

### ***Local practitioner***

We request that you identify a local practitioner, such as a teacher or administrator, who can join the visiting team. The local practitioner participates in all aspects of the visit and helps other members of the team better understand the local context (see <http://www.teac.org/wp-content/uploads/2012/01/TEAC-Policy-Manual-2012-2.pdf>, page 15).

Please send an electronic copy of the practitioner's vita along with a note about why he or she was selected. Also, please ensure that the local practitioner receives a copy of the *Inquiry Brief*.

### ***State member***

If TEAC has a protocol agreement with your state, we will consider the state representative to be a member of the team, and will copy him/her on all correspondence. As with the local practitioner, please ensure that the state member receives a copy of the Inquiry Brief or Inquiry Brief Proposal.

### ***Visiting team travel and accommodations***

Visiting team members will arrange their own transportation to and from the visit, and will strive to minimize costs and inconvenience to you and your colleagues.

We do request that you arrange for lodging for the team. Since the team will be doing some of their work at the hotel, we would prefer a hotel with Internet access (either wireless or Ethernet) in the rooms. Please note, however, that team members generally work individually in the evenings, so there is no need to arrange for a work room at the hotel.

### ***Materials to be sent in advance of visit***

In order to complete the work on campus in the few days of the visit, it would be helpful for us to receive the following materials in advance of the visit, in electronic form whenever possible:

- a schedule for the visit (see "Schedule during the visit" below for requested meetings),
- a schedule of all required classes for all program options,
- a catalog, or a link to your online catalog,
- a fact book or data book published by your institutional research office, or a link to your online fact book, if you have one (and if you have only limited copies of your fact book/data book and would like us to return the copy you send, we would be happy to do so),
- the formal notification letter from the state education department that your program graduates are eligible for a license,
- [if applicable:] appropriate materials from other accreditors,
- any electronic data files (in Excel or SPSS, for example) that you used to create the tables or to compute the statistics in your Inquiry Brief or Inquiry Brief Proposal. Note: do NOT include social security numbers or any other sensitive information in the data files you send.

### ***Materials during the visit***

While on campus, the team will spend much of the time examining supporting material used in the preparation of the Inquiry Brief or Inquiry Brief Proposal (student files, course syllabi, faculty vitae, research articles cited in the Brief, spreadsheets, statistical programs, etc.). As a general rule, any materials, data, files, or persons that were described or referenced by the authors to write the Inquiry Brief or Inquiry Brief Proposal should also be available to the team during the visit. Please note that it is most convenient for the relevant materials, data, and files to be assembled in the team's work room, to the extent that this is possible and practical.

### ***Technology during the visit***

The CAEP team members will bring their own laptops and will not need to be supplied with computer access. However, the local practitioner will need a computer installed with Microsoft Word (2003 or 2007/2010 version), so we request that you determine whether he or she prefers to bring a laptop from home or work, or to use a computer (laptop or desktop) supplied by you.

It is very helpful to have wireless or Ethernet Internet access in the work room. It is sometimes helpful to have access to a printer, but the team can use flash drives to print out documents with printers outside the work room if need be.

### ***Summary of the case and clarification questions***

Prior to the visit, we will send you the summary of the case, which represents the team's understanding of the case you are making for accreditation in the Inquiry Brief or Inquiry Brief Proposal, and ask that you review the summary and let us know of any inaccuracies. The Summary of the Case will be posted on the TEAC website once you have been accredited and we ask that you create a link to this Summary from your own website.

The team may also send you some questions about the content of your Inquiry Brief or Inquiry Brief Proposal. These are usually about matters that are unclear to the team members and require further clarification on your part. The team may ask that you answer these questions in writing and send them back by email before the visit, or they may discuss them at the opening meeting with the Brief authors. The clarification questions and your responses will become part of the permanent record of the site visit.

### ***Schedule during the visit***

As noted earlier, the team will spend much of the time examining supporting materials, so it is most useful to have several extended blocks of time for this purpose. In addition, we ask that you schedule meetings with the following groups:

- The Inquiry Brief or Inquiry Brief Proposal authors, to be scheduled early in the visit
- A representative sample of your current candidates
- Program faculty
- Adjunct instructors
- A representative sample of cooperating teachers/internship mentors

- Senior administrators at the institution (e.g, the president, provost, and dean), together if possible

The team may also have specific questions for others on campus, but you do not need to schedule formal meetings with them at this time. However, we request that you notify people relevant to the program (arts and science instructors, fiscal officers, etc.) of the visit so that they could be available while the team is on campus, if possible.

Because the team will sometimes divide tasks, with some attending meetings or interviews while others continue to examine documents or analyze data, it is best if interviews and other meetings are not scheduled in the work room.

At the close of the visit, the team would like to meet with the accreditation team, as well as any other interested faculty, to discuss the next steps in the accreditation process and to answer any questions you might have.

### ***Visit fee and expenses***

Please note that during the visit semester, CAEP will send an invoice, which will include the visit fee of \$2000 per program plus \$1750 per team member, as well as a travel expense charge for each visitor of \$825, unless you notify us that you would prefer to handle all team member expenses directly. Once the team members arrive at the airport/train station, you should arrange to pay their travel, food, and lodging expenses directly.

### ***Site visitor gift policy***

On past visits, program representatives have occasionally presented team members with souvenirs or care packages at the close of the visit. While we appreciate the sentiment behind these efforts, please know that as an ethical matter the site visitors cannot accept gifts of any kind, and as a practical matter tend to travel compactly and in most cases would not be able transport these tokens even if they wished to.

Finally, we can appreciate that site visits may seem as if they must be inherently stressful. That is not our view and the team is eager to have the visit be as pleasant and productive as possible for all parties. The team comes with the goal of verifying the content of the Inquiry Brief or Inquiry Brief Proposal, and will work hard to do that. If some point cannot be verified on the first look, the team does not simply conclude that it was not verified; they look for alternative ways to verify and corroborate the point.

The team looks forward to visiting your campus and meeting with you and your colleagues. If you have questions or concerns about any of the above, or about any other matter concerning the visit, please let us know.