATE standards, the institution should determine if the state has standards and/or a review process in place for that particular program.

In most cases, abbreviated programs (e.g. add-ons, endorsements, certificates) are not required to write to standards. Most NCATE program standards are written for stand-alone programs. Exceptions to this rule are noted by an asterisk in the chart below.

Initial Teacher Licensure Programs Covered by NCATE Standards	Advanced Teacher Preparation Programs Covered by NCATE Standards
<ul style="list-style-type: none"> • Early childhood, elementary, and middle school education • ESL*, Gifted education, Health education, physical education, special education, technology education, foreign languages education • Secondary programs in math, sciences, social sciences, English/language arts, and computer science* education • Middle grade programs in math, science, & social studies education • Elementary specialist programs in math and science 	<ul style="list-style-type: none"> • Early childhood, middle school, and physical education

Other Advanced Programs Covered by NCATE Standards	Common Programs for Which NCATE Does NOT Have Standards
<ul style="list-style-type: none"> • Instructional technology, instructional media, technology facilitator*, technology leadership, library media specialist, reading specialist, school psychologist, educational leadership, special education (advanced roles) 	<ul style="list-style-type: none"> • Art, music, dance, or drama education • Business, speech, and vocational education • Advanced teacher education programs (e.g. M.Ed., Curriculum & Instruction) except as noted in box above • Guidance counselor

See [Program Report Requirements for the NCATE Peer-Reviewed Program Review System](#) for information on:

- Program report requirements for new, dormant, and revised programs
- Programs accredited by other accrediting agencies

Submission Timeline

NCATE will only accept program reports from institutions at fixed dates—in the spring semester (due by February 1) and in the fall semester (due by September 15). Program

WE HEARD YOU!

NCATE surveyed its institutions and is making significant changes institutions can expect...

- Value... to help improve programs
- Cost effectiveness... to ensure feasibility
- Options... to encourage creativity & excellence
- Rigor... to maintain high standards

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reports are due two semesters before the semester of an institution's intended visit. Reports that are received after the February 1 or September 15 deadlines will be held in the NCATE office for submission in the next review cycle.

Semester of NCATE Visit to the Institution Program reports are due on this date

Spring 2007	February 1, 2006
Fall 2007	September 15, 2006
Spring 2008	February 1, 2007
Fall 2008	September 15, 2007
Spring 2009	February 1, 2008
Fall 2009	September 15, 2008

Relationship of the Program Review to the Unit Review

The NCATE accreditation process has two primary components: the unit review and the program review. The unit is the school, college or department of education, plus any other entities on campus that prepare personnel to work in school—the organization with the responsibility for managing or coordinating all programs offered for the initial and continuing preparation of teachers and other school personnel, regardless of where these programs are administratively housed. The unit is reviewed by an NCATE Board of Examiners team that completes a site visit and evaluates the unit against the six NCATE unit standards.

A program is a discipline-specific component within a unit that provides a planned sequence of courses and experiences for preparing P-12 teachers and other professional school personnel (e.g. social studies educators, school psychologists). These courses and experiences often lead to a recommendation for a state license to work in schools.

Program reviews are submitted on-line, using a form available on the NCATE web site. The standards for program are developed by the appropriate specialized professional associations (SPAs). Program reviewers evaluate the program report to determine if the program meets the appropriate SPA standards. Because NCATE Unit Standard 1 requires that the unit demonstrate that its candidates "know the content of their fields, demonstrate professional and pedagogical knowledge, skills, and dispositions and apply them so that students learn" this information becomes very important at the unit level.

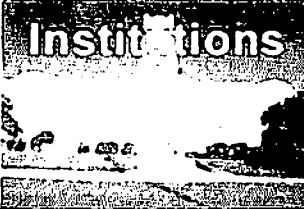
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NCATE is the professional accrediting organization for schools, colleges, and departments of education in the United States. It is a coalition of over 30 organizations representing teachers, teacher educators, policymakers, and the public.

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> home > Institutions > standards > program review process

Updated August 5, 2009

Guidelines And Procedures For The NCATE Program Review

Guidelines on Programs to be Submitted

Unless the terms of the state partnership dictate otherwise, the accreditation process requires preparation of program reports for all professional education programs for which NCATE has approved program standards. As of 2007, NCATE had program standards in the following 21 areas:

- Computer education
- Early childhood education
- Education technology specialist
- Elementary education
- English/language arts education
- Environmental education
- Foreign language education
- Gifted education
- Health education
- Mathematics education
- Middle level education
- Physical Education
- Reading specialists and supervisors
- School administrators
- School library media specialists
- School psychologists
- Science education
- Social studies education
- Special education
- Teaching English to speakers of other languages
- Technology education

Special Cases: The following applies to programs that may have difficulty providing appropriate data for the program review.

Dormant Programs: If no candidates are in the pipeline and no one has graduated from the program in the past three years, a program report is not required. When the dormant program is reactivated by admitting candidates, a program report may be voluntarily submitted at that time.

Reactivated Programs: If a dormant program is reactivated by admitting candidates, the program may voluntarily submit a program report at that point. However, the unit must submit a program report for a reactivated program as part of its scheduled program review cycle whether or not candidates have graduated from the program.

New Programs: A unit can voluntarily submit a program report for a new program anytime between on-site visits if the program has been approved by the state. It must submit a program report for the new program as part of its scheduled program review cycle whether or not candidates have graduated

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Walter Oldendorf, Dean of Education, The University of Montana-Western

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- Probationary Accreditation
- Conditional/Provisional Accreditation
- Tests Scores: Precondition #7 and the 80 Percent Rule
- Guidelines for Electronic Exhibit Rooms
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-  Summary of Unit Accreditation Board Actions Spring 2008
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from the program.

Redesigned Programs: If a program is undergoing a major program redesign, it may request a delay of its submission of the program report. The delay request must be submitted to NCATE with a detailed explanation of the redesign and its timeline. A delay will be granted if the redesign requires major changes in the program and if the appropriate state agency agrees to the delay.

Small Programs: A program report must be completed if the program has had any completers at all over the past three years. However, the 80 percent pass rate requirement does not apply to programs that do not have 10 completers over a three year period.

Programs accredited by other accrediting organizations: NCATE recognizes the following specialized accrediting organizations and, therefore, does not review programs in these areas:

- 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)
- National Association of Schools of Theatre (NAST)

Programs accredited by one of these organizations are not required to be submitted to NCATE for program review. Please see the NCATE [page on Accredited Organizations](#) for information on NCATE requirements for these programs for the unit review.

Other Cases:

Programs in which candidates enter the program already having been prepared in a content area. Many of these programs are MAT programs although in a few institutions these are called MEd programs. Most alternate pathways programs are also designed to prepare candidates who come into the program with appropriate content area preparation. For the purpose of this discussion, these will be called "MAT-like programs," although this is not a completely accurate term. This discussion includes only those programs in the five secondary academic content areas, English, math, science, social studies, and foreign language. This does not include programs in special education, elementary education or other areas.

The NCATE Specialty Areas Studies Board approved a motion to give secondary-content MAT-like programs the option to defer program review for at least one year while NCATE staff develop a new process for evaluating these kinds of programs. This deferral would apply to programs slated to submit program reports in Spring 2009, Fall 2009 and Spring 2010. These programs would be required to be reviewed no later than one year after a new strategy is approved by the SASB. If no change is made in the review process programs would be required to submit reports no later than three semesters after their original submission deadline.

Middle level programs. Middle level programs that prepare candidates in two or more content areas and that meet the NMSA criteria for middle-level programs will submit program reports to NCATE/NMSA and not to each of the content area SPAs (NCSS, NCTM, NCTE, NSTA, ACTFL). NMSA reviewers will evaluate the submission and make a decision on whether or not the program will be nationally recognized by NMSA. In addition, NMSA reviewers will ensure that the 80% of completers pass the appropriate content test(s). National recognition of this program by NMSA will also be dependent upon the unit having nationally recognized programs in each of the appropriate content areas at the secondary

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level. NCATE staff will verify the status of the secondary content program areas. Middle level programs could be recognized with conditions by NMSA if secondary content area programs are still in process. For those few middle level programs that do not have secondary preparation programs, 80% of the candidates will still be required to pass the state test in the content area and the state must ensure the adequacy of the content preparation

Guidelines on Data

State Licensure Test Data:

NCATE policy requires a program to have an 80 percent pass rate on the state licensure exam in the content area in order to qualify for program recognition. The data must be derived from the most recent annual reporting period, as reflected by a state or testing agency report, or the institution's own records (which would provide the opportunity to present a more current set of data). This requirement is waived for programs that (1) do not have a required state licensure test, (2) have not been in existence long enough to have produced an annual cohort of completers, and/or (3) have not produced a total of 10 completers in the last three years.

A program report that does not reflect an 80 percent pass rate under Assessment #1 on licensure tests cannot receive or retain national recognition; however, the program could be nationally recognized with conditions and would then be required to submit new test data within 18 months.

Assessment Data:

The following chart outlines the amount of data required for program reports (not the unit) submitted through the spring 2009 cycle. Beginning in Fall 2009, the minimum expectation is three years of data.

Program Reports Submitted	Amount of Data Required
Spring 2009	Two years
Fall 2009 and beyond	Three years

For units undergoing accreditation for the first time, programs are expected to be able to include in their program reports at least one year of data on all assessments in order to be eligible for full national recognition. They will be expected to have two years of data at the time of their unit visit.

One year of data is equivalent to the amount of data that can be collected during one academic year. So, if an assessment is given in a course that is offered only one semester in an academic year, then, in this case, one year of data equals one semester data.

Over time, it is quite probable that faculty may decide to change, adapt, or create new assessments based on their experiences and candidate performance. In these cases, they may not have the required years of data available for that assessment when they need to submit their next report. As a rule of thumb, it's better to submit a newly developed assessment that meets the expectations of the program report than it is to submit a less compelling assessment for which you have several years of data. (Note: assessments still in the "planning stage" are not likely to carry much weight.) However, the reviewers will expect, at a minimum, to see at least one semester of disaggregated data for each assessment.

Guidelines and Procedures for Program Review

Program Submission Due Dates:

It is required that program reports be submitted in the semester one year prior to the unit site visit. NCATE will accept program reports submitted up to two years prior to the site visit.

Timeline for Program Reports

Initial reports submitted in Fall Semester

Program report due to NCATE by September 15

Recognition report due back to program by February 1

Initial reports submitted in Spring Semester

Program report due to NCATE February 1

Recognition report due back to program July 15

Revised Reports (formerly called rejoinders)

For a recognition report received by July 15, a revised report can be submitted by the following September 15, with a response due back to the program by the following February 1.

If the recognition report is received by February 1, a revised report can be submitted by the following April 15, with a response due back to the program by the following September 1. If the revised report is not submitted by the following April 15, then any later revised reports must be submitted on the regular timeline of either September 15 or February 1.

Response to Conditions or Supplemental Reports

Follow the same time line for both initial and revised report submissions (above)

Number of Program Reports to be Submitted (for multiple programs in same discipline):

the following procedures apply to programs in the same discipline (English, Elementary, etc.) that are at different levels (for example, undergraduate and post-baccalaureate) or different in other ways—but that have identical assessments. If the assessments are not identical then individual program reports must be submitted for each program.

In order to ensure that each program receives an individual decision, it is necessary for a shell (or template) to be created for each program in PRS. However, the following procedure will allow you to enter all of the information and text for these programs just one time. The system will then automatically copy the information into the other program report forms.

This is how it works:

1. First, you must notify NCATE which programs have identical assessments, rubrics and/or scoring guides. We will then 'link' these reports in PRS. For example, you notify NCATE that you have two Elementary programs: one is an undergraduate program and one is an MAT program, and they have identical assessments. This link must be made before any text is entered into the program report form.
2. NCATE will link these reports in PRS. You can tell that they are linked in PRS because the first boxes in the left column in PRS for those two programs will be shaded the same color.
3. The compiler of the report completes all the fields in the program report, adds attachments, etc. All the data charts should include data, disaggregated for each program being submitted. In the example above, that means that each data chart for each assessment would have two columns, one column for the data from the undergraduate program, and one column with data for the MAT program.
4. The compiler submits the report. The compiler sees a "thank you for submitting" note

from NCATE when the report is submitted. In addition, the NCATE Coordinator at that campus also receives notification that the program report has been submitted.

5. After the first report is submitted, the compiler clicks on the program name in the second shell. The compiler is asked if they want to copy the information from the first report into the second shell. After the compiler clicks "ok," PRS automatically copies all text, information and attachments into each report linked to the first one.
6. The compiler should go into the second report and change any necessary information (for example, in the example give above, the compiler would change the "Degree Level" from Undergraduate to Masters).
7. The compiler then submits the second report.
8. The above process can be repeated if there are three reports that have been linked. After the compiler submits the first report, they can then click on the program name in the third shell and gives the "ok," all the information and attachments in the submitted program will be filled into all the program reports shells that are linked to it.

Prior to the submission deadline, programs must submit a chart that lists the programs it plans to submit whether they are linked or not. The chart can be found by clicking on the link below: (<http://www.ncate.org/institutions/ChartPRS.asp?asofirm=91>). Every program report that is to be submitted should be listed on that chart. If programs are submitting linked program reports, the NCATE coordinator must identify those reports to be linked in a different chart. Both charts should be emailed to ncate@ncate.org so that the shells can be created. If you are unsure as to what a "linked program report" is, please see Question 1 of the FAQ document found on the Resources page under Program Review.

Report Submission Process:

The program report will be submitted completely on-line. Assessments for Section IV as well as certain other documents must be prepared in a standardized word processing format (Word, Word Perfect, PDF or Excel) and submitted as attachments. The compiler will be able to save the program report as a draft and return to the web-based form later to complete. Once files are attached they cannot be edited. When the report has been completed, the compiler (unless the institution has designated another person) will mark it as finished and submit it for review.

The Unit Head and NCATE Coordinator at the institution will receive an email with the appropriate URL and access information. He or she can provide that information to individual compilers. Once a compiler has received the user id and password, they can access the report by pointing their Internet browser to the designated URL. A log-in screen will appear. When a compiler has successfully logged in to AIMS and then goes to PRS, he or she will see a list of the all the programs to be submitted by the unit.

Specific instructions for creating and inputting the different sections of the report are available on this web page, in a document titled "How to Prepare Program Reports for Submission in [submission date]."

Report Review Process:

Each program report will be assigned to a team of two to three reviewers who have been trained in the standards by their specialized professional association (SPA), and who have been screened for conflicts of interest with the reporting institution. All reviews will be completed and all recognition reports will be submitted on-line. A lead reviewer will compile a team report, including a recognition decision representing the consensus of the team. The reports are reviewed by an audit committee of the professional association, which determines national recognition.

Program reports will be evaluated on how well assessments and data derived from assessments provide evidence that candidates meet the SPA standards. National recognition decisions, therefore, will be based on the success of program candidates as measured on credible assessments (see section entitled "Guidelines on Assessment").

For very small programs, data derived from assessments are not, by themselves, a reliable indicator of program quality. However, if candidates perform poorly on assessments, it will be important for the report compiler to reflect on why that poor performance occurred and how or whether the program should be changed as a consequence. Whether or not the program is large or small, candidates are still expected to meet program standards.

Character Limits: Character limits are specified for each of the narrative responses required in Sections I and V of the report, with each part of Section I having a 4000 character limit (including spaces), except for Section I, Question 2, which has an 8000 character limit. Sections II and III are charts, which the institution will fill out or check off and Section IV will have attachments for each of the 6-8 assessments. Section V has a character limit of 12000.

Attachments: Only the items specified in Section I and IV of the report form may be attached to the report. Institutions will not be able to attach or submit any extraneous documentation with the report (e.g. handbooks, syllabi). Candidate work samples or artifacts will no longer be requested or accepted as part of the program review document but will be relevant in the on-site unit review. Documentation external to the institution (e.g. a report from the testing agency) will need to be scanned by the institution in order to be submitted as an attachment. There will be a limit of no more than 20 attachments total for each program report.

NOTE: Charts and graphs cannot be input into the narrative fields or text boxes in the program report template. However, charts and graphs can be uploaded as attachments in two different places: within Section IV as part of your 6-8 key assessments or in Section I, Questions 6 and 7 that relate to any of the five questions.

Program of Study

A program of study that outlines the courses and experiences is required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

Candidate Data Chart—Section I

Data is requested on the number of candidates enrolled and the number of program completers from the 3 previous academic years and can now be filled out in a chart as part of Section I. At some institutions candidates are considered "enrolled" in the program if they list the program as a major or are taking courses in the program. It is not until they are formally admitted into the program that they could be considered actively involved in the program. It is this last group that should be reported in NCATE program report.

Faculty Chart—Section I

The purpose of this chart is to provide reviewers the information they need to ensure that program faculty have appropriate expertise in the program discipline. The process for completing this chart has been greatly simplified. Now the faculty information for all programs can be entered into AIMS just one time. For each program report, the compiler only needs to click on the Import button, put a check mark next to the faculty names that should be included in that specific program report. The system will then automatically import that faculty information into the program report form. Do NOT submit faculty vitae.

The only faculty listed here should be faculty responsible for professional coursework, clinical supervision and those who teach methods courses. Adjunct and part-time faculty should be listed only if they have taught or provided other services for the program during the most recent academic year. It is not necessary to provide the names of every faculty member who teaches any courses taken by candidates in the program. A faculty member

might choose to list three scholarly publications as her major contributions. However, if all faculty list scholarship as their contribution, the program report preparer may want to ask some faculty to highlight leadership or service experiences instead, in order to demonstrate that overall program faculty are contributing in all three areas.

Guidelines on Assessment

An assessment is an evaluated activity or requirement by which a program determines that specific outcomes or standards have been mastered by a candidate. A program is limited to 6-8 "key" assessments. It must be required that all candidates have taken these assessments. Due to the limitation on the number of assessments, it is expected that these key assessments would be comprehensive and each would most likely address multiple SPA standards.

A single key assessment could include several components, or 'sub-assessments.' For example, an assessment of candidate impact on student learning could include a pre-test, unit plan, implementation of unit plan, post-test and reflection. Each of these components may be evaluated and scored individually, with a final score computed from the sub-scores. The elementary education program report, in another example, requires assessments in the areas of mathematics, English, science and social studies for its assessments on content and on lesson planning. In most cases, it would be necessary to combine several individual assessments for each of these final key assessments.

It is also possible that a major comprehensive assessment like a portfolio may include several in-depth assessments including evaluations of content knowledge, lesson planning, and student teaching. In this case, it would be appropriate to use the different components of the portfolio as separate assessments.

The submission of any assessment will require the two page narrative and include the three pieces expected as part of each overall assessment in Section IV: (1) the assessment instrument or a complete description of the assessment, (2) the scoring guide (e.g., rubrics, checklist, etc.) for the assessment, and (3) aggregated data derived from the assessment. All four of these documents must be combined into one document.

Required Forms of Assessment: All programs are required to include assessments of the following five types. Some SPAs have additional or unique requirements for assessments. Any unique requirements are included in Section IV of the SPA program report template and described in the "Specific Instructions" section of the program report form.

Assessment #1: State Licensure Test:

Compilers are expected to delineate the relationship of the content (or test specifications) of the state test and the SPA standards.

Licensure test data must reflect the percentage of candidates who have passed the state licensure test for each year over the past three academic years, including the most recent year. The most recent year of data must include the mean and range of total scores and sub-scores on the licensure test. NCATE and ETS have jointly prepared a document that provides information on how to obtain sub-score information for PRAXIS II tests. This document can be found in "Program Resources" on the Institutions page of the NCATE website at the following URL: <http://www.ncate.org/institutions/PraxisSubscoreClass.html>. Data must be presented for all program completers, even if there were fewer than 10 test takers in a given year. A Title II, state, or test agency report may be submitted as a scanned attachment, as long as those reports present data as specified above.

If the program's state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge.

Assessment #2: Content Assessment

The program is required to have a second assessment that is primarily focused on the content of the SPA standards. Examples of possible SPA-specific assessments have been included in Section IV of the SPA program report template. All SPAs will now accept grades for a content assessment. NCATE has developed guidelines for the documentation of course grades. These instructions are outlined in a document on the NCATE web site at the following URL: <http://www.ncate.org/institutions/resources/NewForm.asp?tbl=90>

Assessment # 3: Assessment of Candidate Ability to Plan Instruction

The program is required to provide an assessment instrument that demonstrates a candidate's ability to plan as appropriate to his/her discipline. For most initial teacher preparation programs, the most typical example is a unit of instruction, although other types of assessments are acceptable. For other school professionals, this assessment should be one appropriate to the discipline.

Assessment #4: Clinical Practice Assessment

Generic student teaching/internship evaluations (those used by all programs in a unit) will not necessarily provide direct evidence of meeting specific SPA standards. Faculty have several options to ensure that these kinds of unit-wide assessments are appropriate for SPA review. For example, program faculty could develop an addition to a generic student teaching/internship evaluation that does evaluate the candidate on appropriate SPA standards. Faculty could also code elements in the unit-wide assessment with the specific SPA standards that are addressed by the item and, in the narrative in Section IV for this assessment, provide a rationale for how these items are evaluated in practice to ensure that SPA standards are addressed. A third option is to use a SPA specific assessment completed during a pre-student teaching practicum.

It is important to remember NCATE's guidance on effective field and clinical experiences:

Field experiences facilitate candidates' development as professional educators by providing opportunities for candidates to observe in schools and other agencies, tutor students, participate in education-related community events, interact with families of students, attend school board meetings, and assist teachers or other school professionals prior to clinical practice. Both field experiences and clinical practice reflect the unit's conceptual framework and help candidates continue to develop the content, professional and pedagogical knowledge, skills and dispositions delineated in standards. Clinical practice allows candidates to use information technology to support teaching and learning. Clinical practice is sufficiently extensive and intensive for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing. (*Standard 3, NCATE Professional Standards 2008 Edition*)

Assessment #5: Candidate Impact on Student Learning or on Providing a Supportive Environment for Student Learning

NCATE published a paper on the essential components of an assessment that addresses candidate impact on student learning and has provided several examples. This paper (summarized in *Quality Teaching*, Fall 2004, available on the NCATE web site) outlines four elements that could be included in such an assessment. The essential feature of this evidence is a cluster of activities or performances in which the candidate: Undertakes a diagnosis (a pre-test) or P-12 student learning in some area he or she will teach;

- Undertakes a diagnosis (a pre-test) or P-12 student learning in some area he or she will teach;
- Plans an appropriate sequence of instruction to advance P-12 student learning, and teaches in ways that engage P-12 students who bring differing background knowledge and learning needs;
- Conducts some concluding assessment (or post-test); documents that student learning has occurred, or has not; and

- Reflects on changes in teaching that might have improved the results.

Assessments #6, 7, and 8:

The program is required to submit six assessments, but in most cases, the form of that sixth assessment is determined by program faculty. However, certain SPAs do choose to name a 6th required type of assessment, so please check individual SPAs directions for guidance. The strategy for choosing which additional assessments to submit could be based on several factors. For example, it could be that a program's content-based assessments are relatively weak (#1 and #2), and the faculty might decide they need another assessment to adequately demonstrate candidate mastery of the content of the SPA standards. Or faculty may find that the assessments they have chosen do not fully address one or more of the SPA standards. In that case, faculty should adapt current assessments or create new assessments that do address the missing SPA standards. While Assessments #7 and #8 are not required, programs can submit any assessment that they feel may strengthen the coverage of the standards.

Guidelines on Decisions

For the Review of a Program that had never gone through the national review process, the reviewers have one of three decisions they can make.

A. Decision Choices for a Program not Previously Recognized:

Those programs that are going through review for the first time will have several opportunities to submit reports before a final recognition decision is applied. This will allow new programs the opportunity to receive feedback and make changes in their programs without being penalized with a "not recognized" decision. It will also allow the program review process to be more collaborative between the SPAs and the program faculty. The following decision choices would also apply to programs at continuing institutions that may have been recognized in the past but are not currently recognized one year prior to the site visit. A program that is being evaluated for the first time will receive one of the following three results:

1. *National Recognition contingent upon unit accreditation*

- The program substantially meets standards.
- No further submission required; program will receive full *national recognition* when the unit receives accreditation.
- Program will be listed on the NCATE web site as *Nationally Recognized* if the unit is already accredited. If the unit is not accredited the program will be listed as *Nationally Recognized pending unit accreditation*.

2. *National Recognition with Conditions contingent upon unit accreditation*

- The program generally meets standards; however a "Response to Conditions" report must be submitted within 18 months to remove the conditions. Conditions could include one or more of the following:
 - Insufficient data to determine if standards are met.
 - Insufficient alignment among standards or scoring assessments or scoring guides.
 - Lack of quality in some assessments or scoring guides
 - An insufficient number of SPA standards was met.
 - The NCATE requirement for an 80% pass rate on state licensure tests is not met.
- The program has two opportunities within 18-months after the decision to remove the conditions. If the program is unsuccessful after two attempts, the program status will be changed to *Not Nationally Recognized*.
- The program is listed on the NCATE website as *Nationally Recognized* until it achieves *National Recognition* or its status is changed to *Not Nationally Recognized*, in which case the program will be removed from the list on the website.

3. *Further Development Required:*

- The standards that are not met are critical to a quality program and more than a few in number OR are few in number but so fundamentally important that recognition is not appropriate.
- The program will have two opportunities within the 12 to 14 months after the first decision to attain *National Recognition* or *N ational Recognition with Conditions*. If the program is unsuccessful after two attempts, the program status will be changed to *Not Nationally Recognized*

A program could receive a decision of *Not Nationally Recognized* only after two submissions within the 12 to 14 month period (from the first decision) were unsuccessful in achieving *National Recognition* or *National Recognition with Conditions*.

B. **Decision Choices for a Program that is Current Recognized:**

Program reports that were approved by a SPA during the previous review cycle will not be in jeopardy of losing their recognition status immediately after their first review in a cycle. These programs will receive one of the following three decisions:

1. *Continued National Recognition*

- The program substantially meets standards.
- No further submission required.
- Program is listed on the NCATE web site as *Nationally Recognized*.

2. *Continued National Recognition with Conditions*

- The program generally meets standards; however, a "Response to Conditions" report must be submitted within 18 months to remove the conditions. Conditions could include one or more of the following:
 - Insufficient data to determine if standards are met
 - Insufficient alignment among standards or scoring assessments or scoring guides
 - Lack of quality in some assessments or scoring guides
 - An insufficient number of SPA standards was met.
 - The NCATE requirement for an 80% pass rate on state licensure tests is not met
- The program will have two opportunities within the 18 months after the first decision to attain *National Recognition*. If the program is unsuccessful after two attempts, the program status will be changed to *Not Nationally Recognized*
- The program is listed on the NCATE website as *Nationally Recognized* (based on its prior review) until the UAB makes an accreditation decision for the unit. At that point, if the program is still *Nationally Recognized with Conditions* the designation on the website will be changed to *National Recognition with Conditions*. This designation will stand until the program achieves *National Recognition* or its status is changed to *Not Nationally Recognized*, in which case the program will be removed from the list on the website.

3. *Continued National Recognition with Probation*

- The standards that are not met are critical to a quality program and more than a few in number OR are few in number but so fundamentally important that recognition is not appropriate. To remove probation, the unit may submit a revised program report addressing unmet standards within 12 to 14 months, or the unit may submit a new program report for national recognition within 12 to 14 months.
- The program will have two opportunities within the 12 to 14 months after the first decision to attain *National Recognition* or *National Recognition with Conditions*. If the program is unsuccessful after two attempts, the program status will be changed to *Not Nationally Recognized* .
- The program is listed on the NCATE web site as *Nationally Recognized* (based on its prior review) until the end of the semester in which the UAB makes an accreditation decision for the Unit. At that point, the decision will be changed to *Not Nationally*

Recognized and the program will be removed from the website.

A program could receive a decision of *Not Nationally Recognized* only after two submissions within the 12 to 14 month period (from the first decision) were unsuccessful in reaching either *National Recognition* or *Continued National Recognition with Conditions*.

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