



ACCREDITATION ACTION REPORT

An official record of actions taken by the AAQEP Accreditation Commission

University of Charleston
Education Program
 Charleston, WV
 June 2024

ACTION

Based on examination of the case record, including the program’s self-study and the AAQEP review team’s report, the AAQEP Accreditation Commission makes the following determination regarding the University of Charleston Education Program:

X	ACCREDITATION - The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a term of seven years.
	ACCREDITATION WITH NOTE - The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a term of seven years with the notations specified below.
	INITIAL ACCREDITATION - The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a nonrenewable term of five years.
	INITIAL ACCREDITATION WITH NOTE - The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a nonrenewable term of five years with the notations specified below.
	PROBATIONARY ACCREDITATION - The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a term of two years, but conditions specified below represent a potential threat to the provider’s ability to meet one or more standards.
	DO NOT ACCREDIT - The Accreditation Commission finds that the program does not meet AAQEP standards and does not qualify for accreditation for reasons specified below.
	DISCLAIMER OF DECISION - The Accreditation Commission finds that the evidence available to it is insufficient to sustain an affirmative or adverse decision.

TERM

The accreditation term takes effect immediately and lasts through **June 30, 2031**, or until the University of Charleston ceases to be a member in good standing of AAQEP, whichever is earlier. Annual Reports are due at the end of each calendar year, with the first report being due December 31, 2025. In addition, please refer to AAQEP's [substantive change policy](#) for guidance on program changes that must be reported.

RATIONALE

The Commission evaluated the program's evidence for each AAQEP standard and determined that all four standards are met. The program prepares candidates to work effectively as professional educators who can adapt to different contexts and continue to grow professionally. The University of Charleston maintains program quality through an engaged faculty and by analyzing evidence of its effectiveness and making revisions to benefit candidates. It engages with stakeholders, particularly in partnership with the Charleston District, to meet the needs of the employers and to strengthen the P-20 education system.

STANDARDS REPORT

The Commission has made the following determinations regarding the AAQEP standards based on its review of the program's outcomes, documentation of capacity, assessment system, quality control system, plans for development, and other evidence as reviewed and supplemented by the review team:

Standard	Met	Not Met
1. Candidate/Completer Performance - Program completers perform as professional educators with the capacity to support success for all students.	X	
2. Completer Professional Competence and Growth - Program completers adapt to working in a variety of contexts and grow as professionals.	X	
3. Quality Program Practices - The program has the capacity to ensure that its completers meet Standards 1 and 2.	X	
4. Program Engagement in System Improvement - Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.	X	

CONCERNS AND CONDITIONS

Concerns are minor problems or shortcomings related to one or more aspects of a standard and must be addressed in the provider's next Annual Report(s). *Conditions* are more significant problems that threaten to undermine one or more of the standards and may result in a shorter accreditation term or require resolution before accreditation takes effect.

Standard	Notation	Remedy and timeline
	No concerns or conditions	

SCOPE OF ACCREDITATION

This action for the Education Program includes the following:

Degree granted by the institution or organization (or nondegree program of study)	Certificate, License, Endorsement, or Other Credential granted by the West Virginia Department of Education
<i>Programs that lead to initial teaching credentials</i>	
Bachelor of Arts	<ul style="list-style-type: none"> • Early Education, PreK-K • Elementary Education, K-6 • Multicategorical (LD, ED, ID, DD) Excluding Autism, K-6
Bachelor of Science	<ul style="list-style-type: none"> • Multicategorical (LD, ED, ID, DD) Excluding Autism, 5-Adult
<i>Programs that lead to additional or advanced credentials</i>	
N/A	N/A
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>	
N/A	N/A

NOTE: Accreditation actions are based on examination of the case record, including the provider's self-study and the AAQEP review team's report. Decisions are the sole responsibility of the AAQEP Accreditation Commission and may not be modified by staff or quality assurance reviewers.

University of Charleston – On-site accreditation review

WVBE Policy 5100, Approval of Educator Preparation Programs

Teacher Clinical Partnerships

UC has provided evidence that they have met most of the requirements for teacher clinical partnerships. Per policy requirements, UC has provided evidence of a memorandum of understanding (MOU) with Kanawha County Schools (p.22, AAQEP Quality Assurance Report). In compliance with subsection 6.3.b.3., the MOU includes a statement that placements are made in conjunction with the school district and partner schools and the faculty at UC expressed that students are included in all professional development opportunities at the school, however, this expectation is not outlined in the MOU. UC provided evidence of a revised MOU to strengthen the compliance of the agreement with policy requirements. These adjustments included:

- 6.3a.2. Defined roles and responsibilities for all partners – the roles and responsibilities for the partner districts could be further defined
- 6.3a.3. Duration of the clinical experience(s)
- 6.3.b.1-2 Designating an UC liaison (“University Field Instructor”) and outlining the services and assistance for partnering county board of education and school that will be provided by UC
- 6.3.b.3-4 Designating the technology requirements and eligible systems that will be needed for candidates to be able to fully participate in the clinical experience(s) AND who will be responsible for setting up those arrangements
- 6.3.b.3-4 UC has designated the opportunities for the candidates concerning instruction of students including membership to committees, meetings, and responsibilities available for candidates on UC’s campus, but should work with the district to identify opportunities at the field placement school(s) while participating in said placements, such as, faculty senate meetings, school-based assistance teams, IEP team meetings, family outreach activities (Math night, PTA, etc.).

UC has not provided evidence in the proposed MOU that addresses the following sections of WVBE Policy 5100:

- 6.3a.4. - Examples of professional learning activities for participating schools & EPPs and who will be responsible for providing these opportunities
- 6.3a.5. – Include a formal and periodic evaluation process between the EPP, school, and county leadership of the partnership concerning: shared accountability, schedule planning, and ongoing feedback

Documentation of instruction

UC has provided evidence, and students have verified, that the requirements for instruction specified in policy are being met. Students and recent graduates indicated that they have had instruction in mandated reporting, assessment and instructional practices for students with various needs, awareness of the challenges facing the students throughout the state and the appropriate behavioral practices and school safety practices, practices for students with disabilities including some knowledge of IEPs and the Individuals with Disabilities Education Act (IDEA). Students reflect that diverse multicultural education

and trauma informed and social-emotional best practices could all be strengthened but are a part of their instruction.

Pre-professional Skills

The assessment and documentation of pre-professional skills (6.5) was documented by UC in their Quality Assurance Report submitted to AAQEP (QAR, pp. 22-23). UC uses a panel review process to periodically collect and review essential requirements necessary to be successful in the program. Program Admission to UC includes a 3.0 GPA in professional education and content courses, as well as their cumulative GPA. Basic skills for educators are documented at the time of admission into the education program using course grades. Students must have a 'B' (3.0) in each ENGL 102 (Freshman Writing II), Math 121 (College Algebra), and an English elective course. Students may also demonstrate proficiency by providing ACT or SAT scores as follows:

ACT score of 26; or above or revised SAT score of 1170 or above; or attained a single administration a new SAT score of 470 using the combined Evidence Based Reading and Writing and a score of 520 in Math effective May 2016). For Math exemption only a minimum individual ACT enhanced score of 21 (effective Nov. 1989)

Both the course grades and standardized test scores meet the current criteria included in the West Virginia Department of Education Licensure Testing Directory.

UC also has provided evidence that they collect data on student speaking and listening skills on both the admission panel interview and dispositions rubric included as a part of the admission process. Candidates must document successful completion of a disposition screening assessment during the admission process (panels) and was included as evidence in the AAQEP Quality Assurance Report. There is, however, no documentation of an assessment of technology skills as a pre-professional skill and will need to be provided.

Content Specialization

The QAR included curriculum summary sheets that allowed the team to document the inclusion of standards for subject-area content in compliance with section 6.6.b. The Elementary (K-6) curriculum summary sheet provided in the QAR includes (6.6.b.1) 16 courses (48 credit hours) in elementary content coursework that includes English language arts, health, mathematics, physical education, science, social studies, and the arts. This exceeds the 30-credit hour minimum requirement. It also includes three credit hours of college algebra (MATH 121) and MATH 324 Fundamentals of Math Instruction (a three-hour course in mathematics methods), which are used to meet the math requirement specified in WVBE Policy 5100 (6.6.C.). UC has provided a 9-credit hour reading sequence, which includes EDUC 300: Children's Literature, EDUC 372: Fundamentals of Reading Instruction, EDUC 374: Clinical Practice/Reading Diagnosis. The sequence includes a focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension as well as assessment of identification and correction of reading difficulties as follows:

EDUC-372 Fund of Reading Instr (3 Credits)

This course focuses on the physiological, psychological, educational, and sociological factors underlying the development of reading skills. In addition to an examination of curriculum, instructional strategies, methods, and materials used for teaching reading, the course provides a background of the Saxon phonics methodology. The course is taken concurrently with EDUC 374. Pre-requisite or Co-requisite: EDUC 320.

EDUC-374 Clinical Prac/Reading Diag (3 Credits)

The course focuses on the identification of reading difficulties, diagnostic techniques, preventive and prescriptive methods and materials for reading instruction. This course is a supervised teaching field experience in a local elementary school which provides candidates with the opportunity to learn and demonstrate the understanding of diagnosis of reading skills, test administration, and interpretation and evaluative follow up. The course is taken concurrently with EDUC 372.

UC meets the requirement for a minimum of six hours of special education preparation by requiring EDUC 203: Survey Students w/ Exceptionalities (3 credit hours) and EDUC 204: Inclusive Classroom (3 credit hours). The syllabi for these courses clearly include instruction in the impact of disability and accommodations and modifications for students with various exceptionalities. It is unclear from syllabi or alignment matrices how the program addresses the use of progress monitoring data from MTSS or pre-referral sources to assist with instruction of k-12 students, the IDEA responsibilities for general educators, and designated, focused instruction in co-teaching (6.6.f.3.).

UC has provided evidence that the instructional technology course requirement by including a 3-credit hour, stand-alone course, EDUC 250: Technology in the Schools as well as an alignment to the ISTE standards embedded throughout the program, excluding MUSC 111 and ART 341 (6.6.f.).

Evidence was provided which supports UC includes instruction in methods for specially designed instruction and appropriate learning and accommodations and modifications in the general curriculum. There is also evidence of inclusion of 30 credit hours of coursework, including 9 credit hours of reading, 6 credit hours of math (as described in the Elementary Education curriculum above), which is sufficient to allow content collaboration with content math teachers based upon the interview with the current instructor of the course.

The content alignment with the ACEI standards for the Elementary Education program and the CEC standards for the Special Education program will be verified during the review of the alignment matrices provided during the WVCAPA content program review in Fall 2024.

UC does not currently offer any middle or secondary content programs, administrative or student support programs and is not accountable for those sub-standards.

Additionally, the faculty are appropriately qualified to teach and supervise the courses to which they are assigned. They all hold one degree higher (minimum of a master's degree) in a related content area of instruction. Two of the three faculty hold Doctor of Education degrees in Curriculum and Instruction and the third holds a Master of Arts in Secondary Education. All maintain current or permanent teacher licensure through the WVDE (QAR, p.19).

Professional Education Component

The University of Charleston has a mission statement and program outcomes aligned with the institutional outcomes and conceptual framework, “Know, Do, Be” (QAR, p.13). They also use the WVTPA assessment during their summative clinical experience in accordance with section 6.7.

The field-based experiences utilized by UC start early in the program and students expressed these experiences helped them to determine if they were in the correct profession. Students indicated that they typically complete one week of placement each semester during the program, which results in about 50 clock hours of placement each semester prior to the year-long residency placement. The field placement coordinator uses a field placement survey that is collected using Microsoft Forms to determine placement preferences of students. Both students and faculty confirm that they are being placed in various sites with diverse demographics. It is unclear from the documentation provided; however, which courses include a field component to confirm the number of hours.

UC has also provided a plan for designating diverse settings for specific courses. This will help to ensure that all candidates are placed in a variety of educational environments throughout their program at UC. The plan includes the following established partnerships to date:

1. Piedmont Elementary-Urban, large, inner city setting
2. Weberwood Elementary-Suburban, small, neighborhood setting
3. Shoals Elementary-Small, rural setting, Deaf and Hard of Hearing Magnet School
4. Ruffner Elementary- Suburban, small neighborhood setting
5. John Adams Middle School-larger, suburban middle school with diverse student body
6. Mountaineer Montessori-small, private setting
7. St Albans High School-large, rural high school with diverse student body
8. West Virginia Schools for the Deaf and Blind

Verification of the Yearlong Residency Minimum Requirement

UC has provided evidence that they are ready to begin implementing a full clinical year of residency beginning with the Fall 2024 freshman cohort. Consecutive residency semesters are documented on the curriculum summary sheets for each of the four programs currently offered.

Summary

The University of Charleston (UC) has provided sufficient evidence during the concurrent accreditation visit with the AAQEP national review team that they are meeting requirements of WVBE Policy 5100, Approval of Educator Preparation Programs and should continue their ability to recommend program completers for licensure.