COMMISSION ON
TEACHER CREDENTIALING

Ensuring Educator Excellence

The Committee on Accreditation's Annual Accreditation Report to the Commission on Teacher Credentialing 2007-2008

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COMMISSION ON TEACHER CREDENTIALING
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October 10, 2008

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 *2007-2008 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 2008-2009 as it implements the Commission's accreditation system.

Commissioners will notice revisions to the report—both what is reported and how it is reported. The *Annual Accreditation Report* is now 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 2007-2008 and in the proposed work plan for 2008-2009.   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,

Lynne Cook   Dana Griggs
Committee Co-Chair   Committee Co-Chair

The Committee on Accreditation
2008

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

On August 8, 2007 the Committee on Accreditation (COA) adopted its work plan for 2007-2008. Co-Chair Lynne Cook presented this work plan to the Commission at the October 4, 2007 Commission meeting. The items that follow represent the key elements of the 2007-2008 work plan for the COA and a summary of each task and its current status.

Task 1: Review the Results of the Evaluation of the *Accreditation Framework*
The *Accreditation Framework* was reviewed by staff, members of the Accreditation Study Work Group and members of the COA which made recommendations to the Commission. The *Framework* was adopted by the Commission in December of 2007 and is posted on the website.

Task 2: Monitor the Implementation of and Evaluate the Effectiveness of Accreditation Agreement with Selected National Organizations (including NCATE)
California's partnership agreement with the National Council for the Accreditation of Teacher Education (NCATE) began in 1989 and is renewed periodically. In 2007, staff updated the protocol agreement to reflect the revised accreditation system as adopted by the Commission. The NCATE partnership protocol defines the Commission's working relationship with NCATE and specifies how joint visits are to be conducted. For the 2008-2009 year, the program review will continue to be conducted as part of the site visit. Beginning in 2009-2010, the program review process will be completed as part of Program Assessment two years prior to the site visit reflecting the Commission's revised system. NCATE's State Partnership Board reviewed California's proposed partnership materials in October 2007 and has agreed to our continued partnership through January 1, 2014.

Task 3: Review and Initial Accreditation of New Credential Programs
Based on recommendations of program reviewers and Commission staff, there were 67 new credential programs approved in 6 credential areas. A summary of the approvals is noted below. A more comprehensive listing that includes where each of the programs is offered can be found in Section III of this report.

Multiple and Single Subject 2042 Credential
         1 Multiple Subject
         2 Multiple Subject with Internship
         Multiple Subject BCLAD
            2 Spanish
            1 Hmong
            1 Mandarin
            1 Korean
         1 Single Subject
         2 Single Subject with Internship
         Single Subject BCLAD
            1 Spanish
            1 Korean
         1 Clear Credential Program

The 14 programs represent 4 UC campuses, 5 CSU campuses, 5 private and independent campuses and 1 district program.

Education Specialist Credential
        4 Level I Mild/Moderate programs with internships
        1 Level I Moderate/Severe program with internship
        1 Level II Mild/Moderate program
        2 Level II Moderate/Severe programs
        1 Level I program for Deaf and Hard of Hearing
        1 Level II program for Deaf and Hard of Hearing
        1 Speech-Language Pathology
        1 Level II Early Childhood Special Education
        1 Certificate program in Early Childhood Special Education
The 13 programs represent 2 CSU campuses, 6 private and independent campuses and 2 local education agencies.

Reading Language Arts Specialist Credential
        1 certificate program at a CSU campus
        1 credential program at a private/independent campus

California Teachers of English Learners (CTEL) Programs
16 programs were approved representing 3 UC campuses, 5 CSU campuses and 8 private and independent campuses.

Administrative Services Credential
        3 Preliminary Programs
        8 Preliminary Programs with Internships
        8 Professional Clear Programs
The 19 programs represent 4 UC campuses, 5 CSU campuses and 6 private and independent campuses.

Pupil Personnel Services Credential
        2 School Psychology programs with internships
        1 program in Child Welfare and Attendance
All 3 of the approved programs are at private/independent campuses.

Task 4: Professional Accreditation of Institutions of Postsecondary Education and School Districts and Their Credential Programs
In 2007-2008 14 site visits and 3 re-visits were completed. A table indicated where the visits occurred and the accreditation decisions made can be found in Section III.

Task 5: Revise the *Accreditation Handbook* and Board of Institutional Reviewers Curriculum and Training
Accreditation Handbook
Work on the *Accreditation Handbook* has continued steadily. The revision process is organized like a spiral, inviting feedback from a wider range of stakeholders following each revision of each chapter. Specifically, the process works like this:

- Staff reviews and revises each chapter based on discussions of the COA. When ready, chapters are reviewed by the COA, posted on the CTC website and the URL for that page is sent to key stakeholders—COA, Accreditation Study Work Group, and those who have participated in activities associated with the substance of the specific chapters such as biennial reports, site visits, and service as team leads. Chapters are available for specified periods of time.

- When the stakeholder review time ends, staff analyzes the stakeholder comments and revises the chapter accordingly.

- The chapter is posted again. This time, the URL is posted publically and an invitation to the broader stakeholder group will be sent via the PSD News.

- When the stakeholder review time ends, staff analyzes the stakeholder comments and revises the chapter accordingly.

The process will continue until all chapters have been reviewed. The Handbook will then be returned to the COA for final review and adoption by early 2009.

Board of Institutional Reviewers (BIR) Curriculum and Training
In light of revised accreditation procedures, review of and revisions to the curriculum and training for prospective BIR members were completed. The curriculum reflects the multiple activities of the accreditation system: biennial reports, program assessment, and site visits and the role of BIR members in each activity. Training takes place from Sunday to Wednesday, as before, simulating the time frame of an actual site visit. Each day participants learn the skills necessary for participation in accreditation activities and practice those skills in simulations. An experienced Team Lead provides the perspective of how the team works together and the expectations a Team Lead has of review team members.

Applications for the BIR have been revised so that prospective members have a clear understanding of the knowledge, skills and abilities necessary for consideration to the Board of Institutional Reviewers.

Task 6 Maintain Public Access to the Committee on Accreditation
All meetings of the COA are held in public. Effective October 2007 COA meetings are broadcast live on the Internet and the audio recording is posted for future reference. Regular information about the Committee and its deliberations is posted on the COA webpage at the Commission's website.

Task 7 Receive Regular Updates on Commission Activities Related to Accreditation
In 2007-2008, the Commission appointed a liaison to the COA. Commissioner Leslie Peterson Schwarze brought information about the Commission to the COA and gave updates on COA activities at Commission meetings.

Task 8 Preparation and Presentation of COA Reports to the Commission
The Committee on Accreditation adopted its 2006-2007 Accreditation Report in August 2007 and presented it to the Commission on Teacher Credentialing at its October 4, 2007 meeting.

The presentation of the 2007-2008 Annual Report is scheduled for the November 2008 Commission meeting.

Task 9 Other Required Elements of the *Accreditation Framework*-Election of Co-Chairs, Adoption of Meeting Schedule, Orientation of New Members, On-Going Review of Accreditation Process and Procedures, etc.

Election of Co-Chairs for 2007-2008
The Committee procedures state that Co-Chairs (one from postsecondary education and one from K-12 education) are elected annually. In August, 2007 the Committee voted to waive the annual election limitation to the number of terms a member may serve as Co-Chair and elected Lynne Cook and Dana Griggs to serve as Co-Chairs for an additional year.

Schedule of Committee Meetings for 2007-2008
In accordance with the duties assigned to the Committee on Accreditation and its adopted work plan for 2007-2008, the Committee on Accreditation held the following meetings:
August 8, 2007
October 24, 2007
January 17, 2008
May 1-2, 2008
June 12-13, 2008
June 18-19, 2008

Orientation of New Members
New members had a half day orientation that included background information on the Commission and the Committee on Accreditation, their role on the COA, conflict of interest, public meeting rules, and the process to recuse oneself from items.

On-Going Review of Accreditation Process and Procedures
The final agenda item of each COA meeting is a debriefing opportunity for members to discuss accreditation decision-making and other topics related to the accreditation system. COA members requested that in the 2008-2009 year they meet with Team Leads to review report writing and useful information on how to report about the visit at the COA meeting. Such a meeting was held in August 2008.

Section II:
Summary of 2007-2008 Accreditation Activities
Organized by the Purposes of the Commission's Accreditation System

This section of the report provides more detailed information about elements of the 2006-2007 work plan with a focus on accreditation activities. This section is structured to parallel the purposes of the accreditation system. Some of the same tasks mentioned in Section I are repeated here again with additional information and they are grouped according to the purposes of the accreditation system.

Purpose 1: Ensure Accountability to the Public and the Profession
Task 1: Begin Implementation of a Revised Accreditation System
Institutions are now participating in the revised accreditation system. Each element of the system has been implemented. Procedures for site visits remained unchanged for this year and the next, 2008-2009. Revised site visit protocols will be implemented in 2009-2010 using program assessment results for those institutions currently undergoing program assessment.

Task 6: Maintain Public Access to the Committee on Accreditation
The COA held meetings as follows:
>   August 8, 2007
>   October 24, 2007
>   January 17, 2008
>   May 1-2, 2008
>   June 12-13, 2008
>   June 18-19, 2008

Live COA meetings can now be heard over the internet. Text and audio archives of the meetings are housed on the Commission website.

Task 8 Preparation and Presentation of COA Reports to the Commission
The COA submitted the Annual Accreditation Report to the Commission in October 2007.

Purpose 2: Ensure Program Quality
Task 2 Monitor the Implementation of and Evaluate the Effectiveness of Accreditation Agreements with Selected National Organizations (including NCATE)
A revised partnership protocol with NCATE has been established and is in effect until January 1, 2014. Staff continues to review accreditation agreement possibilities with other organizations.

Task 4 Professional Accreditation of Institutions of Postsecondary Education and School Districts and their Credential Preparation Programs
2007-2008 accreditation decisions were made based upon the 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. COA made the following accreditation determinations:

COA Accreditation Decisions 2007-2008 Visits	
Program Sponsor	**Accreditation Decision[1]**
Alliant International University	Accreditation with Probationary Stipulations
Argosy University	Accreditation with Probationary Stipulations
CSU, Bakersfield	Accreditation
CSU, Fullerton	Accreditation
Dominican University of California	Accreditation
Holy Names University	Accreditation with Substantive Stipulations
InterAmerican College	Accreditation
Loma Linda University	Accreditation
Orange County Department of Education	Accreditation with Technical Stipulations
Phillips Graduate Institute	Accreditation with Technical Stipulations
Project Pipeline	Accreditation with Substantive Stipulations
Stanford University	Accreditation
UC Riverside	Accreditation
Vanguard University	Accreditation with Substantive Stipulations

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 2006-2007 visits and made the following decisions:

2007-2008 Accreditation Re-visits		
Program Sponsor	**2006-07 Decision**	**2007-08 Re-Visit Decision**
CSU, Chico	Accreditation with Technical Stipulations	Accreditation
CSU, Monterey Bay	Accreditation with Technical Stipulations	Action postponed and stipulations stand pending the NCATE re-visit in Dec. 2008
San Francisco State University	Accreditation with Substantive Stipulations	Accreditation with Technical Stipulations

A review of the year's institutional site visits results will serve as information for the COA and staff in determining needs of institutions for technical assistance meetings and as a guide for institutions as they prepare for site visits. A summary table of findings on Common Standards

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[1] Any institution with a decision by the COA of Accreditation with Stipulations must address all stipulations within one calendar year. Typically, technical stipulations can be addressed with additional information provided to Commission staff about changes implemented. Substantive and probationary stipulations typically require a site visit by the team leader, staff consultant, and possibly review team members.   COA has flexibility to require frequent and timely updates on actions taken by institutions with stipulations, even prior to the one calendar year to ensure sufficient progress is being made to address areas of concern.

that were not met or met with concerns for the year's visits will signal trends and provide valuable information on implementation of standards. The information regarding findings on the Common Standards from 2007-2008 is presented in the following tables:

2007-2008 Findings on the Common Standard Summary of 14 site visits			
	Standard Met	Standard Met with Concerns	Standard Not Met
Standard 1: Education Leadership	10	4	0
Standard 2: Resources	10	4	0
Standard 3: Faculty	12	2	0
Standard 4: Evaluation	7	3	4
Standard 5: Admission	13	1	0
Standard 6: Advice and Assistance	11	3	0
Standard 7: School Collaboration	10	3	0
Standard 8: District Field Supervisors	9	5	0

A summary of the information gathered on individual programs at the 14 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 will help COA and staff determine what additional technical assistance might be helpful to the field.

Multiple/Single Subject Standards (13 site visits)		
	Standard Met with Concerns	Standard Not Met
1: Program Design	3	1
2: Collaboration in Governing the Program	2	2
3: Relationship between Theory and Practice	1	1
4: Pedagogical Thought and Reflective Practice	2	0
5: Equity, Diversity and Access to the Core Curriculum for All Children	2	0
6: Opportunities to Learn, Practice and Reflect on Teaching in All Subject Area	1	0
7A: Multiple Subject Reading, Writing and Related Language Instruction in English	0	1
7B: Single Subject Reading, Writing, and Related Language Instruction in English	1	1
8-A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) candidates.	3	1
8B: Pedagogical Preparation for Subject-Specific Content Instruction for Single Subject Candidates	1	0
9: Technology	2	0
10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning	2	0

Multiple/Single Subject Standards (13 site visits)		
	Standard Met with Concerns	Standard Not Met
11: Preparation to Use Educational Ideas and Research	1	1
12: Professional Perspectives toward Student Learning and the Teaching Profession	1	0
13: Preparation to Teach English Language Learners	1	0
14: Preparation to Teach Special Populations in the General Education Classroom	3	1
15: Learning to Teach Through Supervised Fieldwork	3	0
16: Selection of Fieldwork Sites and Qualifications of Field Supervisors	2	0
17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence	1	1
18: Pedagogical Assignments and Formative Assessments During the Program	2	1
19: Assessment of Candidate Performance	2	0

Education Specialist Mild/Moderate (7 site visits)		
	Standard Met with Concerns	Standard Not Met
9: Program Design, Rationale and Coordination	1	1
10: Support Activities and Support Provider Qualifications	1	0
11: Nature and Inclusion of Non-University Activities	1	0
12: Assessment of Candidate Competence	2	0
13: Special Education Field Experiences with Diverse Populations	0	1
14: Qualifications and Responsibilities of Supervisors and Selections of Field Sites	3	0
15: Managing Learning Environments	1	0
16: Transition and Transition Planning	1	0
17: Assessment, Curriculum and Instruction	1	0
18: Determination of Candidate Competence	1	0
19: Knowledge and Skills of Assessment in General Education	1	0

Education Specialist Moderate/Severe (2 site visits)		
	Standard Met with Concerns	Standard Not Met
9: Program Design, Rationale and Coordination	1	0
19: Leadership and Management Skills	1	0

Preliminary Administrative Services Credential Program (5 of site visits)		
	Standard Met with Concerns	Standard Not Met
7: Nature of Field Experiences	0	1
9: Assessment of Candidate Performance	1	0

Pupil Personnel Services Credential: School Counseling (3 site visits)		
	Standard Met with Concerns	Standard Not Met
Generic 1: Program Design, Rationale and Coordination	1	0
Specialization 31: Field Experience	1	0
Specialization 32: Determination of Candidate Competence	1	0

Pupil Personnel Services Credential: School Psychology (3 site visits)		
	Standard Met with Concerns	Standard Not Met
Generic 1: Program Design, Rationale and Coordination	1	0
Specialization10: Consultation	1	0
Specialization 11: Learning Theory and Educational Psychology	1	0
Specialization 15: Technological Literacy	1	0
Specialization 21: Wellness Promotion, Crisis Intervention and Counseling	1	0
Specialization 25: Practica	1	0
Specialization 26: Culminating Field Experience	1	0

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

> Clear Credential: **1**
> Reading Language Arts Certificate and Language Arts Specialist Credential: **3**
> Child Welfare and Attendance Credential Programs: **2**
> Professional School Nurse Health Services Credential Program: **2**
> Clinical Rehabilitative Services Language, Speech and Hearing: **2**

Purpose 3   Ensure Adherence to Standards
Task 3 Review 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. By September 1, 2008 all Administrative Services credential programs are to be in alignment with the 2003 *Standards of Quality and Effectiveness for Preliminary Administrative Services Credential Programs.*

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

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

Programs of Professional Preparation for the Education Specialist Credential	
Alliant International University	Preliminary Level I: Mild/Moderate Disabilities with Internship Option I, Professional Clear Level II: Mild/Moderate Disabilities
Antioch University	Preliminary Level I: Mild/Moderate Disabilities with Internship Option I
California Baptist University	Professional Clear Level II: Moderate/Severe Disabilities
California Lutheran University	Preliminary Level I: Deaf and Hard of Hearing with Internship Option I

Programs of Professional Preparation for the Education Specialist Credential	
	Professional Clear Level II: Deaf and Hard of Hearing
California State University, San Marcos	Speech-Language Pathology Services Credential
California State University, Stanislaus	Preliminary Level I: Mild/Moderate Disabilities with Internship Option I
Claremont Graduate University	Professional Clear Level II: Moderate/Severe
Fresno Pacific University	Professional Clear Level II: Early Childhood Special Education Early Childhood Special Education Certificate
Oakland Unified School District	Preliminary Level I: Mild/Moderate Disabilities with Internship Option II (offered in partnership with Alliant University).
Stanislaus County Office of Education	Moderate/Severe Disabilities District Internship Option II

Programs of Professional Preparation for the Multiple and Single Subject Credentials SB 2042 Program Review	
Alliant International University	Multiple Subject BCLAD Emphasis Program (Spanish and Hmong)
Holy Names University	Multiple and Single Subject BCLAD Emphasis (Spanish)
San Francisco State University	Multiple Subject BCLAD Emphasis (Mandarin)
University of Southern California	Multiple and Single Subject BCLAD Emphasis (Korean)
New College of California	Single Subject
Mount St. Mary's College	Single Subject Internship
Hebrew Union College	Multiple Subject
REACH Teacher Intern Program	Multiple and Single Subject District Internship
Whittier College	Clear Credential Program

Reading Language Arts Specialist Credential	
California State University, Monterey Bay	Reading Certificate
Loyola Marymount University	Reading Language Arts Credential

Programs of Preparation for California Teachers of English Learners (CTEL)	
Alliant International University	Point Loma Nazarene University
Azusa Pacific University	Stanford University
California State University, Chico	University of California, Riverside
California State University, Long Beach	University of California, San Diego
California State University, Northridge	University of California, Los Angeles
California State University, San Marcos	University of Phoenix
California State University, Stanislaus	University of Redlands
National Hispanic University	University of San Diego

Programs of Professional Preparation for the Pupil Personnel Services Credential	
Phillips Graduate Institute	School Psychology Internship
Point Loma Nazarene University	Child Welfare and Attendance

Saint Mary's College of California	School Psychology with Internship

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. The following institutions and programs selected this option in the 2007-2008 year.

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

In 2008, the Committee on Accreditation developed an additional category for Approved Program: Inactive Status. This category was created because there may be programs that are not currently admitting candidates, but want to be ready to reactivate the program once other conditions are met. One recent example of the possible benefits of such an accreditation status included the area of School Counseling within the Pupil Personnel Services credential. Some programs had struggled with maintaining enrollment and, as a result, had ceased offering the program. Once state funding was specifically allocated to address the need for additional School Counselors, many of these same programs sought to begin to offer their programs as quickly as possible to interested candidates. Inactive Status could also be used for temporary cessation of programs due to a variety of unavoidable situations such as when a key faculty member leaves and there is no immediate replacement for that professor's expertise. The program could be activated once a new faculty member has been hired.

The COA wrote specific criteria for how long a program can remain on Inactive status so that this category is not used as a loophole for skipping activities in the accreditation system. The guidelines for notifying that a program will be on Inactive status are available at http://www.ctc.ca.gov/educator-prep/PS-alerts/PSA-08-03.pdf

Task 5 Revise the Accreditation Handbook and Team Training Curriculum
Revision of the *Accreditation Handbook* is now underway with chapters being posted for input from key stakeholders and users. The BIR training curriculum was revised and implemented at the three trainings held in the 2007-08 year.

Purpose 4 Foster Program Improvement
Task 9 On-Going Review of Accreditation Process and Procedures

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

Date	Activity
September 2007	BIR Training (Sacramento, CA)
October 2007	Staff presented multiple session at the annual conference of the California Credentials Analysts and Counselors (CCAC) in Sacramento
January 2008	BIR Training (Riverside, CA)
March 2008	Staff and COA members presented at the California Council for Teacher Education conference (CCTE) in San Jose where the theme of the conference was "Got Accreditation?"
March 2008	Staff presented at the California Association of Professors of Educational Administration (CAPEA) conference on the revised accreditation system including ideas for data collection regarding candidate competence and on-going program improvement.
March 2008	Staff presented at the California Association for Bilingual Education (CABE) conference on preparation for writing to the new bilingual standards.
June 2008	BIR Training (Sacramento, CA)

In addition, throughout the year many technical assistance meetings were held across the state on various aspects of accreditation to assist institutions to understand the Commission's accreditation system.

Proposed Work Plan for the Committee on Accreditation in 2008-2009

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.

    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.

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 2008-2009 academic year, accreditation site visits are scheduled for 15 institutions. In addition, seven institutions will be revisited in 2009 to ensure sufficient progress in addressing issues identified in previous accreditation visits. A list of the institutions scheduled for a site visit or revisit in 2008-2009 is included in Appendix A to this item.

    b)   *Revise and finalize the Accreditation Handbook.* One of the major goals in the fall of 2008 will be to finalize the *Accreditation Handbook*. This document will explicate the processes and procedures of the various components of the accreditation system. Stakeholder review of the various chapters of the *Handbook* will be completed and the document, once approved by the COA, will be placed on the Commission's website prior to the 2008-2009 accreditation site visits.

    c)   *Build the pool of accreditation reviewers.* In an effort to continue to build the pool of individuals with expertise across credential areas and train individuals on the revised accreditation system, the COA will continue to support training new Board of Institutional Review (BIR) members. It is anticipated that a training session will take place early in 2009 and the COA may consider the possibility of developing and providing a "refresher" training for experienced reviewers who need less intense training, but an update on the new standards and the new processes of the current accreditation system. In addition, the development of a Team Lead orientation session so that all BIR members who serve as leaders of the COA's accreditation teams are prepared for the responsibilities entrusted to the team leads.

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 will receive information on an ongoing basis about Commission activities related to accreditation. Consistent with the Education Code, the Commission may request that the COA review, examine, and provide advice on various issues related to accreditation. To that end, the COA will continue to participate and play a major role in providing advice to the Commission on standards development and revision and other accreditation related matters.

Purpose 3. Ensure Adherence to Standards

a) *Conduct and review program assessment activities.* The first set of 19 institutions are currently engaged in program assessment two years prior to the accreditation site visit. The COA will monitor the review process for this first year of implementation of this component of the revised system. Reports on the Program Assessment for these 19 institutions will be presented at the January and April COA meetings. In addition, the Program Assessment process will begin for the next cohort of institutions, which includes 17 institutions. These programs are required to submit program assessment documents in either October 2008 or January 2009. A list of institutions engaged in program assessment in the 2008-09 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. In all cases, programs will not be given initial approval until the reviewers have determined that all of the Commission's standards are met.

c) *Conduct technical assistance visits to institutions new to accreditation.* The COA will consider the issues identified by review teams in their technical assistance 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 2008-09 year is included in Appendix A.

d) *Complete efforts begun on Common Standards.* The COA will continue to work to finalize the remaining Common Standards work as directed by the Commission. This includes the development of descriptors or rubrics to facilitate a more consistent understanding of, and agreement about, the Common Standards. This work also includes the development of Planning Prompts (statements or questions to help guide institutions submitting responses) for the Common Standards, and completion of any work remaining to revise the language of the Common Standards to ensure their applicability to all types of credential programs.

e) *Completion of SB 2042 revision efforts.* The COA will continue to advise the Commission on work related to revising SB 2042 standards. In particular, this will include the elimination of the "Required Elements" and the integration of any critical language of the required element into the standard statement.

Purpose 4.   Foster Program Improvement
a) *Collect, analyze, and report on the first year of biennial reports submitted in fall 2008.* The 2008-2009 academic year represents the first full year of implementation of the biennial report component of the revised accreditation system. All institutions in three of the seven cohorts are required to submit candidate competence and performance data in 2008. Three additional cohorts of institutions will submit their first biennial reports by the end of 2009. A list of all institutions required to submit biennial reports is listed in Appendix A. A major focus of the effort will be to provide assistance to institutions as they prepare their first biennial report and to analyze information from institutions to ensure appropriate responses to the requirements of the biennial report.

b) *Plan for any refinements to the biennial report process.* The COA will review information provided by staff about the first year of implementation of the biennial report component and determine whether any refinements need to be made to the report template to ensure it meets the original objectives of the revised accreditation system.

c) *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. Implementing an on-line evaluation form that team members, team leaders, and institutions complete upon completion of a site visit, and establishing evaluation mechanisms for program assessment, biennial reporting, as well as other aspects of the system, will be a major focus in 2008-2009.

d) *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.

   NCATE offers the option for a state's review of its programs to confer *National Recognition* to the program as if the professional association had completed the program review. Historically, California has not requested this option. In September 2008, however, Commission staff submitted information to NCATE requesting the ability to confer National Recognition for California's educator preparation programs where the specialized professional association standards are closely aligned. Staff will continue to work with NCATE during the 2008-09 year to gain this ability.

In addition, the COA will continue to explore ways to align the state accreditation processes with those of national and professional organizations. 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 for 2009-2010, orientation of new members, and modification of its own procedures manual, if necessary.

Appendix A
Accreditation Activities 2008-2009

Institutions Submitting Biennial Reports (Fall 2008)		
Cal State TEACH	CSU Channel Islands	CSU Fresno
CSU Sacramento	CSU East Bay	UC Davis
Sonoma State University	CSU San Bernardino	UC Irvine
UC Santa Barbara	Cal Lutheran	UC San Diego
Antioch Santa Barbara	Mills College	Antioch Los Angeles
Cal Baptist	Notre Dame de Namur	Claremont Graduate
Occidental	Patten University	Hope International
Saint Mary's College	Simpson College	La Sierra
The Master's College	Western Governors	National University
University of La Verne	University	New College
University of San Diego	Westmont College	Pacific Oaks College
University of Phoenix	Fresno COE	Compton Unified School
University of the Pacific	High Tech Learning	District
Butte COE	Community	Imperial COE
CELA	Los Angeles COE	Kern COE
SAIL	San Diego COE	Salinas Adult
Santa Barbara COE	San Diego USD	

Institutions Submitting Biennial Reports (Fall 2009)		
CSU Chico	Cal Poly SLO	Cal Poly Pomona
CSU Dominguez Hills	CSU Northridge	Humboldt State University
CSU Los Angeles	San Diego State University	CSU Long Beach
CSU Monterey Bay	San Jose State University	San Francisco State
UC Berkeley	CSU Stanislaus	San Marcos
UC Los Angeles	Biola University	Azusa Pacific
UC Santa Cruz	Fresno Pacific University	Bethany College
Chapman University	JFK University	Mount Saint Mary's
Concordia University	Loyola Marymount	University of Redlands
Pacific Union	University	University of San Francisco
Pepperdine University	National Hispanic	University of Southern
Point Loma Nazarene	San Diego Christian College	California
University	Santa Clara University	San Joaquin COE
Hebrew Union	Touro University	Sacramento COE
Alameda COE	Whittier College	
Contra Costa COE	William Jessup University	
Los Angeles USD	Mendocino COE	
Metropolitan	Santa Clara USD	
Oakland USD	Stanislaus COE	
Ontario-Montclair SD	Ventura COE	
REACH		

Institutions Completing Program Assessment Process (Process to be completed in early 2009)		
CSU Northridge San Diego State San Jose State CSU Stanislaus Biola Fresno Pacific University	JFK University Loyola Marymount University National Hispanic San Diego Christian College Santa Clara University Touro University	Mendocino COE Santa Clara USD Stanislaus COE Ventura COE Whittier College William Jessup University
Institutions Beginning Program Assessment Process (Due October 2008 or January 2009)		
Cal Poly San Luis Obispo Cal State TEACH CSU Sacramento Sonoma State University UC Santa Barbara Antioch Santa Barbara Cal Baptist	Occidental Saint Mary's College The Master's College University of La Verne University of San Diego University of Phoenix	University of the Pacific Butte COE CELA SAIL Santa Barbara COE
Institutions with Site Visit 2008-2009		
CSU Channel Islands CSU East Bay CSU San Bernardino Cal Lutheran Mills College	Notre Dame de Namur Patten University Simpson College Western Governors University Westmont College	Fresno COE High Tech Learning Communities Los Angeles COE San Diego COE San Diego USD
Institutions with Revisit 2008-2009		
CSU Monterey Bay Argosy University Alliant University	Holy Names Phillips Graduate University	Project Pipeline Vanguard University
Institutions Receiving Technical Assistance Site Visits 2009		
Santa Barbara COE	SAIL	ACSA/SCNTC