

**2007-2008 Annual Accreditation Report to the  
Commission on Teacher Credentialing by the  
Committee on Accreditation  
Professional Services Division  
August 2008**

**Overview of this Report**

This report presents a draft of the table of contents and selected sections for the Annual Report to the Commission to reflect the revised accreditation system. Discussion will help guide staff on completion of the report to be brought as an action item in October.

**Staff Recommendation**

This is an information item.

**Background**

Traditionally, Annual Reports to the Commission have included four sections:

**Section I: Major Activities of the Committee on Accreditation**

- (1) Election of Co-Chairs
- (2) Schedule of Committee Meetings
- (3) Major Accomplishments of the COA
- (4) Schedule of Meetings for the next year

**Section II: Accomplishment of the Committee's Workplan**

**Section III: Proposed Tasks for the Committee**

**And appendices such as**

Appendix A: Continuing Accreditation Decisions Made by the Committee on Accreditation Based Upon Site Visits Conducted - 2004-2005

Appendix B: Initial Program Accreditation Actions Taken by the Committee on Accreditation - 2004-2005

It is proposed that part of the report be restructured around the purposes of accreditation while still including information on the accomplishment and proposed workplan. The proposed table of contents follows on the next page. Appendix A includes a comparison of the current structure of the report with the proposed structure and indicates where current information will be located and new sections added.

# 2007-2008 Annual Accreditation Report to the Commission on Teacher Credentialing by the Committee on Accreditation

## Table of Contents

### Letter of Transmittal to the Commission

### The Committee on Accreditation (August, 2008)

### Section I: Accomplishment of the Committee's Work Plan in 2007-2008

- Task 1 Review the Results of the Evaluation of the *Accreditation Framework*
- Task 2 Monitor the Implementation of and Evaluate the Effectiveness of Accreditation Agreements with Selected National Organizations (including NCATE)
- Task 3 Review and Initial Accreditation of New Credential Programs
- Task 4 Professional Accreditation of Institutions of Postsecondary Education and School Districts and their Credential Preparation Programs
- Task 5 Revise the *Accreditation Handbook* and Team Training Curriculum
- Task 6 Maintain Public Access to the Committee on Accreditation
- Task 7 Receive Regular Updates on Commission Activities Related to Accreditation
- Task 8 Preparation and Presentation of COA Reports to the Commission
- Task 9 Other Required Elements of the *Accreditation Framework* - Election of Co-Chairs, Adoption of Meeting Schedule, Orientation of New Members, On-Going Review of Accreditation Process and Procedures, etc.

### Section II: Proposed Work Plan for the Committee in 2008-2009

#### **Purpose 1. Ensure Accountability to the Public and to the Profession**

- a) *Maintain public access to the Committee on Accreditation*
- b) *Preparation and presentation of COA reports to the Commission.*

#### **Purpose 2. Ensure Program Quality**

- a) *Professional accreditation of institutions and their credential preparation programs.*
- b) *Revise and finalize the Accreditation Handbook.*
- c) *Build the pool of accreditation reviewers.*
- d) *Receive regular updates on Commission activities related to accreditation and provide Commission with advice on issues related to accreditation as requested of it by the Commission*

#### **Purpose 3. Ensure Adherence to Standards**

- a) *Conduct and review program assessment activities*
- b) *Review and initial approval of new credential programs.*

- c) *Conduct technical assistance visits to institutions new to accreditation*
- d) *Complete efforts begun on Common Standards.*
- e) *Completion of SB 2042 revision efforts*

**Purpose 4. Foster Program Improvement**

- a) *Collect, analyze, report on the first year of biennial reports submitted in fall 2008*
- b) *Plan for any refinements to the biennial report process.*
- c) *Continued development of the evaluation system for the accreditation system.*
- d) *Continue Partnership with the National Council for the Accreditation of Teacher Education (NCATE) and efforts to collaborate with other national accrediting bodies,*

**Section III: Summary of Accreditation Activities 2007-2008**

Ensure Accountability to the Public and the Profession

Ensure Program Quality

Ensure Adherence to Standards

Foster Program Improvement

**APPENDIX A**  
 Comparison of Current Table of Contents with  
 Proposed Table of Contents

<b>2006-07 Table of Contents</b>	<b>Proposed 2007-08 Table of Contents</b>	<b>Changes</b>
Letter of Transmittal to the Commission	Letter of Transmittal to the Commission	
The Committee on Accreditation	The Committee on Accreditation	
<b>Section I: Major Activities of the Committee on Accreditation</b> (1) Election of Co-Chairs for 2005-2006 (2) Schedule of Committee Meetings for 2005-2006 (3) Major Accomplishments of the Committee on Accreditation (4) Schedule of Committee Meetings for 2006-2007	The information from this section has been integrated into Section 1, part 9 and Section 3	(1) would be reported in Section I, Task 8 (2) would be reported in Section I, Task 8 (3) would be reported in section III under Accountability (4) would be reported in section III under Accountability
<b>Section II: Accomplishment of the Committee's Work Plan in 2007-2008</b>	<b>Section I: Accomplishment of the Committee's Work Plan in 2007-2008</b>	
<b>Section III: Proposed Work Plan for the Committee</b>	<b>Section II: Proposed Work Plan for the Committee in 2008-2009</b>	
	<b>Section III: Summary of Accreditation Activities according to Purposes</b> Ensure Accountability Ensure Program Quality Ensure Adherence to Standards Foster Program Improvement	Accomplishments of the COA to be reported here
<b>Appendix A</b> Continuing Accreditation Decisions Made by the Committee on Accreditation Based Upon Site Visit Conducted - 2005-2006		Included in Section III under Adherence to Standards
<b>Appendix B</b> Initial Program Accreditation Actions Taken by the Committee on Accreditation - 2005-2006		Included in Section III under Accountability

## APPENDIX B

### Draft Section IV of Revised Annual Report

#### **Section IV: Summary of Accreditation Activities according to Purposes**

##### **Purpose 1. Ensure Accountability to the Public and the Profession**

###### *2007-2008 Task 1: Begin Implementation of a Revised Accreditation System*

Institution preparing educators is now participating in the revised accreditation system. Each activity of the system has been implemented. The procedures for site visits remained unchanged this year and they will in 2008-2009. Revised site visit protocols will be in 2009-2010 using program assessment results from the yellow cohort.

###### *2007-2008 Task 6: Maintain Public Access to the Committee on Accreditation*

The COA held meetings as follows:

August 7, 2008

October 24, 2007

January 17, 2008

May 1-2, 2008

June 12-13, 2008

June 18-19, 2008

Live COA meetings can now be heard over the internet. Archives of the meetings housed on the Commission website also have the audio stored for review.

###### *2007-2008 Task 8 Preparation and Presentation of COA Reports to the Commission*

##### **Purpose 2 Ensure Program Quality**

###### *2007-2008 Task 2 Monitor the Implementation of and Evaluate the Effectiveness of Accreditation Agreements with Selected National Organizations (including NCATE)*

A revised partnership protocol with NCATE has been established and is in effect until January 1, 2014. Staff continues to review accreditation agreement possibilities with other organizations.

###### *2007-2008 Task 4 Professional Accreditation of Institutions of Postsecondary Education and School Districts and their Credential Preparation Programs*

2007-2008 accreditation decisions were made based upon the evidence gathered at the site visit and the recommendation made by the team. Teams reviewed documentation, interviewed a variety of constituencies (candidates, program completers, faculty, employers, administration, supervisors, etc.), deliberated and came to consensus on findings for all program standards and an accreditation recommendation. Commission consultants, team leads and institutional representatives attended Committee on Accreditation meetings to present the results of the site visit report and respond to questions. COA made the following accreditation determinations:

<b>COA Accreditation Decisions 2007-2008 Visits</b>	
<b>Program Sponsor</b>	<b>Accreditation Decision</b>
Alliant International University	Accreditation w/Probationary Stipulations
Argosy University	Accreditation w/Probationary Stipulations
CSU, Bakersfield	Accreditation
CSU, Fullerton	Accreditation
Dominican University of California	Accreditation
Holy Names University	Accreditation w/ Substantive Stipulations
InterAmerican College	Accreditation
Loma Linda University	Accreditation
Orange County Dept. of Education	Accreditation w/Technical Stipulations
Phillips Graduate Institute	Accreditation w/Technical Stipulations
Project Pipeline	Accreditation w/Substantive Stipulations
Stanford University	Accreditation
UC Riverside	Accreditation
Vanguard University	Accreditation w/Substantive Stipulations

**2007-2008 Accreditation Re-visits**

<b>Program Sponsor</b>	<b>2006-07 Decision</b>	<b>Re-Visit Decision</b>
CSU, Chico	Accreditation with Technical Stipulations	Accreditation
CSU, Monterey Bay	Accreditation with Technical Stipulations	Stipulations stand until after the NCATE re-visit in Dec. 2008
San Francisco State University	Accreditation with Technical Stipulations	Accreditation

A review of the year's site visits results will serve as information for staff in determining needs of institutions for technical assistance meetings and as a guide for institutions as they prepare for their own site visit. A summary table of each year's visits will signal trends and provide valuable information on implementation of standards. The information from 2007-2008 is in the table that begins below:

**2007-08 Findings on the Common Standards—14 site visits**

	<b>Standard Met</b>	<b>Standard Met with Concerns</b>	<b>Standard Not Met</b>
Standard 1: Education Leadership	10	4	
Standard 2: Resources	10	4	
Standard 3: Faculty	12	2	
Standard 4: Evaluation	7	3	4
Standard 5: Admission	13	1	
Standard 6: Advice and Assistance	11	3	
Standard 7: School Collaboration	10	3	
Standard 8: District Field Supervisors	9	5	

<b>Multiple/Single Subject Standards (13 site visits)</b>		
	<b>Standard Met with Concerns</b>	<b>Standard Not Met</b>
1: Program Design	3	1
2: Collaboration in Governing the Program	2	2
3: Relationship between Theory and Practice	1	1
4: Pedagogical Thought and Reflective Practice	2	
5: Equity, Diversity and Access to the Core Curriculum for All Children	2	
6: Opportunities to Learn, Practice and Reflect on Teaching in All Subject Area	1	
7A: Multiple Subject Reading, Writing and Related Language Instruction in English		1
7B: Single Subject Reading, Writing, and Related Language Instruction in English	1	1
8-A: Pedagogical Preparation for Subject-Specific content instruction by Multiple Subject (MS) candidates.	3	1
8B: Pedagogical Preparation for Subject-Specific Content Instruction for Single Subject Candidates	1	
9: Technology	2	
10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning	2	
11: Preparation to Use Educational Ideas and Research	1	1
12: Professional Perspectives toward Student Learning and the Teaching Profession	1	
13: Preparation to Teach English Language Learners	1	
14: Preparation to Teach Special Populations in the General Education Classroom	3	1
15: Learning to Teach Through Supervised Fieldwork	3	
16: Selection of Fieldwork Sites and Qualifications of Field Supervisors	2	
17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence	1	1
18: Pedagogical Assignments and Formative Assessments during the Program	2	1
19: Assessment of Candidate Performance	2	

<b>Education Specialist M/M</b>		
	Standard Met with Concerns	Standard Not Met
9: Program Design, Rationale and Coordination	1	1
10: Support Activities and Support Provider Qualifications	1	
11: Nature and Inclusion of Non-University Activities	1	
12: Assessment of Candidate Competence	2	
13: Special Education Field Experiences with Diverse Populations		1
14: Qualifications and Responsibilities of Supervisors and Selections of Field Sites	3	
15: Managing Learning Environments	1	
16: Transition and Transition Planning	1	
17: Assessment, Curriculum and Instruction	1	
18: Determination of Candidate Competence	1	
19: Knowledge and Skills of Assessment in General Education	1	

**Preliminary Administrative Services Credential Program**

	Standard Met with Concerns	Standard Not Met
7: Nature of Field Experiences		1
9: Assessment of Candidate Performance	1	

**Pupil Personnel Services Credential: School Counseling**

	Standard Met with Concerns	Standard Not Met
Generic 1: Program Design, Rationale and Coordination	1	
Specialization 31: Field Experience	1	
Specialization 32: Determination of Candidate Competence	1	

Types of Credential Programs with fewer than 4 site visits in 2007-08: **Number of programs reviewed**

Clear Credential: **1**

Reading Language Arts Certificate and Language Arts Specialist Credential: **3**

School Psychology Credential Program: **3**

Child Welfare and Attendance Credential Programs: **2**

Professional School Nurse Health Services Credential Program: **2**

Clinical Rehabilitative Services Language, Speech and Hearing: **2**

*2007-2008 Task 3 Review Initial Accreditation of New Credential Programs*

Institutions that would like for a program to be considered for Initial Program Approval submit a document that indicates how the program will meet each of the standards along with supporting documents that serve as evidence to verify the claims made. A team of educators who have expertise in the program area and are trained for the review process read the document to determine if standards are met. If they are, it is so noted. If they are not, reviewers write specific information as to what is needed. This information is shared with the institution by the consultant. The review process continues until all standards are found to be met. When standards are met, the Commission Consultant forwards the item to the COA agenda at the next scheduled meeting. Initial program approvals include programs that are new to the credential area as well as those that are writing to new standards. By September 1, 2008 all Administrative Services credential programs are to be in alignment with the 2003 *Standards of Quality and Effectiveness for Preliminary Administrative Services Credential Programs*.

2007-2008 Initial Program Approval Actions taken by the Committee on Accreditation are summarized in the tables below.

<b>A. Programs of Professional Preparation for the Administrative Services Credential</b>	
California Lutheran University	Professional
California State Polytechnic University, Pomona	Preliminary with Internship
California State University, Chico	Preliminary with Internship
California State University, Fresno	Professional
Chapman University	Preliminary
Chapman University College	Preliminary
Fresno Pacific University	Preliminary with Internship, Professional
Humboldt State University	Preliminary with Internship, Professional
San Diego State University	Professional
Simpson University	Preliminary with Internship
Touro University	Preliminary with Internship
University of California, Berkeley	Preliminary with Internship, Professional
University of California, Los Angeles	Preliminary, Professional
University of California, Riverside	Preliminary with Internship
University of Southern California	Professional

<b>B. Programs of Professional Preparation for the Education Specialist Credential</b>	
Alliant International University	Preliminary Level I: Mild/Moderate Disabilities with Internship Option I, Professional Clear Level II: Mild/Moderate Disabilities
Antioch University	Preliminary Level I: Mild/Moderate Disabilities with Internship Option I
California Baptist University	Professional Clear Level II: Moderate/Severe Disabilities
California Lutheran University	Preliminary Level I: Deaf and Hard of Hearing with Internship Option I Professional Clear Level II: Deaf and Hard of Hearing
California State University, San Marcos	Speech-Language Pathology Services Credential
California State University,	Preliminary Level I: Mild/Moderate Disabilities with Internship

<b>B. Programs of Professional Preparation for the Education Specialist Credential</b>	
Stanislaus	Option I
Claremont Graduate University	Professional Clear Level II: Moderate/Severe
Fresno Pacific University	Professional Clear Level II: Early Childhood Special Education Early Childhood Special Education Certificate
Oakland Unified School District	Preliminary Level I: Mild/Moderate Disabilities with Internship Option II (offered in partnership with Alliant University).
Stanislaus County Office of Education	Moderate/Severe Disabilities District Internship Option II

<b>C. Programs of Professional Preparation for the Multiple and Single Subject Credentials – SB 2042 Program Review</b>	
Alliant International University	Multiple Subject BCLAD Emphasis Program (Spanish and Hmong)
Holy Names University	Multiple and Single Subject BCLAD Emphasis (Spanish)
San Francisco State University	Multiple Subject BCLAD Emphasis (Mandarin)
University of Southern California	Multiple and Single Subject BCLAD Emphasis (Korean)

<b>D. Programs of Professional Preparation for the Pupil Personnel Services Credential</b>	
Phillips Graduate Institute	School Psychology Internship
Point Loma Nazarene University	Child Welfare and Attendance
Saint Mary's College of California	School Psychology with Internship

<b>E. Programs of Professional Preparation for the Single Subject Credential</b>	
New College of California	Single Subject
Mount St. Mary's College	Single Subject Internship

<b>F. Programs of Professional Preparation for the Multiple Subject Credential</b>	
Hebrew Union College Jewish Institute of Religion- DeLeT Program	Multiple Subject

<b>G. Reading Language Arts Specialist Credential</b>	
California State University, Monterey Bay	Reading Certificate
Loyola Marymount University	Reading Language Arts Credential

<b>H. Programs of Professional Preparation for Clear Credential Program</b>	
Whittier College	Clear Credential Program

<b>I. Programs of Professional Preparation for District Internship Credential</b>	
REACH Teacher Intern Program	Multiple and Single Subject District Internship

<b>Programs of Preparation for California Teachers of English Learners (CTEL)</b>	
Alliant International University	Point Loma Nazarene University
Azusa Pacific University	Stanford University

<b>Programs of Preparation for California Teachers of English Learners (CTEL)</b>	
California State University, Chico	University of California, Riverside
California State University, Long Beach	University of California, San Diego
California State University, Northridge	University of California, UCLA
California State University, San Marcos	University of Phoenix
California State University, Stanislaus	University of Redlands
National Hispanic University	University of San Diego

*Program Withdrawal*

In the 2007-2008 year there were two categories under which programs could be defined—Approved or Inactive. With the implementation of the revised accreditation system, all institutions are scheduled for site visits. At the site visit, the team is to determine program standards findings for each approved program. In some instances, institutions have had approved programs, but they are not admitting candidates for a variety of reasons—changed community need, fewer candidates for the option, or a search for qualified faculty is ongoing. However, according to the *Accreditation Framework* programs without candidates need to be withdrawn.

<b>K. Withdrawn Programs of Professional Preparation</b>	
Argosy University	BCLAD Certification Program
Biola University	Multiple and Single Subject Intern Program
California State University, Long Beach	Audiology and Clear Credential Program
California State University, San Marcos	Professional Clear Administrative Services Program
InterAmerican College	Clear Credential Program
Project Pipeline	Multiple Subject Credential Program
San Francisco State University	Deaf and Hard of Hearing Program
Stanford University	Professional Administrative Services Program
University of California, Los Angeles	Clear Credential Program

The Committee on Accreditation has developed an additional category of ‘Approved Program’. There is now a third category—Inactive Status. The guidelines for notifying that a program will be on Inactive status are available at <http://www.ctc.ca.gov/educator-prep/PS-alerts/PSA-08-03.pdf>

*2006-2007 Task 5 Revise the Accreditation Handbook and Team Training Curriculum*

Revision of the *Accreditation Handbook* is now underway with chapters being posted for input from key stakeholders and users. The BIR training curriculum was revised and implemented at the three trainings held this year.

**Purpose 4. Foster Program Improvement**

*2007-2008 Task 9 On-Going Review of Accreditation Process and Procedures, etc.*

In 2007-2008 there were a variety of activities to share information about the revised accreditation system and its implementation. Highlights of some of the activities are noted in the table on the next page.

<b>Date</b>	<b>Activity</b>
September 2007	BIR Training
October 2007	Staff presents multiple session at the annual conference of the California Credentials Analysts and Counselors (CCAC) in Sacramento
January 2008	BIR Training in Riverside
March 2008	Staff and COA members present at Cal Council where the theme of the conference was "Got Accreditation?"
March 2008	Staff presents at the CABE conference on preparation for writing to the new bilingual standards.
June 2008	BIR Training

Throughout the year many Technical Assistance Meetings were held throughout the state about accreditation activities.