**The Committee on Accreditation's
Annual Accreditation Report to the
Commission on Teacher Credentialing
2009-2010**

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 *2009-2010 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 2010-2011 as it continues to implement and refine the Commission's accreditation system.
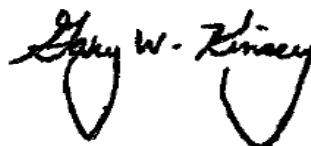
The *Annual Accreditation Report* is organized to address the purposes of the accreditation system: ensure accountability, ensure high quality programs, ensure adherence to standards, and foster on-going improvement. Each purpose is addressed as the report notes what was accomplished in 2009-2010 and what is proposed in the work plan for 2010-2011. We believe that aligning the *Annual Accreditation Report* to these purposes provides more useful information and demonstrates integrity with the accreditation system.

The Committee looks forward to continuing to maintain 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,

Nancy Watkins   Gary W. Kinsey
Committee Co-Chair   Committee Co-Chair

The Committee on Accreditation
2009-2010

K-12 Professionals

Joyce Abrams Teacher Chula Vista Elementary School Chula Vista Elementary School District	**Carol Leighty** Superintendent Temecula Valley Unified School District
Dana Griggs Coach/Consultant District Accountability Support San Bernardino County Superintendent of Schools	**Sally Plicka** Yolo-Solano BTSA Program Director Davis Joint Unified School District
Joseph Jimenez BTSA Induction Cluster Region Director Tulare County Office of Education	**Nancy Watkins** Teacher Valencia High School Placentia-Yorba Linda School District

Postsecondary Professionals

Lynn Cook Dean and Faculty, College of Education California State University, Dominguez Hills	**Ellen Curtis Pierce** Associate Vice Chancellor of Professional Accreditation and Faculty Development Interim Dean, School of Education Brandman University
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Section I:
Accomplishment of the Committee's Work Plan in 2009-2010

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

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

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

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

   Program Sponsor Alerts
   A new type of communication was established in 2008 that supplements the PSD E-News. The Commission staff continued to use this resource frequently during the 2009-2010 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

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Sponsor Alerts are announced in the PSD E-news and are sent via e-mail to the program contact and archived at: *http://www.ctc.ca.gov/educator-prep/PS-alerts.html*

Accreditation Process and Procedures
In 2009-2010 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 22, 2009	2009-10 Accreditation Site Visits: Preparing for the Site Visit
Oct. 26, 2009	Clear Education Specialist Credential Programs
Nov. 4, 2009	Preliminary Education Specialist and Added Authorization Programs
Dec. 2, 2009	Program Assessment
Dec. 8, 2009	Biennial Reports
May 5, 2010	Transitioning your Preliminary Education Specialist Program

b) *Preparation and presentation of COA reports to the Commission.* The Committee on Accreditation presented its annual report to the Commission at the December 2009 Commission meeting.

c) *COA Procedures Manual.* The COA reviewed its *Procedures Manual* and updated it so that it accurately reflects the manner in which COA operates. Action was taken by the COA at the April 2010 to adopt the revised *Procedures Manual.*

d) *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 continues to serve in this role for the Commission.

e) *Press Releases.* The Commission released nine notices to the media related to the Committee's accreditation decisions *http://www.ctc.ca.gov/briefing-room/default.html*

Purpose 2. Ensure Program Quality
a) *Professional accreditation of institutions and their credential preparation programs.* This is the principal, ongoing task of the Committee on Accreditation. The COA has been given full responsibility for making the legal decisions regarding the continuing professional education accreditation of institutions and their credential programs. In the 2009-2010 academic year, accreditation site visits were held at 13 institutions. Visits were held at institutions of higher education, county offices of education and school districts. Four institutions were revisited in 2010 to ensure sufficient progress in addressing issues identified in previous accreditation visits. A list of the institutions that had a site visit or revisit in 2009-2010 is included in Section II of this report.

b) *Revise and finalize the Accreditation Handbook.* One of the major goals of 2009-10 was to finalize the *Accreditation Handbook.* This document explicates the processes and procedures of the various components of the Commission's accreditation system. Stakeholder review of the various chapters of the *Handbook* was completed and the document was placed on the Commission's website prior to the 2008-2009 accreditation site visits. During the 2009-10 year, chapters were brought to each COA meeting for final review and adoption.

c) *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.

d) *Receive regular updates on Commission activities related to accreditation and provide Commission with advice on issues related to accreditation as requested by the Commission.* The COA received updates on Commission activities at each meeting. The Commission requested that the COA focus efforts on the work required by SBX5 1. A work group was convened, met to address this topic, reported to the COA and recommendations were forwarded to the Commission in June 2010.

Purpose 3. Ensure Adherence to Standards
a) *Conduct and review program assessment activities.* The COA heard updates on the program assessment process for the Orange Cohort, the second group of institutions to participate in program assessment. Staff has worked to utilize findings from program assessment to determine the composition of the Site Visit team. In addition to the 16 institutions that have been in program assessment, the approved BTSA Induction programs began to participate in Program Assessment during the 2009-10 year. Due to the transition of induction into the accreditation system, four of the Induction cohorts (Red, Orange, Yellow and Green) began program assessment during the 2009-10 year rather than one cohort. A list of institutions engaged in program assessment in the 2010-11 year is included in Appendix A.

b) *Review and initial approval of new credential programs.* This is 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. Programs were 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 2009-10 year is included in Section II of this report.

c) *Conduct technical assistance visits to institutions new to accreditation.* Review teams conducted technical assistance visits to five institutions in preparation for a full accreditation site visit in the future. A list of institutions that hosted a technical assistance site visit in the 2009-10 year is included in Section II.

d) *Disseminate information related to the Commission's Common Standards.* The plan for the 2009-10 year included the dissemination of the Common Standard descriptors which

were intended to facilitate a more consistent understanding of, and agreement about, the Common Standards. This work was put on hold once it became clear that the descriptors include information above and beyond the requirements of the Common Standards. Therefore this work has not been completed.

e) *Integrate Induction programs into the Commission's accreditation system.* The COA took action in January 2009 to transition Induction Programs into the Commission's accreditation system beginning July 1, 2009. During the 2009-10 year, staff worked with all Cluster Region Directors (CRDs) through the BTSA State Leadership Team to provide technical assistance to all BTSA Induction programs as the transition to the accreditation system moves forward. Four of the seven cohorts participated in Program Assessment and three cohorts will submit their first Biennial Reports in fall 2010.

f) *Review a document that provides Guidance on Granting Equivalency.* The COA was charged by the Commission to review the report, *Comparability of Coursework for Sponsors of Special Education Teacher Preparation Programs,* prepared pursuant to AB 2226 *(Chap. 233, Stats. 2008).* The COA developed subsequently developed an additional document to provide similar guidance to all types of educator preparation programs.

g) *Begin 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. During 2009-10, the COA began to discuss and consider the appropriate way to work with the approved subject matter programs. This work will continue into the 2010-11 year.

h) *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. This work will continue in 2010-11 as the proposed strategies are put into place.

Purpose 4. Foster Program Improvement
a) *Collect, analyze, and report on the second year of biennial reports submitted in fall 2009.* The 2009-2010 academic year was the second full year of implementation of the biennial report component of the revised accreditation system. All institutions in three of the seven cohorts (Red, Yellow, and Indigo) were required to submit candidate competence and performance data in their biennial reports. A list of all institutions required to submit biennial reports in 2010-2011 is provided in Appendix A. A major focus of the effort in this second year of implementation was to provide institutions with constructive feedback on their submission which would assist the institution in developing and refining the institutional assessment system.

b) *Continued development of the evaluation system for the accreditation system.* As the various components of the system were implemented, staff and the COA continued to

work to ensure that additional evaluation components are embedded into the system. An on-line evaluation form that team members, team leaders, and institutions complete at the conclusion of a site visit was implemented. Implementing evaluation mechanisms for program assessment, biennial reporting, as well as other aspects of the system, was a major focus in 2009-2010.

c) *Continue Partnership with the National Council for the Accreditation of Teacher Education (NCATE) and efforts to collaborate with other national accrediting bodies, where appropriate.* The Partnership Agreement with NCATE was renewed in 2007 and is effective through 2014. The COA will continue monitoring the agreement to make certain that the implementation of the partnership results in assuring that state issues are appropriate addressed in each joint NCATE-CTC visit and that the process reduces duplication. In addition with the redesign of NCATE's accreditation process it is critical that the COA revisit the protocol to see if any additional modifications need to be made to ensure that the institutions working with NCATE are completing the appropriate activities of the Commission's accreditation system. A major part of the work with NCATE in 2009-2010 was to begin to understand how changes in the NCATE process, with the introduction of the continuous improvement and transformation initiative options, impacts California institutions and the accreditation process. Staff will continue to work closely with NCATE and the California pilot institutions on the implementation of these options in 2010-2011.

d) *Develop an agreement detailing how the Commission's accreditation system can function in alignment with the Teacher Education Accreditation Council (TEAC).* The COA took action in January 2010 to adopt the initial agreement with TEAC. The agreement is for two years and one institution, Chapman University, has a joint site visit scheduled for February 2011.

e) *Explore ways to align and streamline the accreditation of other national and professional organizations with that of the state processes.* Staff has begun working with stakeholders on an alignment with the American Speech-Language- Hearing Association (ASHA) standards to the Commission's adopted Speech-Language Pathology program standards. Once the COA adopts an alignment matrix, programs sponsored by California institutions may submit a program proposal using the ASHA standards and address the concepts from the California standards that have been identified as not present in the ASHA standards.

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

Section II:
Summary of 2009-2010 Accreditation Activities

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

Professional Accreditation of Program Sponsors and their Credential Preparation Programs
2009-2010 accreditation decisions were made based upon the written reports of the evidence gathered at the site visit, recommendations made by the team, and the COA interview of program leadership and the team lead. Teams reviewed documentation, interviewed a variety of constituencies (candidates, program completers, faculty, employers, administration, supervisors, etc.), deliberated and came to consensus on findings for all common standards, program standards, and an accreditation recommendation. Commission consultants, team leads and institutional representatives attended Committee on Accreditation meetings to present the results of the site visit report and respond to questions. 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:

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

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

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

2008-2009 Accreditation Re-visits		
Program Sponsor	**2008-09 Decision**	**2009-10 Re-Visit Decision**
Notre Dame de Namur University	Accreditation with Substantive Stipulations	Accreditation

The Commission's revised Common Standards (2008) were utilized in all accreditation site visits in 2009-2010. For institutions which are also NCATE accredited, the NCATE Unit Standards and the four components of the Commission's Common Standards are used for the site visit. 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 2009-2010 is presented in the following table.

2009-2010 Findings on the Common Standard			
Summary of 13 site visits	**Standard Findings**		
	Met	**Met with Concerns**	**Not Met**
Standard 1: Education Leadership	10	2	1
Standard 2: Unit and Program Assessment and Evaluation	5	4	4
Standard 3: Resources	8	3	2
Standard 4: Faculty and Instructional Personnel	11	2	0
Standard 5: Admission	13	0	0
Standard 6: Advice and Assistance	13	0	0
Standard 7: Field Experience and Clinical Practice	10	3	0
Standard 8: District Employed Supervisors	11	2	0
Standard 9: Assessment of Candidate Competence	11	2	0

As was the case in 2008-09, the Common Standard that the fewest institutions met fully was Common Standard 2: Unit and Program Assessment and Evaluation. Although the staff held a technical assistance webcast in October 2008 focusing on Common Standard 2, it is possible that additional technical assistance should be provided to institutions.

A summary of the information gathered on each type of educator preparation program at the 13 site visits is presented in a series of tables below. Each type of credential program is noted separately. As with the information about the Common Standards, this information about standards that were *Not Met* or were *Met with Concerns* guides the COA and staff in determining what additional technical assistance might be helpful to the field.

Multiple Subject Standards (12 site visits)	**Met with Concerns**	**Not Met**
1: Program Design	2	0
2: Collaboration in Governing the Program	2	0
3: Relationship between Theory and Practice	0	0
4: Pedagogical Thought and Reflective Practice	1	0
5: Equity, Diversity and Access to the Core Curriculum	0	0
6: Opportunities to Learn, Practice and Reflect on Teaching in All Subject Areas	0	0

Multiple Subject Standards (12 site visits)	Met with Concerns	Not Met
7A: Multiple Subject Reading, Writing and Related Language Instruction in English	2	0
7B: Single Subject Reading, Writing, and Related Language Instruction in English	0	0
8A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) candidates.	0	1
8B: Pedagogical Preparation for Subject-Specific Content Instruction for Single Subject Candidates	0	0
9: Using Computer-Based Technology in the Classroom	0	0
10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning	1	0
11: Preparation to Use Educational Ideas and Research	0	0
12: Professional Perspectives Toward Student Learning and the Teaching Profession	0	0
13: Preparation to Teach English Language Learners	1	0
14: Preparation to Teach Special Populations in the General Education Classroom	1	0
15: Learning to Teach Through Supervised Fieldwork	2	0
16: Selection of Fieldwork Sites and Qualifications of Field Supervisors	1	0
17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence	0	0
18: Pedagogical Assignments and Formative Assessments During the Program	1	0
19: Assessment of Candidate Performance	0	0
20: Assessor Qualifications and Training	0	0
21: Assessment Administration, Resources and Reporting	0	0

Single Subject Standards (11 site visits)	Met with Concerns	Not Met
1: Program Design	1	0
2: Collaboration in Governing the Program	1	0
3: Relationship between Theory and Practice	0	0
4: Pedagogical Thought and Reflective Practice	1	
5: Equity, Diversity and Access to the Core Curriculum	0	0
6: Opportunities to Learn, Practice and Reflect on Teaching in All Subject Areas	0	0
7A: Multiple Subject Reading, Writing and Related Language Instruction in English	0	0
7B: Single Subject Reading, Writing, and Related Language Instruction in English	1	0
8A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) candidates.	0	0
8B: Pedagogical Preparation for Subject-Specific Content Instruction for Single Subject Candidates	2	1

Single Subject Standards (11 site visits)	Met with Concerns	Not Met
9: Using Computer-Based Technology in the Classroom	0	0
10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning	1	0
11: Preparation to Use Educational Ideas and Research	0	0
12: Professional Perspectives Toward Student Learning and the Teaching Profession	0	0
13: Preparation to Teach English Language Learners	1	0
14: Preparation to Teach Special Populations in the General Education Classroom	1	0
15: Learning to Teach Through Supervised Fieldwork	1	0
16: Selection of Fieldwork Sites and Qualifications of Field Supervisors	1	0
17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence	0	0
18: Pedagogical Assignments and Formative Assessments During the Program	1	0
19: Assessment of Candidate Performance	0	0
20: Assessor Qualifications and Training	0	0
21: Assessment Administration, Resources and Reporting	0	0

Education Specialist Mild/Moderate Level I (9 site visits)	Met with Concerns	Not Met
11: Educational Policy and Perspectives	1	0
13: Special Education Field Experiences with Special Population	2	0
14: Qualifications and Responsibilities of Supervisors and Selection of Field Sites	1	0
17: Assessment, Curriculum, and Instruction	1	0
18: Determination of Candidate competence	1	0
21: General Education Field Experience	1	0
22: Assessment and Evaluation of Students	1	0
25: Characters of Individuals with Mild to Moderate Disabilities	1	0

Education Specialist Moderate/Severe Level I (6 site visits)	Met with Concerns	Not Met
13: Special Education Field Experiences with Special Population	1	0
18: Determination of Candidate competence	1	0
21: General Education Field Experience	1	0

Preliminary Administrative Services (7 Site Visit)	Met with Concerns	Not Met
7: Nature of Field Experiences	1	0
8: Guidance, Assistance and Feedback	1	0

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 2009-10 where the identified program is offered.

Adapted Physical Education **(1 site visit)**
California Teachers of English learners (CTEL) **(3 site visits)**
Deaf and Hard of Hearing, Level I **(1 site visit)**
Deaf and Hard of Hearing, Level II **(1 site visit)**
Education Specialist: Early Childhood Level I **(4 Sites)**
Education Specialist: Early Childhood Level II **(4 Sites)**
Education Specialist: Mild/Moderate Level II **(7 Site Visits)**
Education Specialist: Moderate/Severe Level II **(6 site visits)**
Education Specialist: PHI **(1 site visit)**
Health Services: School Nurse **(2 site visits)**
Multiple and Single Subject Clear **(3 Site Visits)**
Professional Clear Administrative Services **(6 site visits)**
Pupil Personnel Counseling: School Counseling **(5 site visits)**
Pupil Personnel: Child Welfare and Attendance **(1 site visit)**
Pupil Personnel: School Psychology with Internship **(4 site visits)**
Pupil Personnel: School Social work **(1 site visit)**
Reading Certificate **(5 Site Visits)**
Reading Language Arts Specialist **(4 site visits)**
Speach-Language Pathology **(2 site visits)**
Teacher Librarian **(1 Site visit)**

During the 2009-10 accreditation site visits, 108 approved educator preparation programs were reviewed. Across all one hundred plus programs, 40 program standards were *Met with Concerns* and 2 program standards were *Not Met*. The remainder of the program standards in the 13 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 2009-10 year technical assistance visits were held at the following institutions:
Santa Barbara County Education Office
REACH
Oakland Unified School District
ACSA/SCNTP
Standards Aligned Instructional Leadership (SAIL)

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

Initial Accreditation of New Credential Programs
Institutions that would like a program to be considered for Initial Program Approval submit a document that indicates how the program will meet each of the standards along with supporting

documents that serve as evidence to verify the claims made. A team of educators who have expertise in the program area and are trained for the review process read the document and consult with one another to determine whether standards are met. If the reviewers jointly agree that standards are met, it is so noted. If the review team agrees that standards are not met, reviewers write specific information as to what is needed. This information is shared with the institution by the consultant. The review process continues until all standards are found to be met. When standards are found to be met, the Commission consultant forwards the item to the COA agenda at the next scheduled meeting. Initial program approvals include programs that are new to the credential area. 2009-2010 Initial Program Approval actions taken by the Committee on Accreditation are listed in the tables below.

Preliminary Single Subject Credential (2)
Hope International University
UC Berkeley: Mathematics and Science: Experimental Program

Agriculture Specialist Credential (1)
Cal Poly Pomona

Clear Multiple and Single Subject BTSA Induction (2)
Cupertino Union School District
Oak Grove School District

Clear Multiple and Single Subject Credential (2)
San Francisco State University
Hebrew Union College Jewish Institute of Religion – DeLeT Program

Bilingual Teacher Authorization (5)
Loyola Marymount University: Spanish, Mandarin
CSU Fullerton: Spanish
CSU Stanislaus: Spanish, Lao, Hmong, Khmer. Portuguese, Vietnamese, Punjabi and Arabic
University of California, Riverside: Spanish
San Diego State University: Spanish, Arabic, Mandarin, Japanese Tagalog

California Teachers of English Learners (CTEL) (1)
UC Berkeley

Education Specialist Credential (9)	
Sacramento County Office of Education : Clear Credential Program	
Ventura County Office of Education	Clear Credential Program Added Authorization: Autism Spectrum Disorders
North Coast BTSA (Sonoma COE) : Clear Credential Program	
Oakland USD: Moderate/Severe Preliminary Credential Program	
Madera COE: Added Authorization: Autism Spectrum Disorders	
Santa Rosa City Schools BTSA: Clear Credential Program	
Orange County Office of Education: Added Authorization: Autism Spectrum Disorders	
UCLA Extension: Added Authorization: Autism Spectrum Disorders	

Career Technical Education (CTE) Credential (5)
Fresno Pacific University
San Joaquin COE
CSU San Bernardino
University of California, Riverside
North Coast BTSA with Sonoma County serving as LEA

Administrative Services Credential Program (3)
University of Phoenix: Preliminary Administrative Services
Fielding Graduate Institute: Preliminary Administrative Services
Cal Poly Pomona: Preliminary Administrative Services: Experimental Program

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 2009-10.

Education Specialist Credential (10)	
CSU Dominguez Hills: Added Authorization: Autism Spectrum Disorders	
UC Riverside: Added Authorization: Autism Spectrum Disorders	
Azusa Pacific University	Added Authorization: Autism Spectrum Disorders
	Added Authorization: Emotional Disturbance
Brandman University: Added Authorization: Autism Spectrum Disorders	
National University: Added Authorization: Autism Spectrum Disorders	
San Joaquin COE Project Impact: Added Authorization: Autism Spectrum Disorders	
CSU San Bernardino: Added Authorization: Autism Spectrum Disorders	
Touro University: Added Authorization: Autism Spectrum Disorders	
CSU San Marcos: Added Authorization: Autism Spectrum Disorders	

Multiple and Single Subject Clear Credential (1)	
Biola University	Multiple and Single Subject Clear Credential

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 2009-10.

Inactive Status of Professional Preparation Programs in 2009-2010 (19)	
Institution	**Program**
California Polytechnic State University, San Luis Obispo	Education Specialist: Mild/Moderate Level II Program Pupil Personnel Services-School Counseling
Chapman University	Preliminary Administrative Services Program Preliminary Administrative Services Internship Multiple Subject Internship Program Single Subject Internship Program Reading Certificate Program
CSU Chico	Early Childhood Special Education Certificate Program Library Media Services
CSU East Bay	Multiple and Single Subject Clear Credential
CSU San Bernardino	Multiple and Single Subject Clear Credential
Lodi USD	BTSA Induction Program
Los Angeles USD	Tier II Guidance Based Administrative Services Credential
Salinas Adult School (LEA)	Adult Designated Subjects Credential Program
Santa Clara USD	Designated Subjects LEA Program
UC Riverside	Education Specialist Multiple Subject Dual Credential – Preliminary Mild/Moderate/Multiple Subject/Moderate/Severe/Multiple Subject Credential Program Administrative Services Credential Program
University of LaVerne	Clear Administrative Services Credential Program
Los Angeles Unified School District	Multiple Subject District Intern Program

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 2009-2010 year.

Withdrawn Programs of Professional Preparation (7)	
Alliant International University	Bilingual Education Credential Program (Hmong, Spanish)
CSU Northridge	Clinical Rehabilitative Services: Audiology
Downey Unified School District	BTSA Induction Program
Fresno Pacific University	Bilingual Specialist Credential Preparation Program Reading Specialist Credential Program
San Diego State University	Education Specialist Credential: Deaf and Hard of Hearing Levels I and II
University of California, Irvine	Bilingual Education Credential Program

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 COA 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 COA 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 3-4, 2010
> October 22, 2010
> January 20, 2011
> March 17-18, 2011
> April 21-22, 2011
> May 25-26, 2011
> June 23-24, 2011

Additionally, in 2010-2011, 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 2010-2011 academic year, accreditation site visits are scheduled for 36 institutions in the Orange cohort. This number is notably greater than past years because the BTSA Induction programs have joined the Commission's accreditation system. In addition, six institutions will be revisited in 2010-11 to ensure sufficient progress in addressing issues identified in previous accreditation visits. A list of the institutions scheduled for a site visit in 2010-2011 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. Stakeholder review of the various chapters of the *Handbook* was completed. The majority of the chapters have been adopted by the COA and the work in 2010-11 is to complete the review and adoption of the few remaining chapters.

c) R*eceive 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 2010-11, institutions in the Red cohort will be completing the program assessment process, while those in the Violet cohort will begin the process. Those institutions either completing or beginning program assessment in 2010-2011 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 2010-11 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 2010-11 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. The first accreditation site visits to induction programs will take place in the 2010-11 year.

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 2010-11 the COA will discuss and consider the appropriate way to work with the approved subject matter programs.

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. This work will continue in 2010-11 as the proposed strategies are put into place.

Purpose 4. Foster Program Improvement
a) *Collect, analyze, and report on the biennial reports submitted in fall 2010.* The 2010-2011 academic year will be the third full year of implementation of the biennial report component of the revised accreditation system. All institutions in the Orange, Blue and Violet cohorts are required to submit candidate competence and performance data in 2010. Institutions in the Red, Green and Indigo cohorts will submit a biennial reports by the end of 2011. 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. Implementing an on-line evaluation form that team members, team leaders, and institutions complete at the conclusion 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 2010-2011.

c) *Continue Partnership with the National Council for the Accreditation of Teacher Education (NCATE) and efforts to collaborate with other national accrediting bodies, where appropriate.* The Partnership Agreement with NCATE was renewed in 2007 and is effective through 2014. The COA will continue monitoring the agreement to make certain that the implementation of the partnership results in assuring that state issues are appropriate addressed in each joint NCATE-CTC visit and that the process reduces duplication. In addition with the redesign of NCATE's accreditation process it is critical that the COA revisit the protocol to see if any additional modifications need to be made to ensure that the institutions working with NCATE are completing the appropriate activities of the Commission's accreditation system.

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 will be the first institution in California undergoing a joint Commission/TEAC accreditation visit. The COA will continue to monitor the agreement before and after this first review to ensure that the process is efficient and effective. In addition, the COA will complete the alignment matrix which identifies which concepts in the Commission's Common Standards are addressed by the TEAC Quality Principles and Standards of Program Capacity and which concepts are not explicitly addressed.

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. At this time, staff is working with stakeholders on an alignment with the American Speech-Language- Hearing Association (ASHA) standards to the Commission's adopted Speech-Language Pathology program standards. Once the COA adopts an alignment matrix, programs sponsored by California institutions may submit a program proposal using the ASHA standards and address the concepts from the California standards that have been identified as not present in the ASHA standards.

General Operations

In addition to the above mentioned items, the COA 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 2010-2011

Biennial Reports Due Fall 2010

Orange Cohort	Blue Cohort	Violet Cohort
ACSA/SCNTC	Alliant International University	Antioch Los Angeles
Antioch Santa Barbara	Argosy University	Boston Reed
California Baptist University	CSU Fullerton	Claremont Graduate University
Cal Poly San Luis Obispo	Dominican University	Compton USD
Cal State TEACH	Fortune School of Education (Mt.	CSU Fresno
Chapman University	Diablo USD)	Hebrew Union College
CSU Sacramento	Holy Names University	Hope International
The Master's College	Inter American College	Imperial COE includes BTSA
Occidental College	Loma Linda University	Kern COE includes BTSA
Standards Aligned Instructional	Orange COE	La Sierra University
Leadership	Phillips Graduate Institute	National University
Saint Mary's College	Stanford University	Pacific Oaks College
Santa Barbara CEO	UC Riverside	Salinas Adult
UC Santa Barbara	Vanguard University	San Francisco State University
University of La Verne		UC Davis
University of the Pacific		UC Irvine
University of Phoenix	Bellflower USD Induction	UC San Diego
	Chaffey Jt. Union HSD	
Alhambra USD Induction	Corona-Norco USD	Antelope Valley Union HSD
Anaheim Union HSD	Elk Grove USD	Compton USD Induction
Aspire Public Schools	Escondido ESD	El Dorado COE
Azusa USD Induction	Fresno USD	Envision
Butte COE	Glendale USD Induction	Escondido UHSD
Conejo Valley USD Induction	Greenfield Union SD	Inner City Education Foundation
Downey USD Induction	Grossmont Union HSD	Irvine USD
El Rancho USD Induction	Kern High SD	Keppel Union ESD
Fontana USD	Lawndale/Lennox/Hawthorn/Cent.	Los Banos Unified
Fremont USD	Valley Induction Consortium	Murrieta Valley School District
Hayward USD	Long Beach USD Induction	New Haven USD
Kings COE	Mt. Diablo USD	Newport-Mesa USD
Merced UHSD	North Coastal Consortium :	Norwalk-La Mirada USD
Milpitas USD	Encinitas Union ESD	Palo Alto USD
Modesto City	North State (Tehama COE)	Sacramento City USD
Paramount USD Induction	Palmdale ESD	San Francisco USD
Rialto USD	San Luis Obispo COE	Sanger Unified
San Marcos USD	San Mateo County Induction	Selma USD
Santa Barbara CEO	Torrance USD Induction	Sequoia TIPS
Santa Rosa City Schools	Tulare COE	South Bay Induction Consortium
SIA Tech	Tustin USD	(Palos Verdes)
West Contra Costa USD	Vallejo City/Solano County	Washington USD
	(Vallejo City USD)	Wm. S. Hart UHSD Induction

Biennial Reports Due Fall 2011

Red	Green	Indigo
Alameda COE	California Lutheran	Azusa Pacific University
CSU Dominguez Hills	CSU Channel Islands	Bethany College
CSU Los Angeles	CSU East Bay	Brandman University
CSU Monterey Bay	CSU San Bernardino	Cal Poly Pomona
Concordia University	High Tech High Learning	Humboldt State University
Contra Costa COE	Communities	CSU Bakersfield
Los Angeles USD	Los Angeles COE	CSU Chico
Metropolitan	Mills College	CSU Long Beach
Oakland USD	Notre Dame de Namur	CSU San Marcos
Pacific Union	Patten University	Drexel University
Pepperdine University	San Diego COE	Madera COE
Point Loma Nazarene University	San Diego USD	Mount Saint Mary's College
REACH	Simpson University	Sacramento COE
Sonoma State University	Western Governors University	San Joaquin COE
UC Berkeley	Westmont College	University of Redlands
UC Los Angeles		University of San Francisco
UC Santa Cruz		University of Southern California
University of San Diego	Antioch	Ventura COE
	Bakersfield City	
Arcadia USD	Castaic	Baldwin Park
Burbank USD	East Bay	Central
Chula Vista ESD	Evergreen	Far East Contra Costa
Contra Costa COE	Fairfield Suisun	Foothill
Culver City-Beverly Hills	Fresno COE	High Tech High
Dos Palos	Garden Grove	Lancaster ESD
Duarte –Temple City	Hacienda La Puente	Madera
East County	La Mesa-Spring Valley	Monterey
Hanford ESD	LACOE	North Orange
LAUSD	Merced COE	Orange CDOE
Manteca USD	Montebello	Pasadena
Marin COE	North County PDF	Placentia- Oceanside
Oakland BTSA	Oceanside SD	Sacramento COE
Orange USD	San Bernardino City	San Diego USD
Placer COE	San Juan	San Dieguito
Poway USD	San Mateo-Foster City	San Joaquin
REACH	Santa Ana	San Jose
Redwood City	Santa Clarita	San Ramon
RIMS BTSA-Riverside COE	South County	Santa Monica Malibu
South Bay BTSA		Stockton
Tri County (Sutter COE)		Tracy
Tri-Valley (Pleasanton)		Ventura
Tulare City COE		Visalia
Yolo/Solano BTSA		Vista
		West Orange
		Westside UESD

Program Assessment

Institutions *Completing* Process in 2010-11 (Red Cohort)

CSU Dominguez Hills	Alameda COE	Point Loma Nazarene University
CSU Los Angeles	Chapman University	Metropolitan
CSU Monterey Bay	Concordia University	Oakland USD
UC Berkeley	Los Angeles USD	REACH
UC Los Angeles	Pacific Union	Sonoma State University
UC Santa Cruz	Pepperdine University	University of San Diego

Induction Programs

Arcadia USD	Hanford ESD	REACH
Burbank USD	LAUSD	Redwood City
Chula Vista ESD	Manteca USD	RIMS BTSA-Riverside COE
Contra Costa COE	Marin COE	South Bay BTSA
Culver City-Beverly Hills	Oakland BTSA	Tri County (Sutter COE)
Dos Palos	Orange USD	Tri-Valley (Pleasanton)
Duarte –Temple City	Placer COE	Tulare City COE
East County	Poway USD	Yolo/Solano BTSA

Institutions *Beginning* Process in 2010-11 (Violet Cohort)
Submissions Due in Fall 2010

Antioch Los Angeles	Hope International	Pacific Oaks College
Boston Reed	Imperial COE	Salinas Adult
Claremont Graduate University	Kern COE	San Francisco State University
CSU Fresno	La Sierra University	UC Davis
Compton USD	National University	UC Irvine
Hebrew Union College		UC San Diego

Induction Programs

Antelope Valley Union HSD	Kern County SOS	San Francisco USD
Compton USD Induction	Los Banos Unified	Sanger Unified
El Dorado COE	Murrieta Valley School District	Selma USD
Envision	New Haven USD	Sequoia TIPS
Escondido UHSD	Newport-Mesa USD	South Bay Induction Consortium
Imperial COE (Consortium)	Norwalk-La Mirada USD Induction	(Palos Verdes)
Inner City Education Foundation	Palo Alto USD	Washington USD
Irvine USD	Sacramento City USD	Wm. S. Hart UHSD Induction
Keppel Union ESD		

Site Visits 2010-11

ACSA/SCNTC	CSU Sacramento	Santa Barbara CEO (also listed
Antioch Santa Barbara	The Master's College	below)
Butte COE (also listed below)	Occidental College	UC Santa Barbara
California Baptist University	San Jose State University	University of La Verne
Cal Poly San Luis Obispo	SAIL	University of the Pacific
Cal State TEACH	Saint Mary's College	University of Phoenix
Chapman University		

Induction Programs

Alhambra USD Induction	Fontana USD	Paramount USD Induction
Anaheim Union HSD	Fremont USD	Rialto USD
Aspire Public Schools	Hayward USD	San Marcos USD
Azusa USD Induction	Kings COE	Santa Barbara CEO
Butte COE	Merced Union High School District	Santa Rosa City Schools
Conejo Valley USD Induction	Milpitas USD	SIA Tech
El Rancho USD Induction	Modesto City	West Contra Costa USD

Institutions with a Revisit 2010-11

Alliant University	National Hispanic University	San Diego Christian College
CSU East Bay	William Jessup University	Santa Clara University

Institutions with a Technical Assistance Site Visits

Hebrew Union	Boston Reed