

**FAYETTEVILLE STATE
UNIVERSITY**
FAYETTEVILLE, NORTH CAROLINA 28301-4298



**NCATE 2000/DPI
CONTINUING ACCREDITATION
PLANNING MANUAL**

**A Resource Manual for the
NCATE 2000/DPI Joint On-site Visit
April 20-24, 2002**

**NCATE 2000/DPI
CONTINUING ACCREDITATION
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INTRODUCTION AND OVERVIEW

This planning manual is designed to assist School of Education plan for the continuing accreditation visit scheduled for April 20, 2002 through April 24, 2002. The scheduled visit will be under the NCATE 2000 Standards and the existing North Carolina State Department of Public Instruction Accreditation Standards. An NCATE Board of Examiners Team and a Department of Public Instruction Team will conduct the on-site visit to ensure that all standards are continuing to be met. No weaknesses were cited during the 1996 continuing accreditation visit.

Two institutional reports are being prepared and will be submitted for review. They are: 1) *The National Council for Accreditation of Teacher Education (NCATE) Continuing Accreditation Report*; and 2) *The North Carolina Department of Public Instruction Accreditation Review Speciality Area Report*.

The NCATE Continuing Accreditation Report

The NCATE report, including appendices and attachments, must not exceed 50 pages in length, and should be single-spaced, 12-point type, with double spaces between paragraphs. NCATE staff may return to the report if it does not include all required information and this could prevent the visit from occurring on schedule.

This report will serve as primary documentation of the School of Education's growth and development since the last accreditation visit. The 50-page report will consist of three important sections: 1) **Overview of Fayetteville State University**, 2) **Conceptual Framework of the School**

of Education and 3) Evidences of Meeting the NCATE 2000 Standards .

NCATE has identified levels at which the first two standards must be addressed at the time of our on-site visit. A plan of the School of Education's assessment system is required in the first year in which the standards are effective. Greater implementation of the assessment system is required in each subsequent year.

At a minimum, the School of Education should have a well-developed plan for an assessment system that includes time lines and details about the system components. The plan should have been developed collaboratively by members of the professional community. The plan should provide a detailed description of the unit's design for collecting, analyzing, summarizing, and using candidate assessment information. It should include evaluation measures of outcomes that will provide evidence of candidate proficiencies in professional, state, and institutional standards. The unit should clearly communicate these standards and assessments to candidates. The plan should include provisions for data collection so that the unit is able to:

1. Make decisions about candidate qualifications and performance at program admission, at appropriate transition points (including clinical practice entry and exit points), and at program completion.
2. Demonstrate that admissions requirements are related to candidate success.
3. Use the results from candidate assessments to evaluate and make improvements in the unit, its programs, courses, teaching, and field and clinical experiences.
4. Use results from assessments of unit operations (e.g. faculty evaluations, graduate surveys, employee surveys) to evaluate and make improvements in the unit, its programs, courses, teaching, and field and clinical experiences.

The plan should clearly identify the types of assessments that the School of Education will use and clearly indicate the time line for the development and implementation of major assessments. NCATE also expects the School of Education to employ multiple assessments. Examples of assessments include reflections, observations, teaching demonstrations, analytic work, student projects, tests, and other forms of evaluative information demonstrating proficiency. The plan should also indicate the sources of the assessment information. Some information will come from internal assessments and other information will come from external sources. In addition to the plan of the assessment system, the School of Education should have available any performance assessment data that are currently being collected. These data might include assessments conducted internally by the School of Education and external data such as results of state licensing tests.

The DPI Accreditation Review Speciality Area Report

There is no required limit to the length of the DPI report, however, it will not likely exceed fifty (50) pages. It will consist of four sections: 1) **Introduction**, 2) **Professional Studies**, 3) **Specialty Areas, Licensure Area Design, Guidelines and Competencies**, and 4) **Graduate and Program Completers**. The report will address all substantive changes since the last accreditation visit.

The continuing accreditation on-site visit will render one of the following decisions: **1) Continuing Accreditation; 2) Accreditation with Conditions; 3) Accreditation with Probation; or 4) Revocation of Accreditation.** We are confident of a favorable review and look forward to the feedback that will be received to assist in our efforts of continuing improvement.

NCATE 2000/DPI CONTINUING ACCREDITATION PLANNING MANUAL

NCATE 2000/DPI CONTINUING ACCREDITATION PROCESS

The NCATE/DPI accreditation process focuses on the School of Education which is defined as the academic unit that has primary responsibility for the preparation of school personnel. The School of Education is expected to coordinate all professional education programs for the initial and continuing preparation of school personnel even though some programs may be located in other administrative units. Like many institutions, specialty or academic subjects are offered primarily in units other than education (for example, in the College of Arts and Sciences or the School of Business and Economics). NCATE and DPI expects the School of Education to coordinate these professional education programs and holds the School of Education accountable for the quality of these programs as well as those offered within the unit itself. The NCATE accreditation standards are applied to the professional education unit as a whole. The DPI standards address specialty areas and applied to individual programs.

The School of Education must include in its continuing accreditation review *all* programs in the institution for the initial and advanced preparation of teachers and other professional education personnel who will work in pre-school through 12th-grade settings.

The School of Education is expected to engage regularly in self-evaluation to improve its operations and its programs. In this process, the unit should systematically assess how well it continues to meet NCATE and DPI standards. Ongoing evaluations and the resulting changes serve as the basis of the

institutional report, which is the primary document for the on-site review every five years. NCATE/DPI continuing accreditation visit and self-reflection activities should be systematically implemented. Regular evaluation activities encourage faculty to reflect critically on their own practice and support ongoing reflection and dialogue about the conceptual framework that guides the preparation of teachers and other school professionals. The School of Education should assess its strengths and weaknesses in carrying out its responsibilities and improving the quality of its programs.

NCATE/DPI CONTINUING ACCREDITATION GOALS

The joint on-site NCATE/DPI continuing accreditation visit is designed to accomplish the following goals:

- C assess the extent to which the School of Education meets the NCATE and DPI accreditation standards;
- C examine the effectiveness of the School of Education's planning and evaluation processes;
- C provide a basis for re-examining the conceptual framework of the School of Education;
- C provide opportunities for a re-evaluation of the School of Education's goals and objectives;
- C aid in strengthening on-going planning and assessment efforts in teacher education;
- C produce an NCATE continuing accreditation report and a DPI continuing

accreditation specialty area report with supporting documents to be used by the visiting teams during the joint on-site visit; and

- C develop a sense of cohesiveness among all members of the university community involved in the teacher education program.

LEADERSHIP FOR THE NCATE/DPI CONTINUING ACCREDITATION VISIT

Involvement of the leadership team in the NCATE/DPI continuing accreditation visit is central to the success of the process. Administrators from across the university will serve in ex-officio capacities on all committees.

Chancellor. The Chancellor has the major role of ensuring that the NCATE/DPI continuing accreditation is taken seriously and that there is continuing support for the process. The Chancellor will do the following:

- C appraise the Board of Trustees of matters related to the upcoming visit;
- C review report drafts and provide commentary; and
- C ensure the implementation of follow-up activities to the results of the accreditation visit.

Provost and Vice Chancellor for Academic Affairs. The Provost and Vice Chancellor for Academic Affairs has the major responsibility for ensuring a comprehensive review of the accreditation process. The Provost will do the following:

- C appoint leadership for the NCATE/DPI continuing accreditation visit;
- C ensure the provision of adequate resources to conduct the NCATE/DPI continuing

accreditation visit;

- C approve the budget for the NCATE/DPI continuing accreditation visit and provide support and commentary as necessary; and

School of Education Dean. The School of Education Dean oversees the NCATE/DPI preparation process. The Dean will do the following:

- C maintain communications with the visiting team chairs.
- C ensure that institutional leadership is informed of the resources required to conduct the NCATE/DPI continuing accreditation visit, and seek appropriate support;
- C serve on the Steering Committee;
- C serve as the liaison between the NCATE/DPI staff representative and the university;
- C oversee the development of the required continuing accreditation reports;
- C ensure that the institutional community is informed of the purpose and progress of the NCATE/DPI continuing accreditation visit;
- C ensure appropriate institutional review of preliminary working drafts and approval of the final draft of the continuing accreditation reports;
- C oversee all arrangements related to the visiting committee; and
- C ensure that appropriate rejoinders are submitted by NCATE and DPI.

Steering Committee Chair. The Steering Committee Chairperson presides over and administers the work of the Steering Committee. The Chair will do the following:

- C coordinate and manage all work of the NCATE/DPI accreditation committees;
- C monitor, maintain, and ensure appropriate progress toward the completion of the reports;
- C work with the School of Education Dean to oversee the development of the assessment plan, manuals, and guidelines;
- oversee the final editing of the NCATE and DPI institutional reports and other appropriate accreditation documents.
- C make appropriate arrangements for publishing the final document.
- C work with the School of Education Dean on all matters related to the continuing accreditation visit .

FORMULATION OF COMMITTEES

Committees have been formulated and organized around the NCATE 2000 Standards and DPI Specialty Area Review Standards. Committees have also been formulated to address requirements of logistics, editing, budget, communications and information dissemination. All committees will be expected to complete assignments relevant to the purpose of the committee and any additional tasks in their assigned areas required by the Steering Committee.

Steering Committee. The Steering Committee has primary responsibility for planning and organizing the NCATE/DPI continuing accreditation process and for preparing the NCATE/DPI continuing accreditation reports. The Steering Committee supervises the development of the NCATE/DPI continuing accreditation reports and includes representatives of the administration, the faculty, and the student body. The Chair of the Steering Committee provides leadership, direction, and assistance to the members of the Committee and ensures that the documents prepared by the Committee are clear, accurate, and concise.

The Steering Committee will:

- C coordinate NCATE/DPI continuing accreditation visit activities;
- C monitor the progress of the committees and of the NCATE/DPI continuing accreditation visit;
- C disseminate information about the NCATE/DPI continuing accreditation visit;
- C provide guidance and assistance to the NCATE/DPI continuing accreditation visit committees;
- C assist in the collection and analysis of data and materials;
- C provide progress reports to NCATE and DPI;
- C review reports of the Standards Committees and prepare the final NCATE/DPI continuing accreditation visit reports;
- C develop mechanisms for the review of the draft of the NCATE/DPI continuing accreditation reports;
- C assist in making arrangements for the visiting committee;

- C develop a plan for the review and implementation of committee recommendations;
- C mediate viewpoints among the standards committees; and
- C approve recommendations of the Local Arrangements Committee.

Logistics Committee. This committee will deliberate on and recommend lodging, menus, amenities, transportation, meeting rooms, technological support, exhibit room arrangement, students guides, etc., for the joint on-site NCATE/DPI visit.

Budget Committee. This committee will develop and present for approval to the Vice Chancellor/ Provost for Academic Affairs a line item budget for the expenses and costs related to the NCATE/DPI accreditation preparation and joint on-site visit April 28, 2002 through May 1, 2002.

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION (NCATE) COMMITTEES

Conceptual Framework Committee. This committee will examine the current conceptual framework of the School of Education and make changes where appropriate. The committee is expected to update the existing conceptual framework to ensure that it is knowledge-based, articulated, coherent, consistent with mission of the School of Education and the University and evaluated continuously.

Committee on Assessment. This committee will formulate a well-developed plan for an assessment system that includes time lines and details about the assessment system components. The committee is a representative one and the plan will be developed collaboratively by members of the professional community. The committee will develop a plan that provides a detailed description of the School of Education's design for collecting, analyzing, summarizing, and using candidate assessment information. The plan will include evaluation measures of outcomes that will provide evidence of candidate proficiencies in professional, state, and institutional standards.

Committee on Candidate Knowledge, Skills and Disposition (Standard 1). This committee will assess the extent to which candidates preparing to work in P-12 schools or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards. The committee will prepare the continuing accreditation report and documentation that addresses *NCATE 2000* Standard 1.

Committee on Assessment System and Unit Evaluations (Standard 2). This committee will assess the extent to which the School of Education has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs. The committee will prepare the continuing accreditation visit report and documentation that address *NCATE 2000* Standard 2.

Committee on Field Experiences and Clinical Practices (Standard 3) This committee will assess how the School of Education and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn. The committee will prepare the continuing accreditation visit report and documentation that address *NCATE 2000* Standard 3.

Committee on Diversity (Standard 4). This committee will assess the effectiveness of how the School of Education designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P–12 schools. The committee will prepare the section of the NCATE/DPI continuing accreditation visit report and documentation that addresses *NCATE 2000* Standard 4.

Committee on Faculty Qualifications, Performance and Development (Standard 5). This committee will assess that faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. It will also assess to what extent the School

of Education systematically evaluates faculty performance and facilitates professional development. The committee will prepare the continuing accreditation report and documentation that address *NCATE 2000* Standard 5.

Committee of Governance and Resources (Standard 6). This committee will examine the extent to which the School of Education has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards. The committee will prepare the continuing accreditation report and documentation that address *NCATE 2000* Standard 6.

NCATE Editing Committee. This committee will be responsible for reviewing preliminary drafts of reports, writing and editing the final draft of *The National Council for Accreditation of Teacher Education (NCATE) Continuing Accreditation Report*.

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION (DPI) COMMITTEES

Professional Studies Committee (Standards 1 through 5). This committee will prepare the DPI report that addresses Standards 1 through 5. This committee will also examine the extent to which professional guidelines for all previously approved programs continue to meet the requirements of the following standards:

Standard 1: Written evidence that verifies that the state-approved professional studies guidelines for all licensed school personnel are addressed adequately.

Standard 2: Written evidence that verifies that the state-approved competencies common to all licensed school personnel are addressed adequately.

Standard 3: Evidence that candidates for admission meet minimum score requirements adopted

by the State Board of Education on communication skills and general knowledge test or PRAXIS I of the National Teacher Examinations before formal admission can occur. Evidence that a policy exists to ensure that undergraduate, degree-seeking students are not permitted to complete more than one-half of the professional studies sequence (excluding student teaching) prior to being admitted formally into the teacher education program.

Standard 4: Written evidence that sequentially planned field experiences for undergraduate degree-seeking students begin early in a student's program and culminate in a continuous and extended minimum ten-week period of student teaching in the area in which the student is seeking licensure. Evidence that all field experiences are supervised and formal evaluations involving faculty, cooperating teachers and students occur as appropriate.

Standard 5: Evidence that preparation for entry licensure at the advanced level includes supervised internships or field experiences appropriate to the roles (s) for which students are being prepared. Such experiences must serve as the basis for the application of theory to practice, the development of competencies at a high level of proficiency and the evaluation of the candidate's performance.

Specialty Areas Committees (Standards 6 through 20). Each specialty area committee will address substantive program changes or additions for all approved teaching licensure areas. Each committee will examine the extent to which the area of study is a well-designed and well-defined program which reflects stated goals and objectives and complies with state-approved guidelines and competencies for the licensure area. Substantial changes for each of the following standards must be addressed and met by each state-approved program of study:

Standard 6: The goals and objectives of the licensure area are clearly stated in writing, readily accessible to faculty, students and other consumers and reflect a clear conception of the roles (s) in the public schools for which students are being prepared.

Standard 7: An appropriate balance among general studies, professional studies and licensure area studies exists at the undergraduate level to assure a well-rounded education for students.

Standard 8: The program of study complies with state-approved guidelines for the licensure area in which the student is being prepared.

Standard 9: The program of study complies with state-approved competencies for the licensure area in which the student is being prepared. Such information should be displayed in a matrix format.

Standard 10: Master's sixth year (e.g., CAS, Ed.S.) and doctoral curricula are clearly delineated and differentiated from one another and from the undergraduate curriculum.

Standard 11: Requirements for licensure-only students are clearly described and comparable to those for degree-seeking students.

- Standard 12:** Each faculty member teaching in the licensure area demonstrates competence in the area (s) of assignment.
- Standard 13:** One appropriately specialized faculty member full-time to the institution must be assigned major responsibility for teaching in and coordinating each licensure area offered. To ensure diversity, there must be a sufficient number of additional faculty, appropriately specialized, to deliver the level (s) offered, (e.g., undergraduate, master's specialist). Each advanced degree program leading to the doctorate has at least three full-time faculty who have earned the doctorate in the field for which the degree is offered.
- Standard 14:** Among the credentials of the faculty delivering (e.g., teaching, directing, coordinating) the licensure area, there is evidence of recent, substantive involvement with public schools, staff members and/or programs.
- Standard 15:** Among the credentials of the adjunct/part-time faculty delivering the licensure area there is evidence of recent, substantive involvement with the institution via students, other faculty and/or program development.
- Standard 16:** Specialized books and periodicals, current curriculum guides, textbooks and courses of study adopted by local school systems and the state board of education, instructional media, equipment and other forms of technology testing materials and supplies and library resources for the licensure area are available and adequate in number to serve the student population.
- Standard 17:** Instructional resources for the licensure area are organized for accessibility and there is evidence of use by both students and faculty.

Standard 18: Appropriate and sufficiently equipped classroom space is provided to meet the needs of the licensure area.

Standard 19: Adequate facilities, including sufficient office space, are provided to serve the needs of the staff and faculty, to counsel students and to work effectively with local school personnel.

Standard 20: An annual review of the licensure area is conducted and the resulting data are applied, as appropriate, to program improvement, An annual review of the licensure area is conducted and, based on the results, appropriate changes occur.

DPI Editing Committee. This committee will be responsible for reviewing preliminary drafts of reports, writing and editing the final draft of *The North Carolina Department of Public Instruction (DPI) Continuing Accreditation review Specialty Area Report*.

SELECTION OF COMMITTEE MEMBERS

Faculty, staff, and students committee members currently identified have been recommended by the deans of each school and college. The following constraints were considered in the selection process (where possible):

- C no individual should be appointed to more than three committees;
- C a person with administrative responsibility should be appointed ex-officio to the committee(s) that is charged with review of that person's area;
- C each committee should be diverse and representative of the existing faculty, students, staff, graduates, administrators, and public school partners.

- C individuals should be selected from different areas (departments and units) in order to ensure diverse viewpoints on the committees; and
- C attention should be given to demographic characteristics such as gender and race.

CHAIR SELECTION AND RESPONSIBILITIES

Committee chairs have been identified from among the faculty and administrative membership.

Chairs were identified with the following characteristics:

- C broad knowledge of higher education, the NCATE/DPI accreditation process, and of Fayetteville State University;
- C analytical and critical thinking skills;
- C willingness to serve in a leadership position;
- C expertise in the area of the committee's assignment;
- C past experience and a proven track record in meeting deadlines;
- C demonstrated commitment to the university; and
- C special skills such as report writing, data analysis, and research.

The committee chairs will provide leadership and guidance to the committees; work with committee members to develop a work plan to accomplish the committee's task; assign responsibilities to committee members; work with committee members to develop a report which is clear, accurate, and concise; arrange meeting times and places and prepare agendas for the meetings; conduct the meetings of the committees and ensure that minutes of the meetings are taken; submit agendas and minutes of all meetings to the Chair of the Steering Committee; coordinate the activities of their committee with those of other committees; make regular progress reports to the Chair of the Steering Committee; and ensure that their committee adheres to the deadline in the calendar of activities for the NCATE/DPI continuing accreditation visit.

Committee chairs are encouraged to use e-mail and distribution lists as much as possible to facilitate the work of the committees.

The committee chairs will maintain a file containing a list of committee members; the work plan for the committee; agendas, minutes, and handouts of the committee; data collected and other supporting documentation; progress reports; and the preliminary and final drafts of the committee report. It is the responsibility of the committee chairs to submit preliminary and final drafts of the reports of the committees to the Chair of the Steering Committee and to make revisions to the documents as needed.

Each committee chair should schedule orientation and organizational meetings with the principal committees. The agenda for those meetings might include the following:

- C review of NCATE/DPI continuing accreditation goals and objectives;
- C review of specific committee assignments and tasks;
- C review of overall NCATE/DPI continuing accreditation visit calendar;
- C discussion of editorial/writing guidelines;
- C discussion of assignments for individual committee members; and
- C determination of information needs.

DOCUMENTATION AND DATA COLLECTION

The conclusions contained in the NCATE/DPI continuing accreditation visit reports submitted to the Chair of the Steering Committee must be based on multiple sources of documentation. The Steering Committee will coordinate data collection and facilitate the collection of institutional data pertinent to the NCATE/DPI continuing accreditation visit. Committee chairs should work with the Chair of the Steering Committee and the Office of Institutional Research to locate information or conduct the analysis.

The collection of data will be a shared responsibility of the NCATE/DPI continuing accreditation visit staff, the Steering Committee, and the committees. The committees will have the primary responsibility for obtaining information relevant to their areas of study and evaluation. The NCATE/DPI continuing accreditation visit staff and Steering Committee will assist in identifying sources of information, in the collection of some university-wide data, and in specifying the content of the departmental and unit reports.

The Office of Institutional Research will make available the compendium of existing institutional information. This will include general information on the university and data on admissions, enrollment, faculty and staff, revenue and expenditures, research programs, and the library.

Committees will solicit information directly from the appropriate administrative units. Requests for departmental information will be channeled through the NCATE/DPI continuing accreditation visit office for better coordination.

Each committee will evaluate the data relevant to the standards. This will include information collected by the committee and provided by the NCATE/DPI continuing accreditation visit staff, and the Steering Committee. Departmental and unit reports and the results of the surveys will be available for use by the committees.

Departments and units may conduct studies/surveys and provide the results to the principal

committees. When these results are available, the principal committees should use them and avoid re-surveying populations.

WRITING GUIDELINES

NCATE/DPI continuing accreditation visit reports should be analytical and evaluative and should reflect the principles of good report writing: clarity, coherence, conciseness, and correctness. They should do the following:

- C assume an audience of intelligent non-specialists and avoid technical jargon;
- C strive for clarity and simplicity in sentence structure;
- C use concrete nouns and specific verbs and avoid overusing the verb *to be*;
- C provide smooth transitions between sections, paragraphs, and sentences;
- C support all generalizations with factual evidence;
- C avoid vague pronoun references;
- C combine short paragraphs about related issues and divide excessively long ones;
- C combine short, choppy sentences to eliminate unnecessary words, or deletions and repetition;
- C eliminate deadwood expressions like *due to the fact that*, *in a situation in which*, or *there is a necessity for*;
- C avoid *there are/it is* in sentences when possible;
- C use the active voice whenever possible; and
- C avoid sexist language.

Committee reports should have the tone of an analytical report and be written in the third person, as well as use a semi-formal style characterized by a straightforward, constructive tone.

Committee reports should be as stylistically uniform as possible. Writers are reminded to choose

simple, short words and phrases; capitalize titles only when they refer to specific individuals; place commas and periods inside quotations marks, colons and semicolons outside; avoid the suffix *-ize or -wize* to create adjectives, adverbs, or verbs; use the conservative punctuation form with the comma between all items when listing items in a series; and use parallel grammatical structures in graphics and lists.

The language used in the NCATE/DPI continuing accreditation visit should consist primarily of words in general usage and some formal terms and should avoid informal (colloquial) and nonstandard words and expressions. Jargon, trite words and expressions, and most abbreviations should be avoided. Both “the University” and Fayetteville State University (FSU) may be used in the text.

FORMATTING GUIDELINES

Use the following guidelines to format text and graphics:

- C Incorporate as few formatting codes as possible. Formatting will be implemented in the final draft.
- C Use WordPerfect default margins and tabs.
- C Use left justification only. Turn the automatic hyphenation off.
- C Double space the committee reports. Indent the first lines of paragraphs one-inch from the margin. Leave three blank lines before new headings. Leave two blank lines between the heading and the following text. Skip two spaces between sentences.
- C Do not number pages. Page numbers will be incorporated by the Editor when the first draft of the Institutional NCATE/DPI continuing accreditation visit is compiled.
- C Do not use headers or footers.
- C Use Times New Roman 12 point typeface for text and font sizes with title pages

and major headings. Drafts of individual reports should use a single font size throughout. All adjustments in font sizes will be made during the final drafting stages. For drafts, use Times New Roman 12 point. Font size should be specified using the WordPerfect format function. No font change codes should appear in the document itself.

- C Express numerical data in visual form through graphs and tables whenever possible. Avoid lengthy prose descriptions of data that can be presented more clearly and accessibly in graphic form. Illustrative material such as graphs, charts, diagrams, and maps should be called figures and numbered consecutively throughout the report with Arabic numbers. Tables should be displayed for easy reading and interpretation and numbered consecutively with Arabic numbers, independent of the figures.
- C Review figures and tables to make sure they follow closely upon the first reference to them.
- C Label each figure with a figure number and title which should appear below the figure.
- C Put references to sources, if necessary, in parentheses. Do not use footnotes.
- C Center labels for tables above the table.
- C Review a border around a figure or table to see if it is necessary.
- C Review figure or table to see if it needs to be positioned sideways on the page (or landscape in the WordPerfect format function). Always turn such matter so that the bottom is to the right edge of the page. The label for a sideways figure or table should also be printed sideways. Matter positioned sideways should take up the entire page. No other matter should appear on the same page (except for the

page number, which is not printed sideways).

- C Indent quotations longer than four lines of text one inch from the left margin. They should not be indented additionally from the right margin. They are not single-spaced in a double-spaced document. Quotation marks are not used for indented quotations. Do not skip an extra line before or after a long quotation.
- C Make sure headings and titles correspond with those in the NCATE and DPI standards, guidelines and terminology. Write major headings in full capitals, centered horizontally on the page. Start major topic headings at the left margin. Place subtopic and sub-subtopic headings ½“ from the left margin. Place the sub-subtopic heading on the same line as the first sentence of the following text. Begin all other text two spaces below the headings. All headings except sub-subtopics should be typed in **bold**. All headings except the major headings should be underlined.
- C Review the appendix, for it may include any tables and illustrative figures that support the explanation in the text. Avoid excessive use of tables in the text. However, material that is essential to understanding a section should be presented in the narrative, not the appendix.

Committee chairs should consult the Editing Committees of the NCATE/DPI continuing accreditation visit process for additional guidance with problems or assistance in unusual cases.

OPERATIONAL GUIDELINES

Work space for the project has been established in the NCATE/DPI Office which is located in Butler Building, Room 324. The NCATE/DPI continuing accreditation visit work documents will be housed in this office. The University community will be kept informed of the progress of the NCATE/DPI

continuing accreditation visit primarily through the posting of information on a Web site on the university's home page. Information related to the National Council for Accreditation of Teacher Education (NCATE) can be located at <http://www.ncate.org>.

Information related to the North Carolina Department of Public Instruction (DPI) can located at <http://www.dpi.state.nc.us>.

The following guidelines apply to the submission and evaluation of committee reports:

- C All NCATE/DPI continuing accreditation visit committees should submit drafts of their reports to the Chair of the Steering Committee.
- C Reports should be prepared using WordPerfect (Version 5.1 or 6.1) and should be submitted on 3.5" high density diskettes labeled with the title of the report and the version of WordPerfect used. A hard copy should accompany the diskette. The chair of the committee submitting the report should retain backup copies of all materials submitted to the Chair of the Steering Committee.
- C The Chair of the Steering Committee will distribute a copy of the reports to the School of Education Dean and will maintain a record of the progress of each report throughout the accreditation process. If the Chair detects major deficiencies, the report will be returned to the committee for revision and re-submission to the Chair.
- C The Chair will distribute copies of draft committee reports to the members of the Steering Committee for their input.
- C The Steering Committee will review individual reports. Meetings of the Steering Committee will be open to the University community. Copies of the committee reports will be placed on reserve in the Chesnutt Library and posted on the NCATE/DPI continuing accreditation visit Website.

- C Final committee reports will be due on the dates indicated in the NCATE/DPI continuing accreditation visit Calendar.

Committee reports should meet the following requirements:

- C conform to the editorial/writing guidelines;
- C address all applicable portions of the NCATE and DPI accreditation standards and consider all parts of the University within the committee's purview;
- C provide adequate evidence or documentation to support the analysis;
- C reflect careful evaluation of data;
- C draw conclusions based on the evidence;
- C identify strengths and weaknesses;
- C make recommendations for remedial action and suggestions for improvements; and
- C be well-written, readable, and understandable to persons who may have no knowledge of the institution.

REFERENCES

National Council for Accreditation of Teacher Education (NCATE), *Handbook for Continuing Accreditation Visits*. 2000.

National Council for Accreditation of Teacher Education, *Board of Examiners Report* (Template). 2000

Fayetteville State University, *NCATE/DPI continuing accreditation visit report*. 1996.

Fayetteville State University, *SACS Self-study plan and manual, 1998-2001*.

APPENDICES

**FAYETTEVILLE STATE UNIVERSITY
SCHOOL OF EDUCATION**

NCATE/DPI ACCREDITATION COMMITTEE

STEERING COMMITTEE (NCATE/DPI 2002 Visit)

<i>Dr. Sandra Shorter, Chair</i>	<i>School of Education</i>	<i>NCATE/DPI Cord.</i>
<i>Dr. Cathy Kosterman</i>	<i>School of Education</i>	<i>Special Education</i>
<i>Dr. Geraldine Munn</i>	<i>School of Education</i>	<i>Elementary Ed.</i>
<i>Ms. Hattie Blue</i>	<i>School of Education</i>	<i>Field Experiences</i>
<i>Dr. Charlotte Boger</i>	<i>School of Education</i>	<i>Middle Grades</i>
<i>Dr. Ralph Burns</i>	<i>SACS Reaffirmation</i>	<i>SACS Director</i>
<i>Dr. Virginia Dickens</i>	<i>School of Education</i>	<i>NCATE/PDI '96</i>
<i>Dr. Charles Davis</i>	<i>Business and Economics</i>	<i>Dean</i>
<i>Dr. Peggy Green</i>	<i>School of Education</i>	<i>Physical Education</i>
<i>Dr. Marion Gillis-Olion</i>	<i>Academic Affairs</i>	<i>Associate V C</i>
<i>Dr. Wynton Hadley</i>	<i>School of Education</i>	<i>Assistant Dean</i>
<i>Ms. Lavetta Horton</i>	<i>Fort Bragg Schools</i>	<i>Asst. Superintendent</i>
<i>Dr. Joseph F. Johnson</i>	<i>School of Education</i>	<i>Dean</i>
<i>Dr. Paris Jones</i>	<i>Cumberland Co. Schools</i>	<i>Assoc. Supt.</i>
<i>Dr. Ernest McNeill</i>	<i>School of Education</i>	<i>Special Education</i>
<i>Dr. Priscilla Manarino-Leggett</i>	<i>School of Education</i>	<i>NCATE/DPI '96</i>
<i>Dr. Perry A. Massey</i>	<i>Academic Affairs</i>	<i>VC/Provost</i>
<i>Dr. Bertha H. Miller</i>	<i>Arts and Sciences</i>	<i>Dean</i>
<i>Dr. LaDelle Olion</i>	<i>Graduate Studies</i>	<i>Dean</i>
<i>Dr. Frederick Smith</i>	<i>School of Education</i>	<i>Ed. Leadership</i>
<i>Dr. Felton Thomas</i>	<i>School of Education</i>	<i>Elementary Ed.</i>
<i>Dr. Jon Young</i>	<i>Arts and Sciences</i>	<i>Associate Dean</i>
<i>Students</i>		
<i>Public Schools</i>		

***NCATE
COMMITTEES***

CONCEPTUAL FRAMEWORK COMMITTEE

Dr. Joseph F. Johnson, Chair	School of Education	Assistant Dean
<i>Dr. Charlotte Boger</i>	<i>School of Education</i>	<i>Middle Grades</i>
<i>Ms. Hattie Blue</i>	<i>School of Education</i>	<i>Field Experiences</i>
<i>Dr. Ralph Burns</i>	<i>School of Education</i>	<i>Physical Education</i>
<i>Dr. Wynton Hadley</i>	<i>School of Education</i>	<i>Asst. Dean</i>
<i>Ms. Lavetta Horton</i>	<i>Fort Bragg Schools</i>	<i>Asst. Superintendent</i>
<i>Mr. Ron Godbolt</i>	<i>Cumberland Co. Schools</i>	<i>Principal</i>
<i>Dr. Peggy Green</i>	<i>School of Education</i>	<i>Physical Education</i>
<i>Dr. Joseph Johnson</i>	<i>School of Education</i>	<i>Dean</i>
<i>Dr. Enid Jones</i>	<i>School of Education</i>	<i>Ed. Leadership</i>
<i>Dr. Kenneth Jones</i>	<i>Arts and Sciences</i>	<i>Mathematics</i>
<i>Dr. Paris Jones</i>	<i>Cumberland Co. Schools</i>	<i>Central Office</i>
<i>Dr. Ella Keller</i>	<i>Arts and Sciences</i>	<i>Sociology</i>
<i>Dr. Pricilla Manarino-Leggett</i>	<i>School of Education</i>	<i>Elementary Ed.</i>
<i>Ms. Cindy McCormick</i>	<i>Cumberland Co. Schools</i>	<i>Principal</i>
<i>Dr. Ernest McNeill</i>	<i>School of Education</i>	<i>Special Education</i>
<i>Dr. Nosa Obanor</i>	<i>School of Education</i>	<i>Health Education</i>
<i>Dr. Marion Olion</i>	<i>Associate Vice Chancellor</i>	<i>Academic Affairs</i>
<i>Dr. Saundra Shorter</i>	<i>School of Education</i>	<i>Special Education</i>
<i>Mrs. Melanie Smith</i>	<i>School of Education</i>	<i>Graduate Student</i>
<i>Dr. Felton Thomas</i>	<i>School of Education</i>	<i>Elementary Ed.</i>
<i>Ms. Belvia Williams</i>	<i>Cumberland Co. Schools</i>	<i>Central Office</i>
<i>Dr. Jon Young</i>	<i>Arts and Sciences</i>	<i>Associate Dean</i>

ASSESSMENT PLAN COMMITTEE

<i>Dr. Ernest McNeill, Chair</i>	<i>School of Education</i>	<i>Special Education</i>
<i>Dr. Booker Anthony</i>	<i>Assistant to the Chancellor</i>	<i>Chancellor's Office</i>
<i>Ms. Sybil Barksdale</i>	<i>School of Education</i>	<i>Student</i>
<i>Dr. Charlotte Boger</i>	<i>School of Education</i>	<i>Middle Grades</i>
<i>Dr. Ralph Burns</i>	<i>School of Education</i>	<i>Physical Education</i>
<i>Dr. Virginia Dickens</i>	<i>School of Education</i>	<i>Special Education</i>
<i>Dr. Wynton Hadley</i>	<i>School of Education</i>	<i>Assistant Dean</i>
<i>Dr. Joseph F. Johnson</i>	<i>School of Education</i>	<i>Dean</i>
<i>Dr. Enid Jones</i>	<i>School of Education</i>	<i>Ed. Leadership</i>
<i>Dr. Francis Keene</i>	<i>School of Education</i>	<i>Ed. Leadership</i>
<i>Dr. Pricilla Manarino-Leggett</i>	<i>School of Education</i>	<i>Elementary Ed.</i>
<i>Dr. Saundra Shorter</i>	<i>School of Education</i>	<i>Special Education</i>
<i>Dr. Frederick Smith</i>	<i>School of Education</i>	<i>Ed. Leadership</i>
<i>Ms. Mary Black</i>	<i>Cumberland Co. Schools</i>	<i>Principal</i>
<i>Arts and Science</i>		

STANDARD ONE – Candidate Knowledge, Skills, and Dispositions

Dr. Wynton Hadley, Chair	<i>School of Education</i>	<i>Asst. Dean</i>
<i>Dr. Frederick Smith</i>	<i>School of Education</i>	<i>Ed. Leadership</i>
<i>Dr. Marlene Caston</i>	<i>School of Education</i>	<i>Elementary Ed.</i>
<i>Mr. Robert Henderson</i>	<i>School of Education</i>	<i>Physical Education</i>
<i>Dr. Helen Jones</i>	<i>School of Education</i>	<i>Ed. Leadership</i>
<i>Dr. Earlyn Jordan</i>	<i>School of Education</i>	<i>Elementary Ed.</i>
<i>Dr. Cathy Kosterman</i>	<i>School of Education</i>	<i>Special Education</i>
<i>Dr. Maxine McCall</i>	<i>School of Education</i>	<i>Ed. Leadership</i>
<i>Dr. Geraldine Munn</i>	<i>School of Education</i>	<i>Elementary Ed.</i>
<i>Dr. Chester Preyar</i>	<i>School of Education</i>	<i>Ed. Leadership</i>
<i>Dr. Peter Valenti</i>	<i>College of Arts and Sciences</i>	<i>English</i>
<i>Student</i>		
<i>Public Schools</i>		

STANDARD TWO – Assessment System and Unit Evaluations

Dr. Charlotte Boger, Chair	<i>School of Education</i>	<i>Middle Grades</i>
<i>Dr. Sherman Brooks</i>	<i>School of Education</i>	<i>Health Education</i>
<i>Dr. Virginia Dickens</i>	<i>School of Education</i>	<i>Special Education</i>
<i>Mr. Samuel Hanger</i>	<i>School of Education</i>	<i>Physical Education</i>
<i>Dr. Francis Keene</i>	<i>School of Education</i>	<i>Ed. Leadership</i>
<i>Dr. Ernest McNeill</i>	<i>School of Education</i>	<i>Special Education</i>
<i>Dr. Timothy Flynn</i>	<i>School of Education</i>	<i>Ed. Leadership</i>
<i>Ms. Tracy Benson</i>	<i>Elementary Teacher</i>	<i>Harnett Co. Schools</i>
<i>Dr. Ronald Johnston</i>	<i>Arts and Sciences</i>	<i>Science</i>
<i>Public Schools</i>		
<i>Students</i>		

STANDARD THREE – Field Experiences and Clinical Practice

Ms. Hattie Blue, Chair	<i>School of Education</i>	<i>Field Experiences</i>
<i>Dr. Dorothy Brown</i>	<i>School of Education</i>	<i>Elementary Ed.</i>
<i>Dr. Virginia Dickens</i>	<i>School of Education</i>	<i>Special Education</i>
<i>Dr. Wilbert Jenkins</i>	<i>School of Education</i>	<i>Middle Grades</i>
<i>Dr. Cathy Kosterman</i>	<i>School of Education</i>	<i>Special Education</i>
<i>Dr. Geraldine Munn</i>	<i>School of Education</i>	<i>Elementary Ed.</i>
<i>Dr. Clarence White</i>	<i>School of Education</i>	<i>Middle Grades</i>
<i>Ms. Jennie Washington</i>	<i>Arts and Sciences</i>	<i>Mathematics</i>
<i>Public Schools</i>		
<i>Student</i>		

STANDARD FOUR - Diversity

Dr. Masila Mutisya, Chair	<i>School of Education</i>	<i>Special Education</i>
<i>Dr. Gennifer Bell</i>	<i>School of Education</i>	<i>Ed. Leadership</i>
<i>Dr. Earl Hill</i>	<i>School of Education</i>	<i>Elementary Ed.</i>
<i>Dr. Roosevelt Holmes</i>	<i>School of Education</i>	<i>Physical Education</i>
<i>Dr. Saundra N. Shorter</i>	<i>School of Education</i>	<i>Middle Grades</i>
<i>Mr. Eric Tucker</i>	<i>School of Education</i>	<i>Physical Education</i>
<i>Dr. Ella Keller</i>	<i>Arts and Sciences</i>	<i>Sociology</i>
<i>Ms. Paris Ann Moore</i>	<i>Cumberland Co. Schools</i>	<i>Central Office</i>
Students		

STANDARD FIVE – Faculty Qualifications, Performance, and Development

Dr. Felton Thomas, Chair	<i>School of Education</i>	<i>Elementary Ed.</i>
<i>Dr. Dolores Dantzler-Wolfe</i>	<i>School of Education</i>	<i>Middle Grades</i>
<i>Dr. Valencia Fields</i>	<i>School of Education</i>	<i>Special Education</i>
<i>Dr. Timothy Flynn</i>	<i>School of Education</i>	<i>Ed. Leadership</i>
<i>Dr. Enid Jones</i>	<i>School of Education</i>	<i>Ed. Leadership</i>
<i>Mr. Raymond McDougal</i>	<i>School of Education</i>	<i>Physical Education</i>
<i>Dr. LaDelle Olion</i>	<i>Graduate Studies</i>	<i>Dean</i>
<i>Dr. Stanley Johnson</i>	<i>Arts and Sciences</i>	<i>Social Sciences</i>
Students		
<i>Public Schools</i>		

STANDARD SIX – Governance and Resources

Dr. Joseph F. Johnson, Chair	<i>School of Education</i>	<i>Dean</i>
<i>Dr. Shirley Beretta</i>	<i>School of Education</i>	<i>Elementary Ed.</i>
<i>Dr. Peggy Green</i>	<i>School of Education</i>	<i>Physical Education</i>
<i>Dr. Helen Jones</i>	<i>School of Education</i>	<i>Ed. Leadership</i>
<i>Dr. Comfort Okpala</i>	<i>School of Education</i>	<i>Ed. Leadership</i>
<i>Dr. Sherman Brooks</i>	<i>School of Education</i>	<i>Health Education</i>
<i>Dr. Janice James</i>	<i>Arts and Sciences</i>	<i>Music</i>

NCATE EDITING COMMITTEE

<i>Dr. Saundra N. Shorter, Chair</i>	<i>School of Education</i>	<i>Special Education</i>
<i>Dr. Charlotte Boger</i>	<i>School of Education</i>	<i>Middle Grades</i>
<i>Dr. Gennifer Bell</i>	<i>School of Education</i>	<i>Ed. Leadership</i>
<i>Dr. Wynton Hadley</i>	<i>School of Education</i>	<i>Assistant Dean</i>
<i>Dr. Joseph F. Johnson</i>	<i>School of Education</i>	<i>Dean</i>
<i>Dr. Pricilla Manarino-Leggett</i>	<i>School of Education</i>	<i>Elementary Ed.</i>
<i>Dr. Marion Olion</i>	<i>Associate Vice Chancellor</i>	<i>Academic Affairs</i>

***DPI STATE
ACCREDITATION
COMMITTEES***

PROFESSIONAL STUDIES (Standards One through Five)

<i>Dr. Peggy Green, Chair</i>	<i>School of Education</i>	<i>Physical Education</i>
<i>Dr. Charlotte Boger</i>	<i>School of Education</i>	<i>Middle Grades</i>
<i>Dr. Wilbert Jenkins</i>	<i>School of Education</i>	<i>Middle Grades</i>
<i>Ms. Elorine Hill</i>	<i>School of Education</i>	<i>Elementary Ed.</i>
<i>Dr. Helen Jones</i>	<i>School of Education</i>	<i>Ed. Leadership</i>
<i>Dr. Earlene Jordan</i>	<i>School of Education</i>	<i>Elementary Ed.</i>
<i>Dr. Jon Young</i>	<i>Arts and Sciences</i>	<i>Associate Dean</i>

SPECIALTY AREAS (Standards Six through Twenty)

Each specialty area committee will be comprised of faculty within the department. It is suggested that the area coordinator become the chair. Each area is asked to submit in writing the person((s) responsible for the specialty area report and the documentation which accompany the changes. Remember, only the substantive changes must be addressed. Specialty area coordinators are listed below:

Elementary Education

Dr. Geraldine Munn

Middle Grades Education (Language Arts, Mathematics, Social Studies and Science)

Dr. Clarence White

Music Education

Dr. Janice James

English Education

Dr. Peter Valenti

Educational Leadership (MSA and Ed.D)

Dr. Chester Preyar (MSA)

Dr. Enid Jones (ED.D)

Social Studies Education

History

Dr. Stanley Johnson

Political Science

Dr. Andrew Dowdle

Sociology

Dr. Ella Keller

Mathematics Education

Ms. Jenny Washington

Biology Education

Dr. Ronald Johnston

Business Education (2 tracks)

Dr. Carolyn Jewel

Reading Education

Dr. Priscilla Manarino-Leggett

Spanish Education

Dr. Fanny Arguello

Special Education (Mental Disabilities, Learning Disabilities and Behavioral and Emotional Disabilities)

Dr. Cathy Kosterman, Chair

Physical Education

Dr. Ralph Burns

Health Education

Dr. Nosa Obanor

DPI EDITING COMMITTEE

Dr. Sandra N. Shorter, Chair

Dr. Ralph Burns

Dr. Virginia Dickens

Dr. Peggy Green

Dr. Joseph Johnson

Dr. Jon Young

LOGISTICS COMMITTEE

Dr. Earlyn Jordon, Chair

Ms. Elorine Hill

Mr. Horace Small

Dr. Linda West

SUBCOMMITTEES

Transportation

Clerical Staff

Technology

Hotel Arrangements

Student Guides

Gifts

Housekeeping

Police

BUDGET COMMITTEE

Dr. Joseph Johnson , Chair

Dr. Sandra N. Shorter

Dr. Charlotte Boger

Dr. Wynton Hadley

COMMUNICATIONS AND DISSEMINATION COMMITTEE

Dr. Cathy Kosterman, Chair

Dr. Sandra N. Shorter

Mr. Ronald Jackson

Mr. Lester McGuire

TIME LINE

<i>February 2001</i>	<i>Meet with Linda Hubbard, state consultant (Hadley, Shorter, Johnson)</i>
<i>February 2001</i>	<i>Shorter will meet with Arts and Sciences and Business for names of faculty to serve on standards committees</i>
<i>March 2001</i>	<i>Resource notebook distributed to university personnel</i>
<i>April 2001</i>	<i>Meet with committee chairs for each standard to answer questions</i>
<i>March 2001</i>	<i>Present budget to the Dean</i>
<i>April or May 2001</i>	<i>Present draft of Conceptual Framework to faculty for input</i>
<i>April 2001</i>	<i>Send out surveys to graduates and employers for information about our programs</i>
<i>May 2001</i>	<i>Hotel accommodations will be made</i>
<i>May - July 2001</i>	<i>Complete assessment Plan</i>
<i>May - June 2001</i>	<i>Design materials for distribution at Preschool Conference</i>
<i>June - July</i>	<i>Revise Diversity Plan</i>
<i>July 2001</i>	<i>Send materials to printer (posters, book marks, etc)</i>
<i>August 2001</i>	<i>Present Assessment Plan to faculty for input at preschool Conference SOE meeting</i>
<i>August 2001</i>	<i>Distribute conceptual framework materials at Preschool Conference to be exhibited throughout the campus and mail materials to PDS.</i>
<i>September 2001</i>	<i>Meet with partner schools and departments with teacher education programs to explain conceptual framework and the assessment plan</i>
<i>October 2001</i>	<i>Syllabi should be on computer for all classes taken by education majors</i>
<i>October 2001</i>	<i>Two page vitae for all faculty should be on the computer (prepare template)</i>

- October 2001 Newspaper announcement will be initiated by the institution and appear in a least one daily paper that is in the service area (page 13 of handbook)*
- October 2001 Meet with the Board of Trustees, Chancellor's Administrative Team, Faculty Senate to explain Conceptual Framework*
- November 2001 Get permission from Chancellor to put in a paragraph concerning NCATE in his newsletter*
- February 1, 2002 Institutional Report is sent to the printers*
- February 22, 2002 The Institutional Report will be mailed to team members (due 60 days before the visit)*
- February 2002 Team chair receives the report and college catalogs before the previsit*
- March 2002 Team chairs come for a previsit (one day). During this visit, the Chancellor or Provost should be available to meet with the chairs. They should be available to provide input at this point. (One to two months before the visit)*
- March 2002 Meet with the Board of Trustees, the Chancellor's Administrative Staff and the Faculty Senate to review the accreditation process and the conceptual framework*
- April 15, 2002 Documents Room is complete*
- April 15, 2002 All documents to be placed on the Internet will be complete*
- April 28 –
May 1, 2002 Visit
(NCATE visits usually begin on Saturday and end on Wednesday (review exhibits on Saturday and met with the team chair. State team arrives on Sunday)*
- April 28, 2002 Dinner (Both state and NCATE teams may be present with a few University administrators)*
- Note** – *Put an article in the Alumni Paper (Ask Carolyn Dunston when this paper is published)*