

# **2009-2010 Annual Accreditation Report to the Commission on Teacher Credentialing by the Committee on Accreditation**

## **Overview of this Report**

This item presents a first draft of the *2009-2010 Annual Report to the Commission on Teacher Credentialing by the Committee on Accreditation*. The COA will take a number of actions at the June 2010 meeting. After the June 2010 meeting, staff will update the information in the draft Annual Report and the updated version will be provided to the COA at its August meeting for consideration and approval.

## **Staff Recommendation**

This is an information item.

## **Background**

The COA annually presents a report to the Commission on its activities for the prior year. This agenda item is the draft of the *2009-10 Annual Report*. The introductory information such as the table of contents and the list of the COA members will be presented in the August agenda item. Additionally, many of the tables have been left blank and will be completed as soon as the COA takes action on all accreditation matters for 2009-2010 at its June 2010 meeting. The Work Plan for 2010-11 is not presented in this item since it is in another agenda item at this COA meeting. Once it is adopted, it will appear in the *Annual Report* when it returns to the COA for adoption. Appendix A is not included in this item as well, but will be included in the August version of this item.

Based on the COA's discussion at the June 2010 meeting, an updated Annual Report will be brought back to the COA for review and possible approval at the August 2010 COA meeting.

## **Section I: Accomplishment of the Committee's Work Plan in 2009-2010**

On August 4, 2009 the Committee on Accreditation (COA) adopted its work plan for 2009-2010. Co-Chair Nancy Watkins and former Co-Chair, Ruth Sandlin presented this work plan to the Commission at the December 9, 2009 Commission meeting. The items that follow represent the key components of the 2009-2010 work plan for the COA and a summary of each task and its current status.

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

- a) *Maintain public access to the Committee on Accreditation.* All Committee meetings were held in public with all meeting agendas posted in accordance with the Bagley-Keene Open Meeting Act. In addition, meetings were transmitted via audio broadcast and some via video webcast to allow any individual with access to the internet the ability to hear live or recorded broadcasts of all Committee meetings. The Commission's website was utilized fully to provide agenda items, notification of meetings, as well as broad-based access to critical accreditation materials for institutions and others interested in accreditation. The COA held meetings as follows:
  - August 4-5, 2009
  - October 23, 2009
  - January 20-21, 2010
  - February 22, 2010 \* *Subcommittee work meeting focusing on SB5X 1*
  - April 14-15, 2010
  - May 19-20, 2010
  - June 24-25, 2010

COA meetings were broadcast live over the internet. Agenda items and the audio archive of the meetings are housed on the Commission website. In addition, videoconferencing has been used in order that those involved in accreditation activities from the southern part of the state can participate from a videoconferencing center and not have to travel to Sacramento for an agenda item or report to the COA that might last between 20-60 minutes.

#### *PSD-News*

The PSD E-news was developed in 2008 and was maintained on a weekly basis throughout 2009-10. This electronic correspondence notifies over 300 individuals, including all approved institutions, of on-going activities related to the Professional Services Division. Information on accreditation related activities such as standards development and revision work and technical assistance workshops are routinely distributed via this communication tool.

#### *Program Sponsor Alerts*

A new type of communication was established in 2008 that supplements the PSD-News. The Commission staff continued to use this resource frequently during the 2009-2010 year. The Program Sponsor Alert format targets a specific issue, such as Institutional Responsibilities, Implementation of Inactive Status for programs or modification to preconditions for multiple and single subject programs. These alerts

are sent via e-mail to the Program Contact and archived at: <http://www.ctc.ca.gov/educator-prep/PS-alerts.html>

*Accreditation Process and Procedures*

In 2009-2010 there were a variety of activities to share information about the revised accreditation system and its implementation. All technical assistance meetings were broadcast through the web and the audio archived for access by stakeholders: <http://www.ctc.ca.gov/educator-prep/webcasts.html>. Highlights of the activities are noted in the following table:

<b>Date</b>	<b>Activity</b>
July 22, 2009	2009-10 Accreditation Site Visits: Preparing for the Site Visit
Oct. 26, 2009	Clear Education Specialist Credential Programs
Nov. 4, 2009	Preliminary Education Specialist and Added Authorization Programs
Dec. 2, 2009	Program Assessment
Dec. 8, 2009	Biennial Reports
May 5, 2010	Transitioning your Preliminary Education Specialist Program

- b) *Preparation and presentation of COA reports to the Commission.* The Committee on Accreditation presented its annual report to the Commission in the fall.
- c) *Commission Liaison.* The liaison from the Commission is invited to attend each COA meeting. The liaison participates in discussions and brings the perspective of the Commission to the COA. In addition, the liaison then reports back to the Commission on the activities of the Committee.
- d) *Press Releases.* The Commission released XX notices to the media related to the Committee’s accreditation decisions <http://www.ctc.ca.gov/briefing-room/default.html>

**Purpose 2. Ensure Program Quality**

- a) *Professional accreditation of institutions and their credential preparation programs.* This is the principal, ongoing task of the Committee on Accreditation. The COA has been given full responsibility for making the legal decisions regarding the continuing professional education accreditation of institutions and their credential programs. In the 2009-2010 academic year, accreditation site visits were held at 13 institutions. Visits were held at institutions of higher education, county offices of education and school districts. Five institutions were revisited in 2010 to ensure sufficient progress in addressing issues identified in previous accreditation visits. A list of the institutions that had a site visit or revisit in 2009-2010 is included in Section II of this report.
- b) *Revise and finalize the Accreditation Handbook.* One of the major goals of 2009-10 was to finalize the *Accreditation Handbook*. This document explicates the processes and procedures of the various components of the Commission’s accreditation system.

Stakeholder review of the various chapters of the *Handbook* was completed and the document was placed on the Commission's website prior to the 2008-2009 accreditation site visits. During the 2009-10 year, chapters were brought to each COA meeting for final review and adoption. The final chapters will be on the August 2010 agenda for review and adoption.

- c) *Update all BIR members so that each individual is prepared to participate in the revised accreditation system.* Staff worked with each member of the BIR who participated in initial program review, program assessment or accreditation site visits to understand the Commission's accreditation system, the revised Common Standards and Glossary, the use of the Common Standard Descriptors, the Program Assessment process, and the revised site visit format.
- d) *Receive regular updates on Commission activities related to accreditation and provide Commission with advice on issues related to accreditation as requested by the Commission.* The COA received updates on Commission activities at each meeting. The Commission requested that the COA focus efforts on the work required by SBX5 1. A work group was convened, met to address this topic, reported to the COA and recommendations were forwarded to the Commission in June 2010.

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

- a) *Conduct and review program assessment activities.* The COA heard updates on the program assessment process for the Orange Cohort, the second group of institutions to participate in program assessment. Staff has worked to utilize findings from program assessment to determine the composition of the Site Visit team. In addition to the xx institutions that have been in program assessment, the approved BTSA Induction programs began to participate in Program Assessment during the 2009-10 year. Due to the transition of induction into the accreditation system, four of the Induction cohorts (Red, Orange, Yellow and Green) began program assessment during the 2009-10 year rather than one cohort. A list of institutions engaged in program assessment in the 2010-11 year is included in Appendix A.
- b) *Review and initial approval of new credential programs.* This is another one of the major ongoing tasks of the Committee on Accreditation. The COA has developed procedures for handling the submission of proposed credential programs. Some of the decisions are made on the basis of expert review panel recommendations and some are made on the basis of staff recommendations. Programs were not given initial approval until the reviewers have determined that all of the Commission's standards are met. XX new credential programs were approved by the COA in 2009-10 and a list of all credential programs approved in the 2009-10 year is included in Section II of this report.
- c) *Conduct technical assistance visits to institutions new to accreditation.* Review teams conducted technical assistance visits to five institutions in preparation for a full accreditation site visit in the future. A list of institutions that hosted a technical assistance site visit in the 2009-10 year is included in Section II.

- d) *Disseminate information related to the Commission's Common Standards.* The plan for the 2009-10 year included the dissemination of the Common Standard descriptors which were intended to facilitate a more consistent understanding of, and agreement about, the Common Standards. This work was put on hold once it became clear that the descriptors include information above and beyond the requirements of the Common Standards. Therefore this work has not been completed.
- e) *Integrate Induction programs into the Commission's accreditation system.* The COA took action in January 2009 to transition Induction Programs into the Commission's accreditation system beginning July 1, 2009. During the 2009-10 year, staff worked with all Cluster Region Directors (CRDs) through the BTSA State Leadership Team to provide technical assistance to all BTSA Induction programs as the transition to the accreditation system moves forward. Four of the seven cohorts participated in Program Assessment, three cohorts will submit their first Biennial Reports in fall 2010.
- f) *Begin the discussion of how the Subject Matter Programs can be included in the accreditation system.* With the Commission's action in fall 2006 that all programs that lead to an authorization to teach or provide services in California's public schools need to be reviewed through the Commission's accreditation system, the subject matter programs are the only programs that have not been integrated into the accreditation system. During 2009-10, the COA began to discuss and consider the appropriate way to work with the approved subject matter programs. This work will continue into the 2010-11 year.

**Purpose 4. Foster Program Improvement**

- a) *Collect, analyze, and report on the second year of biennial reports submitted in fall 2009.* The 2009-2010 academic year was the second full year of implementation of the biennial report component of the revised accreditation system. All institutions in three of the seven cohorts submitted candidate competence and performance data. A total of XX Biennial Reports were submitted and reviewed by staff in 2009-10. A list of all institutions required to submit biennial reports in 2010-2011 is provided in Appendix A. A major focus of the effort in this second year of implementation was to provide institutions with constructive feedback on their submission which would assist the institution in developing and refining the institutional assessment system.
- b) *Continued development of the evaluation system for the accreditation system.* As the various components of the system were implemented, staff and the COA continued to work to ensure that additional evaluation components are embedded into the system. An on-line evaluation form that team members, team leaders, and institutions complete at the conclusion of a site visit was implemented. Implementing evaluation mechanisms for program assessment, biennial reporting, as well as other aspects of the system, was a major focus in 2009-2010.
- c) *Continue Partnership with the National Council for the Accreditation of Teacher Education (NCATE) and efforts to collaborate with other national accrediting bodies, where appropriate.* The Partnership Agreement with NCATE was renewed in 2007 and is effective through 2014. The COA will continue monitoring the agreement to make certain that the implementation of the partnership results in assuring that state

issues are appropriate addressed in each joint NCATE-CTC visit and that the process reduces duplication. In addition with the redesign of NCATE's accreditation process it is critical that the COA revisit the protocol to see if any additional modifications need to be made to ensure that the institutions working with NCATE are completing the appropriate activities of the Commission's accreditation system. In addition, a major part of the work with NCATE in 2009-2010 was to begin to understand how changes in the NCATE process, with the introduction of the continuous improvement and transformation initiative options, impacts California institutions and the accreditation process. Staff will continue to work closely with NCATE and the California pilot institutions on the implementation of these options in 201-2011.

- d) *Develop an agreement detailing how the Commission's accreditation system can function in alignment with the Teacher Education Accreditation Council (TEAC).* The COA took action in January 2010 to adopt the initial agreement with TEAC. The agreement is for two years and one institution, Chapman University, has a joint site visit scheduled for February 2011.
  
- e) *Explore ways to align and streamline the accreditation of other national and professional organizations with that of the state processes.* Staff has begun working with stakeholders on an alignment with the American Speech-Language- Hearing Association (ASHA) standards to the Commission's adopted Speech-Language Pathology program standards. Once the COA adopts an alignment matrix, programs sponsored by California institutions may submit a program proposal using the ASHA standards and address the concepts from the California standards that have been identified as not present in the ASHA standards.

### **General Operations**

In addition to the above mentioned items, the COA engaged in routine matters necessary for general operations of the Committee. This included the election of Co-Chairs, the adoption of a meeting schedule, orientation of new members, and modification of its own procedures manual which has become necessary in order to address issues related to the revised accreditation system. In addition, the COA completed its review of its *Procedures Manual* and took action to adopt the 2010 version of the Manual.

## Section II: Summary of 2009-2010 Accreditation Activities

This section of the report provides more detailed information about elements of the 2009-2010 work plan with a focus on accreditation activities.

### *Professional Accreditation of Institutions of Postsecondary Education and School Districts and their Credential Preparation Programs*

2009-2010 accreditation decisions were made based upon the written reports of the evidence gathered at the site visit, recommendations made by the team, and the COA interview of program leadership and the team lead. 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 common standards, 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. The COA made the following accreditation determinations: *The table will be updated after the June 2010 COA meeting*

<b>COA Accreditation Decisions 2009-2010 Visits</b>	
<b>Program Sponsor</b>	<b>Accreditation Decision</b>
San Diego State University	Accreditation
CSU, Northridge	Accreditation
National Hispanic University	Accreditation with Major Stipulations
Santa Clara University	Accreditation with Major Stipulations
Loyola Marymount University	Accreditation
Whittier College	Accreditation with Stipulations
Fresno Pacific University	Accreditation with Stipulations
Biola University	
San Diego Christian College	Accreditation with Major Stipulations
CSU Stanislaus	Accreditation with Stipulations
Touro University	
William Jessup University	
Stanislaus County Office of Education	

Copies of the site visit team reports are available on the Commission's website at: <http://www.ctc.ca.gov/educator-prep/accreditation-reports.html>.

In addition, the COA heard reports from re-visits of 2008-2009 visits and made the following decisions:

<b>2008-2009 Accreditation Re-visits</b>		
<b>Program Sponsor</b>	<b>2008-09 Decision</b>	<b>2009-10 Re-Visit Decision</b>
San Francisco State University	Accreditation with Probationary Stipulations	Accreditation
Alliant University	Accreditation with Probationary Stipulations	Accreditation with Probationary Stipulations
Phillips Graduate Institute	Accreditation with Technical	Accreditation

<b>2008-2009 Accreditation Re-visits</b>		
<b>Program Sponsor</b>	<b>2008-09 Decision</b>	<b>2009-10 Re-Visit Decision</b>
	Stipulations	
Notre Dame de Namur University	Accreditation with Substantive Stipulations	Accreditation
California State University, Long Beach*	Accreditation	Accreditation

*\*This visit was a revisit for the purposes of NCATE only as the NCATE and CTC team differed in the original 2008-09 decision.*

The Commission's revised Common Standards (2008) were utilized in all accreditation site visits in 2009-2010. A review of the year's institutional site visits results serves as information for the COA and staff in determining needs of institutions for technical assistance meetings and as a guide for institutions as they prepared for site visits. The information regarding findings on the Common Standards from 2009-2010 is presented in the following table: *The table will be updated after the June 2010 COA meeting*

<b>2009-2010 Findings on the Common Standard</b>			
<b>Summary of 13 site visits</b>	<b>Standard Findings</b>		
	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Standard 1: Education Leadership			
Standard 2: Unit and Program Assessment and Evaluation			
Standard 3: Resources			
Standard 4: Faculty and Instructional Personnel			
Standard 5: Admission			
Standard 6: Advice and Assistance			
Standard 7: Field Experience and Clinical Practice			
Standard 8: District Employed Supervisors			
Standard 9: Assessment of Candidate Competence			

A summary of the information gathered on individual programs at the 13 site visits is presented in a series of tables below. Each program is noted separately. As with the information about the Common Standards, this information about standards that were not met or were met with concerns guides the COA and staff in determining what additional technical assistance might be helpful to the field. *The tables will be updated after the June 2010 COA meeting*

<b>Multiple/Single Subject Standards (13 site visits)</b>	<b>Standard Met with Concerns</b>	<b>Standard Not Met</b>
1: Program Design		
2: Collaboration in Governing the Program		
3: Relationship between Theory and Practice		
4: Pedagogical Thought and Reflective Practice		
5: Equity, Diversity and Access to the Core Curriculum		
6: Opportunities to Learn, Practice and Reflect on Teaching in All Subject Areas		
7B: Single Subject Reading, Writing, and Related Language		

<b>Multiple/Single Subject Standards (13 site visits)</b>	<b>Standard Met with Concerns</b>	<b>Standard Not Met</b>
Instruction in English		
8A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) candidates.		
8B: Pedagogical Preparation for Subject-Specific Content Instruction for Single Subject Candidates		
9: Technology		
13: Preparation to Teach English Language Learners		
14: Preparation to Teach Special Populations in the General Education Classroom		
15: Learning to Teach Through Supervised Fieldwork		
16: Selection of Fieldwork Sites and Qualifications of Field Supervisors		
17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence		
18: Pedagogical Assignments and Formative Assessments During the Program		
19: Assessment of Candidate Performance		
21: Assessment Administration, Resources and Reporting		

<b>Education Specialist Mild/Moderate (13 site visits)</b>	<b>Standard Met with Concerns</b>	<b>Standard Not Met</b>

<b>Education Specialist Moderate/Severe (13 site visits) Level II</b>	<b>Standard Met with Concerns</b>	<b>Standard Not Met</b>

<b>Designated Subjects: Adult Education ( 13 site visits)</b>	<b>Standard Met with Concerns</b>	<b>Standard Not Met</b>

<b>Designated Subjects: Vocational Education/Career Technical Education ( 13 site visits)</b>	<b>Standard Met with Concerns</b>	<b>Standard Not Met</b>

<b>Preliminary Administrative Services Credential Program (13 site visits)</b>	<b>Standard Met with Concerns</b>	<b>Standard Not Met</b>

<b>Guidelines Based Administrative Services Tier II ( 13 site visits)</b>	<b>Standard Met with Concerns</b>	<b>Standard Not Met</b>

In the following types of credential programs, all program standards were found to be met. The number in bold indicates the number of programs reviewed.

*Table to be added for the August 2010 agenda item*

***Technical Assistance Site Visits***

Institutions new to the Commission’s accreditation system host a technical assistance site visit approximately two years before the scheduled site visit. During the 2009-10 year technical assistance visits were held at the following institutions:

- Santa Barbara County Education Office
- REACH
- Oakland Unified School District
- ACSA/SCNTP
- SAIL

After the technical assistance site visit an information item is presented to the Commission on the progress of the entity in preparing for its future site visit and generally on its implementation of the standards in its first years of operation.

***Initial Accreditation of New Credential Programs***

Institutions that would like 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 and consult with one another to determine whether standards are met. If the reviewers jointly agree that standards are met, it is so noted. If the review team agrees that standards are not met, 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 found to be 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.

2009-2010 Initial Program Approval actions taken by the Committee on Accreditation are listed in the tables below. *The tables will be updated after the June 2010 COA meeting*

<b>Administrative Services Credential Program</b>
University of Phoenix: Preliminary Administrative Services
Fielding Graduate Institute : Preliminary Administrative Services
Cal Poly Pomona: Preliminary Administrative Services: Experimental Program

<b>Bilingual Teacher Authorization</b>
Loyola Marymount University: Spanish, Mandarin
CSU Fullerton: Spanish
CSU Stanislaus: Spanish, Lao, Hmong, Khmer. Portuguese, Vietnamese, Punjabi and Arabic

<b>California Teachers of English Learners (CTEL)</b>
UC Berkeley

<b>Clear Multiple/Single Subject Credential</b>
San Francisco State University

<b>Agriculture Specialist Credential</b>
Cal Poly Pomona

<b>Career Technical Education (CTE) Credential</b>
Fresno Pacific University
San Joaquin COE

<b>Preliminary Single Subject Credential</b>
Hope International University
UC Berkeley: Mathematics and Science: Experimental Program

<b>Multiple and Single Subject BTSA Induction</b>
Cupertino Union School District

<b>Education Specialist Credential</b>	
Sacramento County Office of Education : Clear Credential Program	
Ventura County Office of Education	Clear Credential Program
	Added Authorization: Autism Spectrum Disorders
North Coast BTSA (Sonoma COE) : Clear Credential Program	
Oakland USD: Moderate/Severe Preliminary Credential Program	
CSU Dominguez Hills: Added Authorization: Autism Spectrum Disorders	
UC Riverside: Added Authorization: Autism Spectrum Disorders	
Azusa Pacific University	Added Authorization: Autism Spectrum Disorders
	Added Authorization: Emotional Disturbance
Brandman University: Added Authorization: Autism Spectrum Disorders	
National University: Added Authorization: Autism Spectrum Disorders	
San Joaquin COE Project Impact: Added Authorization: Autism Spectrum Disorders	
CSU San Bernardino: Added Authorization: Autism Spectrum Disorders	
Touro University: Added Authorization: Autism Spectrum Disorders	
Madera COE: Added Authorization: Autism Spectrum Disorders	

<b>Education Specialist Credential</b>
UCLA Extension: Added Authorization: Autism Spectrum Disorders
CSU San Marcos: Added Authorization: Autism Spectrum Disorders

***Inactive Status***

Institutions may temporarily cease offering an approved program for a variety of reasons such as decreased need in the service area or changes in faculty with expertise in the area. In the past, once a program was approved, it was listed as approved on the Commission website even if the program was not being offered at the institution. At the May 2008 meeting, the COA took action to allow institutions to declare a program to be ***Inactive***. A program may be declared inactive for a maximum of five years. In order to place a program on Inactive Status, the following procedures must be followed:

- The institution submits a request to the Committee on Accreditation and the Committee may take action to reactivate the program. If the program standards have not changed since the date when the program was deemed inactive, no further documentation will most likely be necessary. If the standards have not been revised, but it has been a number of years since the institution has offered the program, the COA may ask the institution to provide information regarding its capacity to offer the program.
- Although staff will place the request for reactivation on the agenda for the next regularly scheduled meeting of the Committee, an institution should be cognizant of the COA schedule and plan the reactivation of its program accordingly.
- If the program standards under which the program was approved have been modified, the institution must address the updated standards before the program may be reactivated.
- No candidates may be recommended for a California credential unless the COA has formally acted to reclassify an “inactive” program to an “approved” program. The following institutions put the programs noted below on Inactive status in 2009-10.

***The table will be updated after the June 2010 COA meeting***

<b>Inactive Status of Professional Preparation Programs in 2009-2010</b>	
<b>Institution</b>	<b>Program</b>
California Polytechnic State University, San Luis Obispo	Education Specialist: Mild/Moderate Level II Program Pupil Personnel Services-School Counseling
Chapman University	Preliminary Administrative Services Program Preliminary Administrative Services Internship Multiple Subject Internship Program Single Subject Internship Program Reading Certificate Program
CSU Chico	Early Childhood Special Education Certificate Program Library Media Services
CSU East Bay	Multiple and Single Subject Clear Credential
CSU San Bernardino	Multiple Subject Credential
Lodi USD	BTSA Induction Program
Los Angeles USD	Tier II Guidance Based Administrative Services Credential
Salinas Adult School (LEA)	Adult Designated Subjects Credential Program

<b>Inactive Status of Professional Preparation Programs in 2009-2010</b>	
<b>Institution</b>	<b>Program</b>
Santa Clara USD	Designated Subjects LEA Program
UC Riverside	Education Specialist: Moderate/Severe Preliminary Program Education Specialist Multiple Subject Dual Credential – Preliminary Mild/Moderate/Multiple Subject/Moderate/Severe/Multiple Subject Credential Program Administrative Services Credential Program
University of LaVerne	Clear Administrative Services Credential Program

### ***Program Withdrawal***

For a variety of reasons, institutions may choose to no longer offer a previously approved program. Institutions are encouraged to formally seek a withdrawal of these programs thus removing the program from the Commission’s accreditation system. The program is then no longer considered a Commission approved program. If an institution decides to offer a program in the future, it is a minimum of two years before a new program proposal will be accepted. The following institutions and programs selected this option in the 2008-2009 year. ***The table will be updated after the June 2010 COA meeting***

<b>Withdrawn Programs of Professional Preparation</b>	
Alliant International University	Bilingual Education Credential Program (Hmong, Spanish)
CSU Northridge	Clinical Rehabilitative Services Audiology of Program
Downey Unified School District	BTSA Induction Program
Fresno Pacific University	Bilingual Specialist Credential Preparation Program Reading Specialist Credential Program
San Diego State University	Education Specialist Credential: Deaf and Hard of Hearing Levels I and II

**Section III:**

**Proposed Work Plan for the Committee on Accreditation in 2010-2011**

*The Proposed Work Plan  
is on this meeting's agenda  
and will be included in  
the August version of the Annual Report*

**Appendix A**  
**Accreditation Activities 2010-2011**

*(to be inserted for the August agenda item)*