**Chapter Six**

**Program Review**

**Introduction**

This chapter provides an overview of the Program Review process, which occurs in the fall during Year Five of the accreditation cycle. Program Review provides Commission staff and the review team with evidence regarding the preliminary alignment of an institution’s programs to the Commission’s adopted program standards. The Program Review process is only for Commission-approved programs. Programs that have not yet been approved by the Committee on Accreditation (COA) must go through the [Initial Program Review](http://www.ctc.ca.gov/educator-prep/new-program-submission.html) (IPR) process (see Chapter 3).

Program Review is designed for approved programs to demonstrate how they are currently meeting the standards. Rather than lengthy narrative, programs submit specified pieces of evidence or exhibits that demonstrate their alignment to the standards. If it is determined that there is inadequate evidence to demonstrate implementation of a program, then a more in-depth review of the standards – possibly including extensive narrative responses – might be needed. The evidence outlined in Section II below provides the required information for the program review in Year Five. If the review team determines that additional narrative or documentation is needed, the institution will have the opportunity to provide it prior to the site visit as an addendum to its initial submission. Programs transitioning to new standards should refer to section IV of this chapter.

**I. Purposes of Program Review**

Program Review submissions are reviewed during Year Five of the seven-year accreditation cycle by peer reviewers who are selected and paired based on expertise. Program Review submissions are reviewed only one time by the Program Review teams who develop a *Preliminary Report of Findings* that provides feedback to the institution. The institution then provides a Program Review addendum 60 days prior to the site visit to provide additional evidence and/or information to the site visit team. Program Review teams also provide specified feedback to assist Common Standards review teams who will review institutions’ Common Standards submissions later in Year Five. A subset of reviewers from the Program Review and Common Standards review sessions are assigned to the team for the institution’s site visit in Year Six. The *Preliminary Report of Findings* along with the Program Review addendum forms the basis of the Institutional Review team’s work to assess the program’s implementation of and alignment to standards during the accreditation site visit in Year Six. Program Review is not a single source of information. Data available in the data warehouse – such as survey data and assessment data – and data submitted by the institution annually – such as enrollment and completion data – is also reviewed by the Institutional Review team members to better understand the program.

**II. Program Review Submission**

A Program Review submission is required for each Commission-approved educator preparation program offered by the institution. Program Review submissions are due in the fall of Year Five. Each element of the Program Review submission is outlined below and in the [Program Review Instructions](https://www.ctc.ca.gov/educator-prep/program-review) on the Commission’s website. are available **The submission guidelines are subject to change as deemed appropriate by the COA.**

***Program Summary***

The 2-4 page *Program Summary* provides a brief overview of the structure, course of study, and assessment of candidates for each program and provides additional context to help reviewers understand the remaining evidence submitted during Program Review. The guiding philosophies for the program or specific mission should be included. A template for completing the summary is available in the Program Review Submission Instructions on the Commission’s Program Review webpage.

The *Program Summary* must also include a table showing delivery models (online, in-person, hybrid, ECO, etc.) and other options/pathways (intern, traditional, etc.) available at each location where the program is delivered (if more than one).

***Organizational Structure***

This section requires an organizational chart or graphicto demonstrate how the program leadership, faculty, personnel, and other key staff are organized within the program and how the program fits into the education unit, including faculty/personnel serving in non-teaching roles. Additionally, the roles and responsibilities of those involved in the placement, mentoring, and/or supervision of candidates in field placement aspects of the program or assigning and placing mentors/coaches must be included. The graphic should depict the chain of authority and include individuals up to the dean or superintendent level. If the program operates as a consortium of local education agencies with shared leadership, as may be found in induction programs, the graphic should also include individuals serving in induction administrative roles in entities within the consortium.

***Faculty/Mentor and Professional Development Personnel Qualifications***

This section requires institutions to provide information on the qualifications of faculty, instructional personnel, and/or mentors, coaches, and professional development personnel, as applicable. Requirements include a table that provides an overview of these staff, including the number of full time, part time, adjunct, and retired annuitants. Vacancies should also be noted.

Additional requirements differ slightly for preliminary/initial credential programs and clear/induction programs. Preliminary or initial credential programs must provide an annotated list of current faculty that includes the faculty member’s name, degree, status (full time, part time, adjunct), and the list of courses they teach. The faculty member’s name must link to their vita and the course names must link to the most current syllabi for the course(s) noted. Induction or clear credential programs must also submit an annotated list of mentors/coaches that includes the mentor/coach’s name, credential(s) held, and status (full time, part time, retiree). Additionally, induction/clear programs must submit links to published documentation (e.g., job descriptions, online advertisements, contract language) regarding the experience and qualifications used to select instructional personnel.

**Course/Program Sequence**

This section requires institutions to provide a link to clear information about the sequence in which candidates take courses or complete the program. If the program is offered via more than one pathway or model, a course sequence must be provided for each pathway or model.

**Course Matrix** (applies to preliminary and initial credential programs only)

Each preliminary and initial credential program must provide a course matrix denoting the candidates’ opportunities to learn and master the competencies for that credential. Using hyperlinks to exact evidence within course syllabi, programs show where in the program candidates are introduced to, practice, and are assessed on each of the competencies for that credential. Required course matrix templates can be found on the Commission’s [Program Review webpage](http://www.ctc.ca.gov/educator-prep/program-review.html). These templates provide the candidate competencies for each program and must be used.

**Fieldwork and Clinical Practice**

This section requires institutions to provide specific evidence of meeting the requirements of fieldwork and clinical practice as described in the Commission standards for that program. Complete information and required templates regarding specific submission requirements for both preliminary and induction programs can be found on the Commission’s [Program Review webpage.](http://www.ctc.ca.gov/educator-prep/program-review.html)

**Credential Recommendation**

This section requires a brief description (200 words or less) of the program’s process to ensure that only qualified candidates are recommended for the credential. This section must include a link to the program’s candidate progress monitoring document or other tracking tool used to verify that the candidate has met all requirements for the program prior to recommendation. Preliminary programs must also include a link to their Individual Development Plan (IDP) form, as applicable.

For required exhibits and guidance, differentiated instructions for Program Review submission can be found on the Commission’s [Program Review webpage.](http://www.ctc.ca.gov/educator-prep/program-review.html)

**III. Evaluation of Program Review Submission and Preliminary Report of Findings**

The Program Review submission will be read by trained reviewers who have expertise in the program area they are assigned to review. Program Review evidence is analyzed to determine if each standard is preliminarily aligned or if more information is needed. If more information is needed, reviewers clearly specify what additional information is needed and how it relates to one of the points above. The program then provides an addendum to Program Review which is made available to the site visit team not less than 60 days prior to the site visit.

The Program Review submission is read only one time by the review team. Their feedback is sent by Commission staff to the institution in a *Preliminary Report of Findings* that is required as part of the preparation for the site visit in Year Six. The *Preliminary Report of Findings*, along with the Program Review addendum, provides a basis for the site visit team’s review of program implementation and alignment to standards in Year Six during the accreditation site visit.

If the reviewers determine that there is inadequate evidence provided by an institution during Program Review to understand program implementation, the review team may conclude that a full Program Review is needed for/during the site visit, and the Administrator of Accreditation may assign an additional member to the site visit team who can focus exclusively on that program. This constitutes an extraordinary activity and cost recovery fees of $1000 per additional member that will be assessed to the institution.

Note that it is ultimately the site visit team that makes all final determinations regarding the degree to which program standards are met and makes an accreditation recommendation to the COA, who then determines accreditation status.



Please see the [Program Review webpage](http://www.ctc.ca.gov/educator-prep/program-review.html) on the Commission website for additional information. Those who are preparing Program Review submissions may also contact their [Cohort Consultant](http://www.ctc.ca.gov/educator-prep/PSD-contact.html) for technical assistance.