



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

To: The Honorable the Members of the Board of Regents  
From: Joseph P. Frey  
Subject: Continuation of Regents Accreditation of Teacher Education Programs at Keuka College  
Date: December 6, 2010  
Authorizations:

### **SUMMARY**

#### **Issue for Decision (Consent Agenda)**

Should the Board of Regents continue the accreditation of teacher education programs at Keuka College?

#### **Reason(s) for Consideration**

Required by State regulation

#### **Proposed Handling**

The question will come before the full Board at its December 2010 meeting where it will be voted on and action taken.

#### **Procedural History**

In 1998, the Board of Regents adopted a new teaching policy, "Teaching to Higher Standards: New York's Commitment." As a result of that policy, in 1999, the Board adopted Section 52.21(b)(2)(iv)(c) of the Commissioner's Regulations, which requires New York State teacher education programs to become accredited by an acceptable accrediting organization.

## Background Information

### **Description of the College and Education Division:**

Keuka College is an independent, coeducational liberal arts college located on Keuka Lake between Syracuse and Rochester, in New York's Finger Lakes region. The College was founded in 1890, received a provisional charter in 1892, and obtained an absolute charter in 1924. Over the years, the Regents have amended the College's charter authorizing it to award Associate in Arts and Associate in Applied Science degrees, Bachelor of Arts and Bachelor of Science degrees, and Master of Science degrees. Keuka College is located in a scenic, rural area, with most of its students coming from within a 100 mile radius of the campus. Though the immediate area's population is predominantly white, significant minority and high-need populations are found in Geneva, Rochester, and Syracuse, located 20, 55, and 75 miles away, respectively. The institution's student and faculty populations in fall 2009 are shown below.

#### Keuka College – Fall 2009

	Full-time	Part-time	Total
Undergraduate Students	915	15	930
Graduate Students	100	54	54
College Faculty	66	8	74
Education Faculty	7	1	8

Keuka College offers 15 programs leading to initial and/or professional certification. Twelve programs are offered in early childhood/special education, childhood/special education, adolescence education and adolescence/special education, and American Sign Language that lead to a Bachelor of Arts or Bachelor of Science degree and initial teacher certification. One Master of Science in childhood education leads to professional teacher certification, and two Master's degree programs in literacy lead to initial/professional certification. The two literacy programs were registered since the May 2005 visit and are not included in the March 2010 site visit review; only the thirteen programs that were registered and reviewed during the May 2005 visit are included. A review of the two literacy programs is required within seven years of their registration date, or by the year 2014 for the Literacy B-6 program and the year 2017 for the Teaching Literacy 5-12 program.

### **Accreditation History:**

Keuka College applied for Regents Accreditation of Teacher Education (RATE) of its programs leading to certification in the classroom teaching service and in November 2004, Keuka College had a full accreditation visit by a peer review team. The team's May 2005 Draft Compliance Review Report identified 20 areas for improvement (AFI). In June 2006, the Board of Regents voted to accredit the teacher education programs offered by Keuka College for three years (through June 19, 2009) with condition that RATE Annual Reports detail progress made in the areas for improvement. In November 2009, the Board voted to extend Keuka's accreditation to June 30, 2010.

## **Focused Site Visit Findings:**

A Focused Site Visit was conducted March 7-9, 2010 to examine the progress the College had made toward satisfying the AFIs cited in the May 2005 Compliance Review Report of the November 2004 accreditation visit. The team conducted an on-site review of evidence that included exhibit room documents, interviews with faculty, administrators, candidates, and P-12 field representatives, and a review of facilities. The team found that all AFIs with the exception of AFI #6, related to teaching load, had been satisfied.

- AFI #6: At present, faculty teaching assignments exceed the 21 semester hours per academic year for faculty who teach a combination of graduate and undergraduate courses.

In 2007, the College began a search to replace a full-time faculty member who had left just prior to the start of the fall 2007 semester. During the 2007-2008 and 2008-2009 academic years, several full-time faculty members were granted full- or part-time leaves for illness or personal reasons. This created a 2-credit overload for one faculty member, despite Keuka making several short-term appointments in the 2007-2008 and 2008-2009 academic years.

The College continued searching for a qualified and diverse faculty in literacy and childhood and, in fall 2009, made an appointment, albeit not from an underrepresented group. The Focused Site Visit Team found that with this new hire, the spring 2010 full-time faculty level was adequate to meet the existing needs of the Education Division. However, during academic year 2009-2010, again because of faculty illnesses and approved personal leave, two faculty members taught at 2- and 3-credit overloads, respectively. Since faculty were teaching at overloads during 2008-2009 and 2009-2010, AFI #6 was not met, though the Team found that the College had made progress toward meeting this AFI because of a 2006 hire following the May 2005 visit.

During the focused site visit, Keuka's President stated that the Education Division was sufficiently staffed with full-time faculty because of the 2006 and 2009 new hires. However, he also stated he would approve additional faculty if they were needed since the Education program is a "core mission" of the College. Following up on these statements, the President reported in his July 30, 2010 response to the Draft Compliance Report that two new faculty members had been hired in the Education Division, one a full-time tenure track Assistant Professor of Education, and one a .57 FTE ten-month Assistant Professor. The tenure track appointee has a background in languages and literacy, and brings diversity to the faculty.

The College provided a copy of the proposed teaching schedule for the 2010-2011 academic year showing that all faculty members in Keuka's Education Division are teaching at or less than a full load. The addition of a full-time tenure track faculty member provides the Education Division with sufficient faculty to address unforeseen circumstances such as faculty illnesses and personal leaves that in the past have resulted in faculty overloads. Together with the new part-time adjunct, the additional full-time faculty member gives the Education Division a sufficient number of faculty, satisfying this AFI.

## **Professional Standards and Practices Board Recommendation:**

Following a review and discussion of the focused site visit review report on the teacher education programs offered by Keuka College and additional materials submitted by the College, at its meeting on October 21, 2010, the Higher Education Subcommittee of the State Professional Standards and Practices Board for Teaching met to consider the continuation of Keuka College's RATE accreditation. Representatives of the College attended the meeting to make a presentation and respond to the Subcommittee's questions. The Subcommittee recommended continuing the accreditation of the teacher education programs at Keuka College, listed on the attachment, until December 21, 2013, and with no conditions. The College will continue to send Annual Reports with various program and student data until it receives accreditation from another accreditor.

### Recommendation

Keuka College has made sufficient progress since the initial November 2004 accreditation visit in addressing all areas for improvement identified in the initial comprehensive compliance review report. It is recommended that the Board of Regents adopt the Subcommittee's recommendation for accreditation of the education programs of Keuka College listed on the attachment through December 31, 2013.

**Attachment A:  
Keuka College Teacher Education Programs under the RATE Review**

<b>Program Code and Program Title</b>	<b>Degree Award</b>	<b>Certificate(s)**</b>
26240 Unified Early Childhood Education / Special Education	B.S.	Early Childhood (Birth- 2), Teaching Students with Disabilities Birth- 2
23537 Unified Childhood Education / Special Education	B.S.	Childhood Education 1-6, Teaching Students with Disabilities Grades 1-6
23976 Adolescent American Sign Language Education	B.A.	American Sign Language 7-12
23978 Adolescent American Sign Language Education / Special Education	B.A.	American Sign Language 7-12, Teaching Students with Disabilities: ASL 7-12
23977 Adolescent Biology Education	B.A.	Biology 7-12
23979 Adolescent Biology Education / Special Education	B.A.	Biology 7-12, Teaching Students with Disabilities: Biology 7-12
23538 Adolescent English Education	B.A.	English 7-12
23541 Adolescent English Education / Special Education	B.A.	English 7-12, Teaching Students with Disabilities: English 7-12
23540 Adolescent Mathematics Education	B.A.	Mathematics 7-12
23542 Adolescent Mathematics Education / Special Education	B.A.	Mathematics 7-12, Teaching Students with Disabilities: Mathematics 7-12
23539 Adolescent Social Studies Education	B.A.	Social Studies 7-12
23543 Adolescent Social Studies Education / Special Education	B.A.	Social Studies 7-12, Teaching Students with Disabilities: Soc. Stud. 7-12
25128 Childhood Education	M.S.	Childhood Education 1-6

*Note\*: Unless specified, B.A./B.S. leads to initial certification and M.S. leads to initial/professional certification.*

**Attachment B:  
Keuka College Focused Site Visit  
Summary of Findings and College Response**

Areas For Improvement (AFI) Cited in the May 2005 Draft Review Report	Focused Site Visit Team's March 2010 Finding	Keuka's July 2010 Response
<b>Standard 2: Philosophy, Purposes, and Objectives</b>		
1. At the time of the site visit, full implementation of the philosophy, purposes, and objectives of the Unified Early Childhood Education/Special Education program was not possible because of the lack of a faculty member with qualifications and expertise in early childhood education.	<b>SATISFIED.</b> A new faculty member with qualifications and expertise in early childhood education was hired in 2006. This person has provided the necessary direction and leadership to the program, which has allowed for the full implementation of the philosophy, purposes and objectives of the Unified Early Childhood Education/Special Education program.	N/A
<b>Standard 3: Program Registration</b>		
2. The Chair administers two disparate departments. This limits the effectiveness of the administration of the Teacher Education programs.	<b>SATISFIED.</b> In July 2008, the Division of Social Work and Education was separated into two divisions, each with its own Chair, improving the effectiveness and administration of each division.	N/A
3. Greater synchrony is needed between Education and liberal arts programs to promote more efficient and effective student advisement, specifically in the preparation of candidates for adolescence content area certification.	<b>SATISFIED.</b> The Education Division has implemented strategies to improve the advisement of non-educational faculty, including holding workshops, issuing "tips" sheets, and recently assigning an education liaison to work with each external division.	N/A
4. At present, support for faculty involved in collaborations exists only in the areas of promotion and tenure. The College has not instituted other forms of support, such as release time and extra pay.	<b>SATISFIED.</b> Education faculty are provided release time to allow for collaborations with local organizations, and given stipends for added responsibilities. In addition, the administration purchases books for each member of the faculty's ongoing professional book discussion series.	N/A

Areas For Improvement (AFI) Cited in the May 2005 Draft Review Report	Focused Site Visit Team's March 2010 Finding	Keuka's July 2010 Response
<p>5. The Unified Early Childhood/Special Education program lacks a full-time faculty member with a terminal degree and credential in Early Childhood. At present, none of the faculty has these qualifications.</p> <p>(See also AFI #1)</p>	<p><b>SATISFIED.</b> Following the May 2005 RATE visit, an additional line was added to the Education Division, and an education faculty member with a terminal degree and credentials in Early Childhood was hired in 2006.</p>	<p>N/A</p>
<p>6. At present, faculty teaching assignments exceed the 21 semester hours per academic year for faculty who teach a combination of graduate and undergraduate courses.</p>	<p><b>PROGRESS IS MADE.</b> The current full-time faculty level is adequate to meet the existing needs of the Education Division. However, two faculty members teach at overloads due to the illness and personal leave of other faculty, and a new faculty member starting in Spring 2010. The President has stated that additional faculty will be allocated to the division if needed.</p>	<p><b>THIS AFI IS SATISFIED.</b> The College reported that in summer 2010, it hired two Assistant Professors in the Education Division. One is a full-time tenure track faculty member, the other is a .57 ten-month part-time faculty member. With the addition of these two faculty, the College shows a 2010-2011 faculty teaching schedule with no overloads. In addition, we expect the additional faculty will allow the College to address faculty illnesses and personal leaves without having to use overloads.</p>
<p>7. A master's degree is a minimum qualification for teaching undergraduate courses or supervising student teachers.</p>	<p><b>SATISFIED.</b> All faculty members who supervise student teachers hold at least a Masters degree.</p>	<p>N/A</p>
<p>8. The College needs to more effectively attract and retain qualified, diverse faculty members.</p>	<p><b>SATISFIED.</b> Since the May 2005 visit, Keuka has improved its methods of notifying a wider pool of applicants. It has offered positions to and hired qualified faculty from underrepresented groups.</p>	<p>N/A</p>
<p>9. Additional faculty is needed to fulfill responsibilities to the program and to the College.</p>	<p><b>SATISFIED.</b> Following the May 2005 RATE visit, an additional line was allocated to the Education Division.</p>	<p>N/A</p>

<b>Areas For Improvement (AFI) Cited in the May 2005 Draft Review Report</b>	<b>Focused Site Visit Team's March 2010 Finding</b>	<b>Keuka's July 2010 Response</b>
10. At present there is no full-time faculty member with a terminal degree and expertise in early childhood education.  (See also AFI #1 and #5)	<b>SATISFIED.</b> An education faculty member with a terminal degree and credentials in Early Childhood was hired in 2006.	N/A
11. Field experiences at the infant and toddler levels are needed in the Unified Early Childhood Education/Special Education program.	<b>SATISFIED.</b> Collaborations with several local centers and schools have been added that provide candidates with the required infant and toddler level field experiences.	N/A
12. Methods courses must insure that attention is equally and adequately given to the different certification areas (early childhood, childhood, adolescence).	<b>SATISFIED.</b> Curricula have been revised to differentiate among the three certification levels.	N/A
13. Pedagogical preparation and field experiences in all categories of learning disabilities need to be addressed in the three undergraduate education program areas, including autism, multiple disabilities, health impairments, etc., in addition to the mild disabilities currently represented in the curriculum.	<b>SATISFIED.</b> Curricula have been revised to expand the range of disabilities taught, and field placements have been expanded to include students who have a wider range of disabilities.	N/A
<b>Standard 4: Teaching Effective of Graduates</b>		
14. Candidates in the Unified Early Childhood Education/Special Education program lack experiences with infants and toddlers.  (See also AFI #11)	<b>SATISFIED.</b> Collaborations with several local centers and schools have been added that provide candidates with infant and toddler level field experiences.	N/A
15. There is no faculty member with a degree or expertise specific to Early Childhood. (See also AFI#1,#5, and #10)	<b>SATISFIED.</b> An education faculty member with a terminal degree and credentials in Early Childhood was hired in 2006.	N/A
<b>Standard 5: Candidate Assessment</b>		

<b>Areas For Improvement (AFI) Cited in the May 2005 Draft Review Report</b>	<b>Focused Site Visit Team's March 2010 Finding</b>	<b>Keuka's July 2010 Response</b>
16. Neither the College nor the Education Department calculates graduation rates for Education majors. The Department may consider collecting candidate outcomes data that can inform program improvements, support services, and early intervention.	<b>SATISFIED.</b> The College's 2009-2010 Fact Book contains graduation and retention rates for Education graduates.	N/A
<b>Standard 6: Resources</b>		
17. Although basic desktop suites are available, there are limited examples of software specific to the Education programs to promote requisite skills, knowledge and dispositions of the Education programs as embodied in the INTASC, CEC, NAEYC/DEC and State standards.	<b>SATISFIED.</b> A \$1.8 million 5-year technology grant has expanded the software library, and there is embedded use of technology and alignment to INTASC and NYS learning standards.	N/A
18. The budgetary reports are not transparent and do not provide clear line items that are discrete to the Education department.	<b>SATISFIED.</b> Since separating from Social Work, the Education Division has its own budget report that shows a full range of costs.	N/A
19. There is a need for increased availability of discipline-specific physical and virtual library holdings, i.e., curriculum library and public access quick links.	<b>SATISFIED.</b> The number of physical and virtual library holdings and use of a research-focused online database have increased.	N/A
<b>Standard 8: Advertising</b>		
20. The language in the catalog and student recruitment materials cited above requires minor corrections.	<b>SATISFIED.</b> Errors in the language found in the catalog and student recruitment materials have been corrected.	N/A