

# Draft of Annual Report of the COA

## August 2011

### Overview of this Report

This agenda item presents the *Annual Report of the Committee on Accreditation for 2010-11*.

### Staff Recommendation

Staff recommends adoption of the *Annual Report of the Committee on Accreditation for 2010-11*.

### Background

California Education Code and the *Accreditation Framework* require the COA to provide the Commission with a report on accreditation activities on an annual basis. Typically, the two Co-Chairs present the *Annual Report* at a fall meeting of the Commission.

In June, staff presented a draft of Section I of the *Annual Report*. Several suggestions were provided by members of the COA. Section I has been edited to reflect the COA discussion. In addition, this version of the report now also includes Section II and III of the report.

### Next Steps

Once adopted, the Co-Chairs for 2010-2011 will present the *Annual Report* to the Commission at a fall 2011 meeting.



COMMISSION ON  
TEACHER CREDENTIALING

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*Ensuring Educator Excellence*

**The Committee on Accreditation's  
Annual Accreditation Report to the  
Commission on Teacher Credentialing  
2010-2011**



Dear Commissioners:

It is with personal and professional pleasure that, on behalf of the entire Committee on Accreditation, we submit to the Commission on Teacher Credentialing the *2010-2011 Annual Accreditation Report* by the Committee on Accreditation in accordance with the provisions of the *Accreditation Framework*. This report presents an overview of the activities and accomplishments of the Committee in the past year and its proposed work plan for 2011-2012 as it implements the Commission's accreditation system.

The *Annual Accreditation Report* is organized to address the purposes of the accreditation system: ensure accountability, ensure high quality programs, ensure adherence to standards and foster on-going improvement. Each purpose is addressed as the report notes what was accomplished in 2010-2011 and in the proposed work plan for 2011-2012. We believe that aligning the *Annual Accreditation Report* to these purposes provides more useful information and demonstrates integrity with the accreditation system.

The Committee now looks forward to maintaining the high standards set by the Commission for its accreditation responsibilities. The Committee also stands ready to assist the Commission as it considers its accreditation policies for the future.

Sincerely,

Gary Kinsey  
Committee Co-Chair

Carol Leighty  
Committee Co-Chair

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## **Section I: Accomplishment of the Committee's Work Plan in 2010-2011**

On August 3, 2010 the Committee on Accreditation (COA) adopted the work plan for 2010-2011. Co-Chairs Nancy Watkins and Gary Kinsey presented this work plan to the Commission at the December 10, 2010 Commission meeting. The items that follow represent the key components of the 2010-2011 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 3-4, 2010  
November 5, 2010  
January 20, 2011  
March 17-18, 2011  
April 21-22, 2011  
May 25-26, 2011  
June 23-24, 2011

COA meetings were broadcast live over the internet. Except where technical difficulties occurred, agenda items and the video and audio archive of the meetings are housed on the Commission website. Videoconferencing and Skyping has been used frequently in order that those located in various regions of California who are involved in accreditation activities can participate from a videoconferencing center. This resulted in significant cost savings to the Commission.

#### *PSD-News*

The PSD E-news was developed in 2008 and was maintained on nearly a weekly basis throughout 2010-11. 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 E-News. The Commission staff continued to use this resource frequently during the 2010-2011 year. The Program Sponsor Alert format addresses a specific issue, such as institutional responsibilities, implementation of inactive status for programs, or modification to preconditions for multiple and single subject programs. These

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

*Assistance to the Field*

In 2010-2011 a variety of activities took place designed 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:

| Date           | Technical Assistance Activity By Topic                          |
|----------------|---|
| July 15, 2010  | 2010-11 Accreditation Site Visits: Preparing for the Site Visit |
| Sept. 16, 2010 | Program Assessment  |
| Nov. 17, 2010  | BTSA Statewide Directors Meeting - Biennial Reports             |
| Dec. 16, 2010  | Biennial Report Technical Assistance                            |
| Jan 21, 2011   | Adult Education Technical Assistance                            |
| Jan 25, 2011   | Title II Webcast  |
| Jan 31, 2011   | Reading Specialist Technical Assistance                         |
| Mar. 23, 2011  | Single Subject Program Technical Assistance                     |

- b) *Preparation and presentation of COA reports to the Commission.* The Committee on Accreditation presented its annual report to the Commission at the December 2010 Commission meeting (<http://www.ctc.ca.gov/commission/agendas/2010-12/2010-12-6D.pdf>). In addition, staff and Co-Chair Carol Leighty presented a comprehensive study session on accreditation to the Commission at its January 27, 2011 meeting (<http://www.ctc.ca.gov/commission/agendas/2011-01/2011-01-2A.pdf>).
- 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. Commission Chair Ting Sun served in this role for the Commission but has since appointed Commissioner Gahagan as liaison.
- d) *Press Releases.* After each Committee on Accreditation meeting, the Commission released 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 principle, 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 2010-2011 academic year, accreditation site visits were held at 29 institutions. Visits were held at 9 institutions of higher education and 20 county offices of

education and/or school districts. Six institutions were revisited in 2010-2011 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 2010-2011 is included in Section II of this report.

- b) *Revise and finalize the Accreditation Handbook.* One of the major accomplishments of 2010-11 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. Revisions were made clarify provisions of the Handbook prior to finalization. Chapters of the Accreditation Handbook were formally adopted at COA meetings throughout 2010, with updates made in December 2010. This document will be continually updated and revised to ensure its accuracy.
- c) *Finalize the COA Accreditation Procedures Manual*  
In April of 2010 the COA adopted its revised *Procedures Manual*. This manual now reflects the current accreditation system and the exiting COA procedures. It will continue to be monitored and updated as needed.
- 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.
- e) *Update members of the Board of Institutional Reviewer (BIR) 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.

In addition, in preparation for the 2010-11 accreditation site visits, the Commission scheduled accreditation updates via webinar format. These webinars were required for all BIR members participating as site visit reviewers this past year. Webinars were specific to the roles on the accreditation site visit team. Webinars were held for Common Standards, NCATE Unit Standards, and Program Sampling team members. Staff reviewed the procedures for the reviews and discussed important updates such as report formats, schedule changes, focus of interviews, credential programs transitioning to newly adopted standards, and other such critically important matters in preparation for their roles as team members.

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

- a) *Review and take action to grant initial approval of new credential programs.* This is also 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. In all cases, programs are not given initial approval until the reviewers have determined that all of the Commission's standards are met. A list of all credential programs approved in the 2010-11 year is included in Section II of this report.
- b) *Conduct and review program assessment activities.* Institutions in the Red cohort have/will complete the program assessment process, while those in the Violet cohort began the process. Those programs which have completed or begun program assessment in 2010-11 are included in Appendix A.
- c) *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 2010-11 year, staff assisted Cluster Region Directors in preparing and executing accreditation site visits to school districts and county offices of education. All approved induction programs participated fully in program assessment, biennial reports, and site visits in accordance with their particular cohort schedule of accreditation activities. This first year of full integration of induction programs into the Commission's accreditation system represents a significant scope of work accomplished. Coordination of effort with Cluster Regional Directors (CRDs), program directors, and leaders in the induction community proved essential to the success of this endeavor.
- d) *Determine and enact effective strategies for reviewing those standards related to the implementation of the Teaching Performance Assessment.* During 2009-10, the Commission staff, the Committee on Accreditation, and the Teaching Performance Assessment Users Advisory Committee (UAC) began discussing more effective strategies for reviewing those standards related to the Teaching Performance Assessment to ensure appropriate implementation. Among the changes that were recommended by the UAC were 1) the development of a specific subgroup of program assessment reviewers that are solely focused on the TPA related standards; 2) the development of TPA focused questions for program reviewers; and 3) identification of sources of information for site visit reviewers to consider. In 2010, the Commission staff implemented these changes. A separate program assessment subgroup was identified of individuals who were both BIR trained and experts in the teaching performance assessment models. These individuals began reviewing the program responses to standard related to the TPA, thereby ensuring a minimum level of expertise and ensuring greater consistency in reviews for these standards across institutions. In addition, the tools developed to assist these reviewers and the site visit teams were used for the first time in 2010-11 and will continue to be updated and enhanced as needed.
- e) *Conduct technical assistance visits to institutions new to accreditation.* Review teams conducted technical assistance visits to two 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 2010-11 year is included in Section II.

- f) *Disseminate information related to the Commission's Common Standards.* The plan for the 2010-11 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. However, feedback from reviewers suggested that the Common Standards descriptors as drafted would not facilitate a better understanding of the Common Standard. As a result, the COA rescinded its adoption of the Common Standards descriptors and will continue to review this possibility in the 2011-12 year.
- g) *Continue the discussion of how the Subject Matter Programs can be included in the accreditation system.* The Commission took 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. In 2010, the Commission revised the *Standards Common to All*, that are required for all subject matter programs. These were streamlined in an effort to remove unnecessary barriers for potential program sponsors. However, the subject matter programs remain outside of the continuing accreditation process. Because of other more critical priorities at this time and limited resources, staff believes that further discussion of this topic can take place during 2010-11, but action on moving these into the accreditation process would likely not occur until 2012-13 when the full phase in of all Phase II subject matter programs is complete.

#### **Purpose 4. Foster Program Improvement**

- a) *Collect, analyze, and report on biennial reports submitted in fall 2010.* The 2010-2011 academic year was the fourth full year of implementation of the biennial report component of the revised accreditation system. All institutions in three of the seven cohorts (Orange, Blue and Violet) were required to submit candidate competence and performance data in their biennial reports in the fall of 2010. A list of all institutions required to submit biennial reports is included in Appendix A. The CTC feedback form was modified for institutions submitting in fall 2010 in order to more clearly indicate beneficial aspects of the biennial report that tied to the
- b) *Continued development of the evaluation system for the accreditation system.* 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 continued to be used successfully. A major focus was providing assistance to institutions as they prepared their biennial reports, both through on-site meetings and webcasts. In addition, staff reviewed several aspects of the accreditation system. For instance, an agenda item looked at program assessment and how standards less than fully aligned at this point were related to standards findings at the conclusion of the site visit. Additional aspects of the accreditation site visit will continue to be reviewed.
- 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 appropriately addressed in each joint NCATE-CTC visit and that the process reduces duplication. The Partnership Agreement with the Teacher Education Accreditation Council (TEAC) expires in 2012. The Commission has participated fully in the pilot of the NCATE continuous improvement model as well as transformational initiative model (first institution to be reviewed in fall 2011). In addition, the Commission conducted its first joint CTC/TEAC accreditation visit in 2010-11 (*see d below*).

With the merging of NCATE and TEAC into the Council for the Accreditation of Educator Preparation (CAEP), the Commission anticipates reviewing a new protocol. NCATE and TEAC have requested states to begin the process of developing new protocols with the unified entity. Therefore, in the coming months, the COA will begin discussion of the development of a California CAEP protocol.

- 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, had a joint site visit in February 2011. The COA continued to monitor the agreement both before and after this first review to ensure that the process is efficient and effective. The COA completed the alignment matrix which identifies which concepts in the Commission's Common Standards were addressed by the TEAC Quality Principles and Standards of Program Capacity and which concepts were not explicitly addressed.
- e) *Explore ways to align and streamline the accreditation of other national and professional organizations with that of the state processes.* Staff continued to work with stakeholders on an alignment with the American Speech-Language- Hearing Association (ASHA) standards to the Commission's adopted Speech-Language Pathology program standards. In November of 2010, the COA adopted an alignment matrix which allowed programs sponsored by California institutions to submit a program proposal using the ASHA standards and addressing 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 the *Accreditation Handbook*.

## Section II: Summary of 2010-2011 Accreditation Activities

This section of the report provides more detailed information about elements of the 2010-2011 Work Plan with a focus on accreditation activities.

### *Professional Accreditation of Program Sponsors and their Credential Preparation Programs*

2010-2011 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. 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>. The COA made the following accreditation determinations in 2010-11:

| <b>COA Accreditation Decisions<br/>2010-2011 Visits</b> |  |
|---|--|
| <b>Program Sponsor</b>                                  | <b>Accreditation Decision</b>                |
| Alhambra USD  | Accreditation                                |
| Anaheim UHSD  | Accreditation                                |
| Aspire Schools  | Accreditation                                |
| Azusa USD   | Accreditation                                |
| Butte COE   | Accreditation                                |
| Conejo Valley USD                                       | Accreditation                                |
| El Rancho USD   | Accreditation                                |
| Fontana USD   | Accreditation                                |
| Fremont USD   | Accreditation                                |
| Hayward USD   | Accreditation                                |
| Kings COE   | Accreditation With Probationary Stipulations |
| Merced UHSD   | Accreditation                                |
| Milpitas USD  | Accreditation                                |
| Modesto City Schools                                    | Accreditation                                |
| Paramount USD   | Accreditation                                |
| Rialto USD  | Accreditation With Major Stipulations        |
| San Marcos USD  | Accreditation                                |
| Santa Barbara CEO                                       | Accreditation                                |
| Santa Rosa City Schools                                 | Accreditation                                |
| SiaTech Schools   | Accreditation                                |
| West Contra Costa USD                                   | Accreditation                                |
| Antioch, Santa Barbara                                  | Accreditation With Stipulations              |
| California Baptist University                           | Accreditation                                |
| Cal Poly, San Luis Obispo                               | Accreditation With Stipulations              |
| Chapman University                                      | Accreditation                                |
| Occidental College                                      | Accreditation With Probationary Stipulations |

| <b>COA Accreditation Decisions<br/>2010-2011 Visits</b> |                                 |
|---|---------------------------------|
| <b>Program Sponsor</b>                                  | <b>Accreditation Decision</b>   |
| San Jose State University                               | Accreditation With Stipulations |
| The Master's College                                    | Accreditation With Stipulations |
| University of La Verne                                  | Accreditation                   |
| University of Phoenix                                   | Accreditation With Stipulations |
| University of the Pacific                               | Accreditation                   |

In addition, the COA heard reports from re-visits of 2009-2010 visits and reviewed documentation in response to stipulations from the 2009-10 site visits. The COA made the following decisions:

| <b>2010-2011 Accreditation Follow-Up</b>                   |  |                                  |
|--|--|----------------------------------|
| <b>Re-Visits</b>   |  |                                  |
| <b>Program Sponsor</b>                                     | <b>2009-10 Decision</b>                      | <b>2010-11 Re-Visit Decision</b> |
| Alliant University   | Accreditation with Probationary Stipulations | Accreditation                    |
| National Hispanic University                               | Accreditation with Major Stipulations        | Accreditation with Stipulations  |
| Santa Clara University                                     | Accreditation with Major Stipulations        | Accreditation                    |
| CSU East Bay   | Accreditation with Stipulations              | Accreditation                    |
| William Jessup   | Accreditation with Major Stipulations        | Accreditation                    |
| San Diego Christian  | Accreditation with Major Stipulations        | Accreditation                    |
| <b>Submission of Documentation Addressing Stipulations</b> |  |                                  |
| <b>Program Sponsor</b>                                     | <b>2009-10 Decision</b>                      | <b>2010-11 Decision</b>          |
| CSU, Stanislaus  | Accreditation with Stipulations              | Accreditation                    |
| Vanguard University  | Accreditation with Technical Stipulations*   | Accreditation                    |
| Whittier College   | Accreditation with Stipulations              | Accreditation                    |

\*visit occurred in 2008-09, "Accreditation with Technical Stipulations" is a term no longer in use.

#### *Analysis of Standard Decisions*

The Commission's revised Common Standards (2008) were utilized in all accreditation site visits in 2010-2011. For institutions that are also NCATE accredited, the NCATE Unit Standards and the four components of the Commission's Common Standards are used for the site visit.

2010-11 is the first year when Induction programs sponsored by local education agencies (school districts and county offices of education) were fully integrated into the Commission's accreditation system. Of the 31 site visits, ten were to institutions of higher education. The other 21 visits were to school districts and county offices of education.

A review of the year’s 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 2010-2011 is presented in the following table.

| <b>2010-2011 Findings on the Common Standard</b>  |                          |                          |                |
|---|--------------------------|--------------------------|----------------|
| <b>Summary of 31 site visits</b>  | <b>Standard Findings</b> |                          |                |
|   | <b>Met</b>               | <b>Met with Concerns</b> | <b>Not Met</b> |
| Standard 1: Education Leadership  | 24<br>77%                | 6<br>19%                 | 1<br>3%        |
| Standard 2: Unit and Program Assessment and Evaluation  | 26<br>84%                | 3<br>9%                  | 2<br>6%        |
| Standard 3: Resources   | 30<br>97%                | 1<br>3%                  | 0              |
| Standard 4: Faculty and Instructional Personnel   | 24<br>77%                | 7<br>23%                 | 0              |
| Standard 5: Admission   | 30<br>97%                | 0                        | 1<br>3%        |
| Standard 6: Advice and Assistance   | 28<br>90%                | 2<br>6%                  | 1<br>3%        |
| Standard 7: Field Experience and Clinical Practice  | 29<br>94%                | 1<br>3%                  | 1<br>3%        |
| Standard 8: District Employed Supervisors only for institutions offering first Tier preparation | 8<br>80%                 | 2<br>20 %                | 0              |
| Standard 9: Assessment of Candidate Competence  | 29<br>94%                | 0                        | 2<br>6%        |

The two Common Standards that the fewest institutions fully met were Common Standard 1: Education Leadership and Common Standard 4: Faculty and Instructional Personnel. Both LEA based programs (Induction) and colleges/universities had the fewest fully met on Common Standard 1. For Common Standard 4, it is LEAs (Induction programs) that had the fewest institutions fully meet Common Standard 4. For the IHE, the second most problematic standard is Common Standard 2.

A summary of the information gathered on each type of educator preparation program at the 31 site visits is presented in a series of tables below. Each type of credential program is noted separately. If a standard is not listed, all institutions which offer that program met that standard. 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.

| <b>Multiple Subject Standards (10 site visits)</b> | <b>Met with Concerns</b> | <b>Not Met</b> |
|--|--------------------------|----------------|
| 1: Program Design                                  | 1                        |                |
| 2: Collaboration in Governing the Program          |                          | 1              |
| 4: Pedagogical Thought and Reflective Practice     |                          | 1              |

| <b>Multiple Subject Standards (10 site visits)</b>  | <b>Met with Concerns</b> | <b>Not Met</b> |
|---|--------------------------|----------------|
| 8A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) candidates. | 1                        |                |
| 8B: Pedagogical Preparation for Subject-Specific Content Instruction for Single Subject Candidates        | 1                        |                |
| 9: Using Computer-Based Technology in the Classroom   | 2                        |                |
| 12: Professional Perspectives Toward Student Learning and the Teaching Profession                         |                          | 1              |
| 14: Preparation to Teach Special Populations in the General Education Classroom                           |                          | 1              |
| 15: Learning to Teach Through Supervised Fieldwork  |                          | 1              |
| 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors                                  | 1                        | 1              |
| 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence                      | 1                        |                |
| 19: Assessment of Candidate Performance   | 1                        |                |

| <b>Single Subject Standards (9 site visits)</b>  | <b>Met with Concerns</b> | <b>Not Met</b> |
|--|--------------------------|----------------|
| 1: Program Design  | 1                        |                |
| 2: Collaboration in Governing the Program  |                          | 2              |
| 4: Pedagogical Thought and Reflective Practice   |                          | 2              |
| 8B: Pedagogical Preparation for Subject-Specific Content Instruction for Single Subject Candidates | 1                        |                |
| 9: Using Computer-Based Technology in the Classroom  | 2                        |                |
| 12: Professional Perspectives Toward Student Learning and the Teaching Profession                  |                          | 1              |
| 14: Preparation to Teach Special Populations in the General Education Classroom                    |                          | 1              |
| 15: Learning to Teach Through Supervised Fieldwork   |                          | 1              |
| 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors                           | 1                        | 1              |
| 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence               | 1                        |                |
| 19: Assessment of Candidate Performance  | 1                        |                |

| <b>Induction Standards (21 site visits)</b>                 | <b>Met with Concerns</b> | <b>Not Met</b> |
|---|--------------------------|----------------|
| 1: Program Rationale and Design                             |                          | 1              |
| 2: Communication and Collaboration                          | 1                        |                |
| 3: Support Providers and Professional Development Providers | 3                        |                |
| 4: Formative Assessment System                              | 1                        |                |
| 5: Pedagogy   | 1                        | 1              |
| 6: Universal Access: Equity for all Students                | 1                        |                |

| <b>Education Specialist Mild/Moderate Level I (7 site visits)</b> | <b>Met with Concerns</b> | <b>Not Met</b> |
|---|--------------------------|----------------|
| 1: Program Design, Rationale and Coordination                     | 1                        |                |
| 15: Field Experience in a Broad Range of Service Delivery Options | 2                        |                |

| <b>Education Specialist Moderate/Severe Level I (4 site visits)</b> | <b>Met with Concerns</b> | <b>Not Met</b> |
|---|--------------------------|----------------|
| 1: Program Design, Rationale and Coordination                       | 1                        |                |

| <b>Preliminary Administrative Services (4 Site Visit)</b> | <b>Met with Concerns</b> | <b>Not Met</b> |
|---|--------------------------|----------------|
| 7: Nature of Field Experiences                            | 1                        |                |
| 9: Assessment of Candidate Competence                     | 1                        |                |

In the following credential programs, all program standards were found to be met. The number in bold indicates the number of institutions that hosted site visits in 2010-11 where the identified program is offered.

|  |                        |
|--|------------------------|
| Adapted Physical Education                     | <b>(1 site visit)</b>  |
| California Teachers of English learners (CTEL) | <b>(1 site visit)</b>  |
| Education Specialist: Mild/Moderate Level II   | <b>(3 site visits)</b> |
| Education Specialist: Moderate/Severe Level II | <b>(2 site visits)</b> |
| Professional Clear Administrative Services     | <b>(1 site visits)</b> |
| Pupil Personnel Counseling: School Counseling  | <b>(4 site visits)</b> |
| Pupil Personnel: Child Welfare and Attendance  | <b>(1 site visit)</b>  |
| Pupil Personnel: School Psychology             | <b>(3 site visits)</b> |
| Pupil Personnel: School Social work            | <b>(1 site visit)</b>  |
| Reading Certificate                            | <b>(1 site visit)</b>  |
| Reading Language Arts Specialist               | <b>(2 site visits)</b> |
| Speech-Language Pathology                      | <b>(4 site visits)</b> |
| Teacher Librarian                              | <b>(1 site visit)</b>  |
| Agricultural Specialist                        | <b>(1 site visit)</b>  |

During the 2010-11 accreditation site visits, 80 approved educator preparation programs were reviewed. Across all eighty programs, 23 program standards were *Met with Concerns* and 8 program standards were *Not Met*. The remainder of the program standards in the 80 institutions were all found to be *Met*.

### ***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 2010-11 year technical assistance visits were held at the following institutions:

Hebrew Union College  
Boston Reed College

After the technical assistance site visit an information item is presented to the COA 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. 2010-2011 Initial Program Approval actions taken by the Committee on Accreditation are listed in the tables below.

#### **Multiple Subjects Credential: Preliminary ( 1)**

Fortune School of Education (Mt. Diablo Unified School District)

#### **Single Subject Teacher Intern Credential: Preliminary ( 1)**

Pacific Technology School – Orange County, Magnolia Educational and Research Foundation

#### **General Education (MS/SS) Induction Program (5)**

Azusa Pacific University  
California School for the Deaf in Fremont  
Green Dot Public Schools (Animo Leadership)  
Partnership to Uplift Communities (PUC) BTSA Induction Program  
University of California, Los Angeles

#### **Bilingual Authorization (15)**

California State Polytechnic University, Pomona (Spanish, Cantonese and Mandarin)  
California State University, Channel Islands (Spanish)  
California State University, Chico (Spanish)  
California State University, Dominguez Hills (Spanish)  
California State University, Long Beach (Mandarin, Korean, Vietnamese and Spanish)  
CSU, Northridge (Spanish, Korean and Armenian)  
Holy Names University (Spanish)  
National Hispanic University (Spanish)  
San Jose State University (Spanish and Mandarin)  
Stanford University (Spanish)  
UC Santa Cruz (Spanish)  
United States University (Spanish)  
University of California, Davis (Spanish)  
University of California, San Diego –  
(Spanish, Arabic, Cantonese, Filipino, Japanese, Korean, Mandarin, Vietnamese)  
University of San Francisco (Spanish)

### **Career and Technical Education Credential (6)**

Los Angeles County Office of Education  
Metropolitan Education District (MetroEd)  
San Diego County Office of Education  
Tri-County Beginning Teacher Program (Sutter County Superintendent of Schools Office)  
University of California, Riverside Extension  
Ventura County Office of Education

### **Education Specialist Credential Preliminary (3)**

Concordia University - Preliminary Education Specialist Credential Program: Mild/Moderate  
High Tech High – Preliminary Education Specialist Mild/Moderate District Internship  
Whittier College-Preliminary Mild/Moderate Disabilities

### **Education Specialist Added Authorization: Autism Spectrum Disorder (8)**

California Lutheran University  
Capistrano Unified School District  
Dominican University of California  
El Dorado County Office of Education  
Holy Names University  
Orange Unified School District  
Whittier College  
Wiseburn School District – Project Optimal

### **Education Specialist Added Authorization: Orthopedically Impaired (1)**

Ventura County Office of Education – Orthopedically Impaired

### **Education Specialist Added Authorization: Traumatic Brain Injury (1)**

Wiseburn School District-Project Optimal

### **Clear Education Specialist Induction (34)**

Alliant University  
Antioch Unified School District  
Aspire Public Schools  
Azusa Pacific University  
Butte County Office of Education BTSA County Induction Program  
California School for the Deaf  
California State University, Northridge  
Capistrano Unified School District  
Conejo Valley USD – Clear Education Specialist Induction Program  
Contra Costa County Office of Education  
El Dorado County Office of Education  
Elk Grove Unified School District  
Marin County Office of Education  
Napa County Office of Education  
North State BTSA with Tehama County Department of Education serving as LEA  
Orange Unified School District  
Point Loma Nazarene University  
Riverside County Office of Education  
San Diego County Office of Education

### **Clear Education Specialist Induction (34)**

San Francisco State University  
San Joaquin County office of Education  
San Jose Unified School District  
San Juan Unified School District  
San Mateo County Office of Education  
San Mateo-Foster City School District  
San Ramon Valley Unified School District  
Santa Barbara CEO – Clear Education Specialist Induction Program  
Stanislaus County Office of Education  
Touro University  
Tri County BTSA Induction Program  
Tustin Unified School District  
UCLA  
Vista Unified School District  
Yolo-Solano BTSA Induction Program

### **Pupil Personnel Services - School Counseling (2)**

Concordia University  
UCLA

### **Speech Language Pathology (1)**

Chapman University

### **Administrative Services Credential Preliminary (3)**

Argosy University  
Bay Area School of Enterprise (REACH Institute)  
Fortune School of Education (Mt. Diablo Unified School District)

### ***Transitioned Programs***

When the National Council for the Accreditation of Teacher Education (NCATE) adopted its updated Unit Standards, NCATE did not require all accredited institutions to submit a new proposal addressing the revised standards. Beginning with the Education Specialist standards revision, the Commission is implementing a standard transition process that parallels the NCATE process, requiring that all accredited institutions meet the revised standards as of a specific date. During the next regularly scheduled accreditation activity, the institution is to be evaluated against the updated standards. These programs are ‘transitioning’ to the updated standards. Provided below is the list of programs that transitioned in 2010-11.

### **Preliminary Education Specialist Credential: Mild/Moderate Disabilities (21)**

Antioch University, Santa Barbara  
California Baptist University  
Chapman University  
Claremont Graduate University  
CSU Channel Island  
CSU Dominguez Hills  
CSU Fresno  
CSU Los Angeles

**Preliminary Education Specialist Credential: Mild/Moderate Disabilities (21)**

CSU Stanislaus  
CSU, Monterey Bay  
CSU, Northridge  
Humboldt State University  
National University  
Orange County Department of Education  
San Francisco State University  
San Joaquin Project Impact  
Touro University  
University of California, Riverside  
University of San Diego  
University of San Francisco  
University of the Pacific

**Preliminary Education Specialist Credential: Moderate/Severe Disabilities (16)**

California Baptist University  
Chapman University  
Claremont Graduate University  
CSU Dominguez Hills  
CSU Fresno  
CSU Los Angeles  
CSU Monterey Bay  
CSU Northridge  
CSU Stanislaus  
Humboldt State University  
National University  
San Francisco State University  
San Joaquin Project Impact  
Touro University  
University of California, Riverside  
University of the Pacific

**Preliminary Education Specialist Credential: Deaf and Hard-of-Hearing (2)**

CSU Northridge  
National University

**Preliminary Education Specialist Credential: Early Childhood Special Education (5)**

CSU Los Angeles  
CSU Northridge  
Mills College  
San Francisco State University  
San Joaquin Project Impact

**Preliminary Education Specialist Credential: Visual Impairments (2)**

CSU Los Angeles  
San Francisco State University

**Preliminary Education Specialist Credential: Physical and Health Impairments (1)**

San Francisco State University

**Education Specialist – Added Authorization Programs Autism Spectrum Disorders (13)**

California Baptist University  
CSU Fresno  
CSU Long Beach  
CSU, Northridge  
Humboldt State University  
Mills College  
Norte Dame de Namur University  
Point Loma Nazarene University  
Point Loma Nazarene University  
San Francisco State University  
San Jose State University  
Stanislaus COE  
UC Santa Barbara

**Education Specialist – Added Authorization Programs Orthopedically Impaired (1)**

San Francisco State University

|  |
|--|
| <b>Education Specialist – Added Authorization Programs Emotional Disturbance (3)</b> |
|--|

|   |
|---|
| California State University, Northridge |
|---|

|               |
|---------------|
| Mills College |
|---------------|

|                |
|----------------|
| UCLA Extension |
|----------------|

**Speech Language Pathology (5)**

CSU Fresno  
CSU, Fullerton  
San Francisco State University  
San Jose State University  
University of the Pacific

**Other Related Services Credential: Orientation and Mobility (1)**

CSU Los Angeles

**Health Services School Nurse (1)**

Azusa Pacific University

**General Education MS/SS Clear Credential (12)**

Antioch University, Santa Barbara  
 Azusa Pacific University  
 California Lutheran University  
 Fresno Pacific University  
 Hebrew Union College  
 La Sierra University  
 Loyola Marymount University  
 Mount St. Mary's College  
 National Hispanic University  
 Point Loma Nazarene University  
 San Diego State University  
 University of California, Riverside

***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. The following institutions put the programs noted below on Inactive status in 2010-11.

| <b>Professional Preparation Programs entering Inactive Status in 2010-2011 (41)</b> |   |
|---|---|
| <b>Institution</b>  | <b>Program</b>  |
| Butte County Office of Education:   | Designated Subjects: Career Technical Education, Adult Education and Special Subjects |
| Cajon Valley Union School District:   | General Education (MS and SS) Induction Program                                       |
| California Polytechnic State University, San Luis Obispo                            | Education Specialist: Mild/Moderate, Level II   |
| California State University, Dominguez Hills  | Pupil Personnel Services: School Psychology   |
| California State University, Los Angeles  | Clinical Rehab Services: Audiology  |
| Claremont Graduate University   | Administrative Services Credential  |
| Concordia University  | Single Subject Intern Program   |
| CSU Fullerton   | General Education Subject Clear Credential  |
| CSU, San Marcos   | Education Specialist Added Authorization: Emotional Disturbance                       |
| Dominican University of California:   | Fifth Year Clear Credential   |
| Los Angeles Unified School District   | Multiple Subject District Intern Program  |
| Norwalk – La Mirada Unified School District   | General Education (MS and SS) Induction Program                                       |

| <b>Professional Preparation Programs entering Inactive Status in 2010-2011 (41)</b> |  |
|---|--|
| <b>Institution</b>  | <b>Program</b>   |
| Notre Dame de Namur University:   | Reading Certificate and Reading Specialist Credential  |
| Pacific Union College:  | Fifth Year Clear Credential  |
| San Diego Unified School District   | Single Subject Internship Credential Program   |
|   | Multiple Subject Internship Credential Program   |
|   | Education Specialist: Mild/Moderate Disabilities District Internship (Level II) Program            |
| San Francisco State University:   | Clinical Rehabilitative Services: Audiology Program  |
| San Jose State University   | Professional Administrative Services Credential Program  |
|   | School Nurse Program   |
|   | Multiple Subject Internship  |
|   | Education Specialist: Deaf and Hard of Hearing   |
|   | Clinical Rehab Services; Audiology Authorization   |
| San Jose State University   | Clinical Rehab Services: Special Class Authorization   |
| San Jose State University   | Multiple Subject Credential BCLAD Emphasis (Vietnamese)  |
| Santa Clara University  | Multiple and Single Subject Clear Credential   |
| Santa Clara University  | Education Specialist: Mild/Moderate Disabilities, Level I, Intern Option and Level II Credentials  |
|   | Education Specialist: Early Childhood Special Education, Level I, Intern, and Level II Credentials |
|   | Education Specialist: Early Childhood Certificate  |
|   | Reading Certificate and Reading Language Arts Specialist Credential                                |
|   | Preliminary Multiple Subject, Intern Option  |
|   | Preliminary Single Subject, Intern Option  |
|   | UC Irvine  |
|   | BCLAD Program  |
| University of California, Berkeley  | Reading Specialist Credential Program  |
| University of Redlands  | Fifth Year Clear Credential  |

***Withdrawal of an Approved Program***

For a variety of reasons, institutions may choose to no longer offer an 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 2010-2011 year.

| <b>Withdrawn Programs of Professional Preparation (17)</b> |   |
|--|---|
| Alameda County Office of Education                         | Designated Subjects: Adult Education Credential Program                       |
| Bethany University   | Multiple and Single Subject Clear Credential                                  |
| Brandman University  | Education Specialist: Added Authorization: Emotional Disturbance              |
| California State Polytechnic University, Pomona            | Fifth Year Clear Credential Program   |
| California State University, Sacramento                    | Fifth Year Clear Credential Program   |
| CSU East Bay   | Fifth Year Clear Credential Program   |
| CSU Los Angeles  | Fifth Year Clear Credential Program   |
| Imperial County Office of Education                        | Designated Subjects Programs:   |
| La Sierra University                                       | Pupil Personnel Services: School Counseling                                   |
| Newport-Mesa Unified School District                       | General Education (MS and SS) Induction Program                               |
| Notre Dame de Namur University                             | Fifth Year Clear Credential Program   |
| Occidental College   | Multiple and Single Subject Credential Programs                               |
| Saint Mary's College of California                         | Moderate/Severe Education Specialist, Level I and Level II Credential Program |
| University of California, Riverside                        | Preliminary Administrative Services Credential                                |
| University of San Diego                                    | School Nurse Program  |
| University of the Pacific                                  | Professional Administrative Services Credential Program                       |
| Vanguard University  | Fifth Year Clear Credential Program   |

### ***Reactivation of Inactive Program***

An inactive program may be re-activated only when the institution submits a request to the COA and the COA has taken action to reactive the program. If the program standards under which the program was approved have been modified, the institution or program sponsor must address the updated standards before the program may be re-activated.

## **Reactivation**

### **General Education Clear Programs (3)**

CSU, Fullerton  
Pacific Union College  
Santa Clara University

## Section III:

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

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

- a) *Maintain public access to the Committee on Accreditation.* All Committee meetings will continue to be held in public and all meeting agendas posted in accordance with the Bagley-Keene Open Meeting Act. In addition, meetings will be transmitted via audio broadcast 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 will continue to be 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. Meetings are scheduled for the following dates:

August 2-3, 2011  
October 27, 2011  
February 1-2, 2012  
March 14-15, 2012  
April 18-19, 2012  
May 30-31, 2012  
June 27-28, 2012  
August 15-16, 2012  
October 17-18, 2012

Additionally, in 2011-2012, the PSD E-News, Program Sponsor Alerts, and press releases will be routinely used to ensure a transparent accreditation process. Additionally, frequent technical assistance workshops on the various aspects of the accreditation process and procedures will also be provided to ensure broad understanding of accreditation requirements and expectations.

- b) *Preparation and presentation of COA reports to the Commission.* The Committee on Accreditation will present its annual report to the Commission in the fall. Additional updates and reports to the Commission will be provided as necessary and appropriate throughout the year.
- c) *Commission Liaison.* Maintaining a liaison from the Commission to the COA continues to be a critical aspect of the current process. The Commission's liaison will continue to provide an important perspective to COA discussions and serve as an effective means of communication between the COA and the Commission.

#### **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 2011-2012 academic year, accreditation site visits are scheduled for 39 institutions in the Red cohort. This number is notably greater than past years because the BTSA Induction programs have joined the Commission's accreditation system. In addition, four (4) institutions will be revisited in 2011-12 to ensure sufficient progress in addressing issues

identified in previous accreditation visits. A list of the institutions scheduled for a site visit in 2011-2012 is included in Appendix A.

- b) *Revise and finalize the Accreditation Handbook.* The *Accreditation Handbook* explicates the processes and procedures of the various components of the accreditation system. The COA adopted its current version of the Accreditation Handbook in 2010. The COA will continue to refine the Handbook in 2011-12 to ensure it reflects current processes and procedures.
- c) *Receive regular updates on Commission activities related to accreditation and provide Commission with advice on issues related to accreditation as requested by the Commission.* Staff prepares agenda items on issues related to the Commission's work as directed by the Commission or as appropriate. The COA will continue to discuss issues referred to it by the Commission and provides guidance as appropriate.

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

- a) *Review and take action to grant initial approval of new credential programs.* This is 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. In all cases, programs will not be given initial approval until the reviewers have determined that all of the Commission's standards are met.
- b) *Conduct and review program assessment activities.* In 2011-12, institutions in the Violet cohort will be completing the program assessment process, while those in the Indigo cohort will begin the process. Those institutions either completing or beginning program assessment in 2011-2012 are included in Appendix A.
- c) *Conduct technical assistance visits to institutions new to accreditation.* The COA will consider the issues identified by technical assistance review teams in their review of institutions new to the accreditation process in California. Review teams will provide technical assistance to these institutions in preparation for a full accreditation site visit. A list of institutions scheduled for a technical assistance site visit in the 2011-12 year is included in Appendix.
- d) *Disseminate information related to the Commission's Common Standards.* Efforts to assist institutions in understanding the Commission's Common Standards will continue in 2011-12 through a variety of strategies.
- 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. Commission staff will continue to work with the Cluster Regional Directors to refine, improve and streamline the processes related to accreditation of induction program.
- f) *Continue the discussion of how 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 2011-12, Commission staff will work with the Commission to determine when this work might be accomplished.

- g) *Determine and enact effective strategies for reviewing those standards related to the implementation of the Teaching Performance Assessment.* During 2009-10, the Commission staff, the Committee on Accreditation, and the Teaching Performance Assessment Users Advisory Committee (UAC) began discussing more effective strategies for reviewing those standards related to the Teaching Performance Assessment to ensure appropriate implementation. These strategies began being implemented in 2010-11 and this work will continue in 2011-12.

#### **Purpose 4. Foster Program Improvement**

- a) *Collect, analyze, and report on the biennial reports submitted in fall 2011.* The 2011-2012 academic year will be the fourth full year of implementation of the biennial report component of the revised accreditation system. All institutions in the Red, Green, and Indigo cohorts are required to submit candidate competence and performance data in 2011. Institutions in the Violet, Yellow, and Blue cohorts will submit a biennial reports by the end of 2012. A list of all institutions required to submit biennial reports is included in Appendix A. A major focus of the effort will be to provide assistance to institutions as they prepare their biennial report and to analyze information from institutions to ensure appropriate responses to the requirements of the biennial report.
- b) *Continued development of the evaluation system for the accreditation system.* As the various components of the system are implemented, staff and the COA will continue to work to ensure that additional evaluation components are embedded into the system. Continuing the implementation of an on-line evaluation form that team members, team leaders, and institutions complete at the conclusion of a site visit is critical. Additional work needs to be done to improve the information the Commission has about the efficacy of program assessment and biennial reporting. The COA had some discussions to this effect in 2010-11 and those conversations will continue in 2011-12.
- 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 June 2011, COA had begun discussions about a revised protocol in light of the unification of NCATE and TEAC into the new organization, Council for the Accreditation of Educator Preparation (CAEP). However, subsequent direction from NCATE suggested they have temporarily halted the development of all new protocols until all after the unification details have been worked out. COA can continue its own discussion of aspects of a new protocol, however, action on the new protocol will have to wait until NCATE and TEAC (CAEP) are willing to entertain consideration of new protocols.

- d) *Monitor the agreement detailing how the Commission's accreditation system can function in alignment with the Teacher Education Accreditation Council (TEAC).* In 2009-10, the COA took action to adopt the initial agreement with TEAC. Chapman University was the first institution in California that earned TEAC accreditation. Because of the unification of TEAC and NCATE, and because no other entity in California has indicated a desire to move toward TEAC accreditation, Commission activities in this area in 2011-12 will likely be limited. The Commission, however, will pay close attention to the NCATE/TEAC unification to determine if changes will need to be made related to any California processes to accommodate the TEAC-like processes that will be an option under the new CAEP organization.
  
- e) *Explore ways to align and streamline the accreditation of other national and professional organizations with that of the state processes.* Should requests for analysis of the alignment of national and professional organization standards with those of the Commission be received, the COA will review the analysis, consistent with its responsibilities set forth in the Education Code, and determine issues of comparability.

### **General Operations**

In addition to the above mentioned items, the COA will engage in routine matters necessary for general operations of the Committee. This includes the election of Co-Chairs, the adoption of a meeting schedule, and orientation of new members.

## Appendix A - Accreditation Activities 2011-2012

### Biennial Reports Due Fall 2011

#### Red Cohort

##### California State University

Dominguez Hills

Los Angeles

Monterey Bay

Sonoma State

##### University of California

Berkeley

Los Angeles

Santa Cruz

##### Private/Independents

Concordia University

Pacific Union College

Pepperdine University

Point Loma Nazarene Univ (S)\*!

University of San Diego (F)\*

##### Local Education Agencies

Davis Joint USD (104)

Marin COE (110)

Placer COE (114)

Sutter County SOS (121))

Campbell Union SD (203

Contra Costa COE (204)

Oakland USD (212)

Pleasanton USD (230)

Redwood City SD (214)

Bay Area School of Enterprise

REACH (234)

Manteca USD (311)

Tulare City SD (318)

Hanford ESD (321)

Dos Palos Oro Lomo JUSD(323)

Burbank USD (405)

Culver City USD (407)

Los Angeles USD (414/433)

Temple City USD (425)

Arcadia USD (435)

Chula Vista ESD (505)

Cajon Valley Union SD (506)

Orange USD (519)

Poway USD (521)

Riverside COE (612)

#### Green Cohort

##### California State University

Channel Islands

East Bay (S)\*

San Bernardino (S)\*

##### Private/Independents

Cal Lutheran Univ. (F)\*

Mills College

Notre Dame de Namur University

Patten University

Simpson University

Western Governors University

Westmont College

##### Local Education Agencies

Antioch USD (101)

Bakersfield City SD (301)

Castaic Union SD (432)

Evergreen SD (229)

Fairfield-Suisun USD (107)

Fresno COE (304)

Garden Grove USD (532)

Hacienda La Puente USD (410)

La Mesa-Spring Valley SD (512)

Los Angeles COE (413)

Madera COE

Merced COE (312)

Montebello USD (417)

Newark USD (205)

Oceanside USD (517)

San Bernardino City USD (614)

San Diego COE (515/525)

San Juan USD (117)

San Mateo-Foster City SD (233)

Santa Ana USD (533)

Saugus Union SD (423)

#### Indigo Cohort

##### California State University

Bakersfield

Cal Poly, Pomona

Chico

Humboldt

Long Beach

San Marcos

##### Private/Independents

Azusa Pacific University

Bethany University

Brandman University

Fielding Graduate University

Mount St. Mary's College

University of Redlands

University of San Francisco

University of Southern California

##### Local Education Agencies

Animo Leadership Charter HS  
(Green Dot) (438)

Baldwin Park USD (403)

Brentwood Union SD (108)

Central USD (302)

Fullerton SD (516)

High Tech High (537)

Lancaster SD (608)

Madera USD (310)

Metropolitan Education District

Monterey COE (209)

Ocean View SD (530)

Orange County DOE (518)

Pasadena USD (419)

Placentia-Yorba Linda USD (520)

Sacramento COE (115)

San Diego USD (522)

San Dieguito Union HSD (524)

San Joaquin COE (315)

San Jose USD (216)

San Ramon Valley USD (222)

Santa Clara COE

Santa Monica-Malibu USD (424)

Stockton USD (119)

Tracy USD (120)

Ventura COE (228)

Visalia USD (320)

Vista USD (529)

West Covina USD (427)

Westside Union SD (615)

## Biennial Reports Due Fall 2012

### **Violet Cohort**

#### **California State University**

Fresno

San Francisco State

#### **University of California**

Davis

Irvine

San Diego

#### **Other Sponsors**

Boston Reed College

Salinas Union HSD-Adult

#### **Private/Independents**

Antioch Univ. Los Angeles

Claremont Graduate Univ.

Hebrew Union College

Hope International Univ.

La Sierra University

National University (S)\*!

Pacific Oaks College

#### **Local Education Agencies**

Antelope Valley UHSD (601)

Compton USD (434)

Cupertino Union SD (236)

El Dorado COE (105)

Envision Schools (235)

Escondido Union HSD (507)

ICEF Public Schools/LAUSD (436)

Imperial COE (511)

Irvine USD (535)

Keppel Union SD (607)

Kern County SOS (307)

Los Banos USD (325)

Murrieta Valley USD (616)

New Haven USD (211)

Palo Alto USD (213)

Palos Verdes Peninsula USD (416)

Sacramento City USD (116)

San Francisco USD (215)

Sanger USD (324)

Selma USD (316)

Sequoia Union HSD (227)

Washington USD (125)

### **Yellow Cohort**

#### **California State University**

Northridge

San Diego State

Stanislaus

#### **Private/Independents**

Biola University

Fresno Pacific University

Loyola Marymount University

National Hispanic University

San Diego Christian College

Santa Clara University

Touro University

Whittier College

William Jessup University

#### **Local Education Agencies**

Anaheim City SD (501)

Capistrano USD (504)

Chino Valley USD (603)

Clovis USD (303)

Etiwanda SD (605)

Lodi USD (109)

Napa COE (111)

Ontario-Montclair SD (609)

Panama-Buena Vista USD (314)

Pomona USD (420)

Riverside USD (613)

Rowland USD (421)

Saddleback Valley USD (528)

San Gabriel USD (422)

Santa Clara USD (225)

Santa Cruz COE (226)

Sonoma COE (112)

Stanislaus COE (317)

Sweetwater Union HSD (526)

Walnut Valley USD (428)

### **Blue Cohort**

#### **California State University**

Fullerton

#### **University of California**

Riverside

#### **Private/Independents**

Alliant International University

Argosy University

Dominican University of CA

Drexel University

Holy Names University

Loma Linda University

Phillips Graduate Institute

Stanford University

United States University

Vanguard University

#### **Local Education Agencies**

Bellflower USD (404)

CA School for the Deaf/Fremont (238)

Chaffey Joint Union HSD (602)

Corona-Norco USD (604)

Elk Grove USD (106)

Encinitas Union SD (514)

Escondido Union SD (508)

Fresno USD (305)

Glendale USD (409)

Greenfield Union SD (306)

Grossmont Union HSD (510)

Kern High SD (308)

Lawndale ESD (411)

Long Beach USD (412)

Magnolia Public Schools (538):

Pacific Technology School – Orange County

Mt. Diablo USD (210): Fortune

School of Education

Oak Grove SD (237)

Palmdale SD (610)

PUC Schools (437)

San Luis Obispo COE (218)

San Mateo COE (219)

Tehama County DOE (113)

Torrance USD (426)

Tulare COE (319)  
Tustin USD (527)  
Vallejo City USD (123)

Wiseburn SD  
Wm. S. Hart Union HSD (429)

## **Program Assessment**

### **Institutions Completing Program Assessment Process in 2011-12 (Violet Cohort)**

|   |   |   |
|---|---|---|
| <b>California State University</b><br>Fresno<br>San Francisco State               | <b>Private/Independent</b><br>Antioch University, LA<br>Claremont Graduate Univ.<br>Hebrew Union College<br>Hope International University   | Cupertino Union SD<br>Kern County SOS<br>Selma USD<br>Sanger USD<br>Los Banos USD   |
| <b>University of California</b><br>Davis<br>Irvine<br>San Diego                   | La Sierra University<br>National University<br>Pacific Oaks College   | Palos Verdes Penn. USD<br>Norwalk-LaMirada USD<br>Wm. S. Hart Union HSD<br>Compton USD  |
| <b>Other Sponsors</b><br>Boston Reed College<br>Salinas Union HSD-Adult<br>School | <b>Local Education Agencies</b><br>El Dorado COE<br>Sacramento City USD<br>Washington USD<br>New Haven USD<br>Palo Alto USD<br>San Francisco USD<br>Sequoia Union HSD<br>Envision Schools | ICEF Public Schools/LAUSD<br>Escondido Union HSD<br>Imperial COE<br>Newport-Mesa USD<br>Irvine USD<br>Antelope Valley Union HSD<br>Keppel Union SD<br>Murrieta Valley USD |

### **Institutions Beginning Program Assessment Process in 2010-11 (Indigo Cohort)**

Submissions Due in Fall 2011

|  |  |  |
|--|--|--|
| <b>California State University</b><br>Bakersfield<br>Cal Poly, Pomona<br>Chico<br>Humboldt<br>Long Beach<br>San Marcos | <b>Local Education Agencies</b><br>Baldwin Park USD (403)<br>Brentwood Union SD (108)<br>Central USD (302)<br>Fullerton SD (516)<br>High Tech High (537)<br>Lancaster SD (608)<br>Madera USD (310)<br>Metropolitan Education District<br>Monterey COE (209)<br>Ocean View SD (530) | Sacramento COE (115)<br>San Diego USD (522)<br>San Dieguito Union HSD (524)<br>San Joaquin COE (315)<br>San Jose USD (216)<br>San Ramon Valley USD (222)<br>Santa Clara COE<br>Santa Monica-Malibu USD (424)<br>Stockton USD (119)<br>Tracy USD (120)<br>Ventura COE (228) |
| <b>Private/Independents</b><br>Azusa Pacific University<br>Bethany University<br>Brandman University                   |  |  |

Fielding Graduate University  
Mount St. Mary's College  
University of Redlands  
University of San Francisco  
University of Southern  
California

Orange County DOE (518)  
Pasadena USD (419)  
Placentia-Yorba Linda USD (520)

Visalia USD (320)  
Vista USD (529)  
West Covina USD (427)  
Westside Union SD (615)

## **Site Visits 2011-12**

ACSA  
Arcadia USD (435)  
Bay Area School for  
Enterprise/REACH (234) #  
Burbank USD (405)  
CalStateTEACH  
Campbell USD (203)  
Chula Vista ESD (505)  
Concordia  
Contra Costa COE (204)  
CSU Dominguez Hills  
CSU Sacramento  
CSULA\*  
Culver City USD (407)

Davis Joint USD (104)  
Dos Palos Oro Lomo USD(323)  
Hanford ESD (321)  
Los Angeles USD (414/433) #  
Manteca USD (311)  
Marin COE (110)  
Oakland USD (212) #  
Orange USD (519) #  
Pacific Union  
Pepperdine  
Placer COE (114)  
Pleasanton USD (230)  
Poway USD (521)

Pt. Loma Nazarene  
Redwood City (214)  
Riverside COE (612)  
Sonoma State  
St. Mary's College  
Sutter COE (121) #  
Temple City USD (425)  
Tulare City ESD (318)  
U San Diego  
UC Berkeley  
UC Santa Barbara  
UC Santa Cruz  
UCLA

## **Institutions with a Revisit 2011-12**

California Polytechnic State  
University, San Luis Obispo  
Kings County Office of  
Education

Rialto USD

Occidental College

## **Institutions with a Technical Assistance Site Visits 2011-2012**

ICEF Public Schools/LAUSD

Animo Leadership Charter HS  
(Green Dot)