

Report of the Revisit to Alliant International University May 2025

Overview

This agenda item presents the accreditation report on the revisit to **Alliant International University** that was conducted on March 25-27, 2025. This item includes the [June 2024](#) site visit report, the March 2025 revisit team findings, and the revisit recommendations.

Background

Alliant International University hosted an accreditation site visit on April 7-10, 2024. The [report](#) of that visit was presented to the Committee on Accreditation (COA) at its June 2024 meeting. The COA agreed upon *Accreditation with Major Stipulations* for the institution and its credential programs. The stipulations issued by the COA were that within one year of the site visit, the institution host a revisit presenting evidence to address the following stipulations:

1. That candidates and constituents are able to articulate the systems of support that are available to candidates addressing:
 - a. the support, advice, and assistance to promote candidates' successful retention in the program provided by the unit is effective. (CS2, MS/SS, MMSN, PASC)
 - b. the candidates' access to appropriate personnel to assist them in identifying and meeting program requirements. (CS2, MS/SS, MMSN, PASC)
 - c. the unit's clearly defined process in place to support candidates who are struggling and need additional assistance to meet competencies is effective and effectively communicated to candidates. (CS2, MS/SS, MMSN, PASC, PPS)
2. That site-based supervisors are selected, receive training in supervision, are oriented to the supervisory role, are evaluated by the program, and engage in two-way communication with the program that is effective and systematic. (CS3, MS/SS, MMSN, PPS, PASC)
3. That the programs effectively and consistently use assessment measures to evaluate fieldwork and clinical practice to provide candidates formative feedback on competencies. (CS3, MS/SS, PASC)
4. That candidates can articulate the effective support provided for the performance assessments required for their credential (MS/SS, MMSN, PASC)
5. That the candidates in the MMSN program receive content and opportunities to practice competencies related to Individual Education Plan (IEP) development and have fieldwork that provides opportunities to observe a variety of classrooms and settings and to select focus students for deeper observational study.
6. That the candidates in the PPS School Counseling program articulate and provide an example of an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations and that they participate in one and one half (1.5) hours per week of group supervision on a regular schedule

throughout the field experience.

7. That the candidates in the PPS School Psychology program receive content and theory prior to conducting practice of competencies in their fieldwork.
8. That the CTCL program collaborates with local school districts and other teacher development programs to reflect the needs of teachers of English Learners.
9. That within six months Alliant International University provide a mid-year report informing the COA of actions taken toward meeting the stipulations to ensure that candidates' needs are addressed in accordance with the stipulations above.
10. That within one year Alliant International University host a revisit so that a team may interview candidates, completers, cooperating teachers (district-employed supervisors), community partners (advisory board members), and faculty to confirm all stipulations have been addressed.

Mid-Year Report

As part of the June 2024 COA accreditation decision, Alliant International University was required to submit a mid-year report informing the COA of actions taken toward meeting the stipulations. The [mid-year report](#) was presented at the February 2025 COA meeting.

The Accreditation Revisit Team Recommendation

The March 2025 accreditation revisit focused on the stipulations from the April 2024 original site visit. Based on the evidence provided through the document review and interviews conducted during the March 2025 revisit, the team recommends that the COA remove 8 of the 10 stipulations assigned to the program in June of 2024 and that Alliant International University's accreditation status be changed from **Accreditation with Major Stipulations** to **Accreditation with Stipulations**.

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Revisit Report**

Institution: Alliant International University

Dates of Revisit: March 25-27, 2025

Accreditation Revisit Recommendation: Accreditation with Stipulations

Rationale:

The unanimous recommendation of **Accreditation with Stipulations** with a follow-up for focused interviews with candidates and district employed supervisors by December 2025 was based on a thorough review of relevant institutional and programmatic information and materials available prior to and during the accreditation site revisit as well as interviews with relevant constituent groups. Reviewers obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation.

Overall Recommendation

After reviewing the documentation and interviews with all relevant constituencies the team recommends removal of all stipulations except for stipulations 1a and 2 and an accreditation status of **Accreditation with Stipulations** with a follow-up for focused interviews with candidates and district employed supervisors by December 2025.

The team recommendation is based on the evidence for the following stipulations that were a result of the initial site visit (April 2024):

2024 Stipulation	2025 Revisit Team Recommendation
1. That candidates and constituents are able to articulate the systems of support that are available to candidates addressing: a. The support, advice, and assistance to promote candidates' successful retention in the program provided by the unit is effective. (CS2, MS/SS, MMSN, PASC)	Maintain Stipulation with the exception of PASC which has been addressed
b. The candidates' access to appropriate personnel to assist them in identifying and meeting program requirements. (CS2, MS/SS, MMSN, PASC)	Remove Stipulation
c. The unit's clearly defined process in place to support	Remove Stipulation

<p>candidates who are struggling and need additional assistance to meet competencies is effective and effectively communicated to candidates. (CS2, MS/SS, MMSN, PASC, PPS)</p>	
<p>2. That site-based supervisors are selected, receive training in supervision, are oriented to the supervisory role, are evaluated by the program, and engage in two-way communication with the program that is effective and systematic. (CS3, MS/SS, MMSN, PPS)</p>	<p>Revise Stipulation (see below)</p>
<p>That site-based supervisors are evaluated by the program and engage in two-way communication with the program that is effective and systematic. (CS3, MS/SS, MMSN, PPS)</p>	<p>Modified Stipulation</p>
<p>3. That the programs effectively and consistently use assessment measures to evaluate fieldwork and clinical practice to provide candidates formative feedback on competencies. (CS3, MS/SS, PASC)</p>	<p>Remove Stipulation</p>
<p>4. That candidates can articulate the effective support provided for the performance assessments required for their credential (MS/SS, MMSN, PASC)</p>	<p>Remove Stipulation</p>
<p>5. That the candidates in the MMSN program receive content and opportunities to practice competencies related to Individual Education Plan (IEP) development and have fieldwork that provides opportunities to observe a variety of classrooms and settings and to select focus students for deeper observational study.</p>	<p>Remove Stipulation</p>
<p>6. That the candidates in the PPS School Counseling program articulate and provide an example of an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations and that they participate in one and one half (1.5) hours per week of group supervision on a regular schedule throughout the field experience.</p>	<p>Remove Stipulation</p>
<p>7. That the candidates in the PPS School Psychology program receive content and theory prior to conducting practice of competencies in their fieldwork.</p>	<p>Remove Stipulation</p>

8. That the CTEL program collaborates with local school districts and other teacher development programs to reflect the needs of teachers of English Learners.	Remove Stipulation
9. That within six months Alliant International University provide a mid-year report informing the COA of actions taken toward meeting the stipulations to ensure that candidates' needs are addressed in accordance with the stipulations above.	Remove Stipulation
10. That within one year Alliant International University host a revisit so that a team may interview candidates, completers, cooperating teachers (district-employed supervisors), community partners (advisory board members), and faculty to confirm all stipulations have been addressed.	Remove Stipulation

Accreditation Revisit Team

Team Lead:

Edmundo Litton
Loyola Marymount University

Common Standards:

Marita Mahoney
CSU San Bernardino

Staff to the Visit:

Sarah Solari Colombini
Commission on Teacher Credentialing

Documents Reviewed

Learning Management System (LMS)
Meeting Minutes
Alliant International University Accreditation Website
Training Schedules
Training Content and Resources
Data-driven decisions
Survey Results
Training documents and slide deck

EDU- Direct system
Precondition Responses
Program Handbooks
Credential tracking documents
Biweekly newsletters
Faculty Contracts
District Memorandum of Understanding (MOUs)

Interviews Conducted

Constituents	TOTAL
Candidates	152
Employers	6
Institutional Administration	9
Program Directors	10
District Employed Supervisors	47
Program Advisors	9
Credential Analysts and Staff	4
Faculty	49
Advisory Board Members	19
Data Specialists	1
TOTAL	306

Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

The revisit team analyzed actions taken by Alliant University to address the stipulations. Below is a summary of each stipulation and the 2025 findings and recommendations of the revisit team.

1. That candidates and constituents are able to articulate the systems of support that are available to candidates addressing:	2025 Revisit Recommendations
a. The support, advice, and assistance to promote candidates' successful retention in the program provided by the unit is effective. (CS2, MS/SS, MMSN, PASC)	Maintain Stipulation with the exception of PASC which has been addressed
b. The candidates' access to appropriate personnel to assist them in identifying and meeting program requirements. (CS2, MS/SS, MMSN, PASC)	Remove Stipulation

1. That candidates and constituents are able to articulate the systems of support that are available to candidates addressing:	2025 Revisit Recommendations
c. The unit's clearly defined process in place to support candidates who are struggling and need additional assistance to meet competencies is effective and effectively communicated to candidates. (CS2, MS/SS, MMSN, PASC, PPS)	Remove Stipulation

2024 Revisit Team Rationale: Alliant University faculty, staff, and administrators have implemented multiple initiatives to support and advise candidates described further in this section. However, at the time of the revisit, candidate interviews indicated that the effectiveness of these initiatives remains inconsistent with the Preliminary Administrative Services Credential candidates reporting the most consistent support, advice, and assistance. While many candidates reported receiving support when needed, others expressed difficulty navigating multiple channels to find necessary information. Additionally, email response times vary, with some candidates receiving replies within 24 hours, while others experience delays beyond assignment due dates.

To enhance candidate support, Alliant University has introduced several measures, including EDU Direct (a live support phone line), program orientation sessions, weekly meetings with program directors, faculty office hours and in-person appointments, leadership check-ins, monthly newsletters, and mid-term statements of concern. Candidates expressed appreciation for these resources, particularly the ability to contact a live person in an online program. Those who continued enrollment from the previous academic year noted a significant improvement in communication and support.

A "high touch-point" approach has been established for candidates and district partners. All new candidates can attend an orientation and complete a self-assessment of their online learning readiness. While orientation is optional, a survey revealed that candidates who attended were more successful and satisfied with the program. Additionally, the Office of Student Services checks in with candidates via text messages in week two of the term, offering referrals to student advisors for those who need assistance.

To further strengthen support, three new program directors (for Multiple Subject, Single Subject, and Education Specialist) were hired. These directors hold regular office hours, and faculty engagement with candidates has increased through email, Zoom, and voice calls, as well as enhancements to course syllabi and the learning management system (LMS). New roles, such as Clinical Practice Manager, Support Coaches, and additional Program Directors, provide direct outreach and assistance.

The university has also launched student advisory boards, beginning with PPS School Psychology and PPS School Counseling, which started meeting in November 2024. Members participate in the selection process and provide feedback to faculty through monthly meetings. Recruitment for

teacher education student advisory boards is underway, with plans to launch soon.

Candidates, faculty, and site-based supervisors described both formal and informal support processes for struggling candidates. Faculty complete mid-term statements of concern for those not meeting expectations and initially provide one-on-one support. If additional assistance is needed, further steps may include: 1. meetings with program directors, the clinical practice manager, and program support services to develop an action plan, 2. Referral to the Student Evaluation Review Committee (SERC) for further intervention.

SERC members confirmed that they meet with struggling candidates to provide tailored guidance and resources. The university has also introduced TPA coaches for Multiple Subject, Single Subject, and Education Specialist programs to support candidates facing challenges with the TPA. Candidates reported awareness of these resources and expressed comfort in reaching out for help.

2. That site-based supervisors are selected, receive training in supervision, are oriented to the supervisory role, are evaluated by the program, and engage in two-way communication with the program that is effective and systematic. (CS3, MS/SS, MMSN, PPS)	Revise Stipulation
That site-based supervisors are evaluated by the program and engage in two-way communication with the program that is effective and systematic. (CS3, MS/SS, MMSN, PPS)	Modified Stipulation

2025 Revisit Team Rationale: During revisit interviews with key stakeholders—including the induction team, employers, coaches, and candidates—it was noted that site-based supervisors are selected by participating school districts after being vetted for their qualifications and readiness. These supervisors are encouraged to attend an orientation session, which is recorded for those unable to attend live. They are also required to sign an attestation confirming they have viewed the orientation video.

The compliance officer initiates Memorandums of Understanding (MOUs), which outline the roles and responsibilities of site-based supervisors. These expectations are reinforced by program faculty and staff. Additionally, site-based supervisors submit documentation verifying their qualifications, and program staff cross-check their credentials using the Commission’s website.

Despite these efforts, site-based supervisors reported inconsistencies in two-way communication with the unit and program. While weekly and monthly optional office hours with the program director, clinical practice manager, and unit-based supervisor are available, many supervisors did not perceive these sessions as opportunities for check-ins or feedback. This has resulted in an accountability gap, with some operating under the assumption that "no news is good news."

To enhance support, the unit provides site-based supervisors with a dedicated web page featuring essential resources such as handbooks and program contact information. Additionally, the PPS

programs have introduced optional professional development training and Q&A sessions to further engage and support supervisors.

Program directors and candidates reported that candidates evaluate their site-based supervisors at the end of each clinical practice term. Program directors then review and analyze these evaluations. However, site-based supervisors indicated that they do not receive any feedback on their evaluations from the unit and expressed interest in receiving such feedback to support their professional development.

3. That the programs effectively and consistently use assessment measures to evaluate fieldwork and clinical practice to provide candidates formative feedback on competencies. (CS3, MS/SS, PASC)	Remove Stipulation
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2025 Revisit Team Rationale: Alliant University uses various assessment measures to evaluate clinical practice. Teacher candidates complete lesson plans that are aligned with the TPEs. Candidates in all programs who were interviewed stated they are evaluated regularly by the district employed supervisor and faculty in their programs. Candidates in the teacher credential programs submit three (3) videos for each clinical practice class and they receive feedback from their university faculty. Site-based supervisors complete an evaluation for each candidate. For example, for interns in the Single Subject program, a candidate mentioned the district employed supervisor completes a rigorous evaluation during Week 4 and Week 8 of the term. This requirement is also stated in the clinical practice syllabus.

4. That candidates can articulate the effective support provided for the performance assessments required for their credential (MS/SS, MMSN, PASC)	Remove Stipulation
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2025 Revisit Team Rationale: Candidates in all programs confirmed they receive the necessary support to complete the performance assessment of their program. Candidates are first made aware of the performance assessment requirement during their program orientation. Candidates are provided with a road map so they can clearly see how each aspect of their program will assist in the completion of the performance assessment. Alliant International University personnel provide webinars at various parts of the program so candidates receive the information they need to successfully complete the edTPA or CalAPA. Candidates in the Multiple Subject, Single Subject, and Educational Specialist credential programs confirmed they receive relevant information through live webinars. The webinars allow candidates to pace their progress so they complete the performance assessment before they complete their program. If they are not able to attend the webinar, candidates watch a recording of the webinar and know who to reach out to if they have any questions. Candidates in the teacher credential programs also have access to TPA coaches. Candidates in the Professional Administrative Services (PASC) program receive support for completing the CalAPA in specific classes in their program, with a designated class to focus on

each a component of the CalAPA.

5. That the candidates in the MMSN program receive content and opportunities to practice competencies related to Individual Education Plan (IEP) development and have fieldwork that provides opportunities to observe a variety of classrooms and settings and to select focus students for deeper observational study.	Remove Stipulation
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2025 Revisit Team Rationale: During the 2025 revisit, data reviews and interviews confirmed that candidates learn competencies related to IEP development. Program faculty confirmed that the IEP process is first introduced in a foundation class for the Education Specialist program. Preliminary Mild to Moderate Support Needs (MMSN) candidates confirmed they are introduced to the Individualized Education Program (IEP) in course work. In Clinical Practice 3, candidates complete learning activities on the IEP over two weeks. Candidates are exposed to a variety of classrooms and are required to complete 12 hours of focused observation for individual case studies. Furthermore, candidates stated they attend IEP meetings with their district employed supervisors.

6. That the candidates in the PPS School Counseling program articulate and provide an example of an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations and that they participate in one and one half (1.5) hours per week of group supervision on a regular schedule throughout the field experience.	Remove Stipulation
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2025 Revisit Team Rationale: Since the initial site visit in April 2024, the PPS School Counseling program has added weekly check-in assignments focused on self-care and has provided candidates with resources to build their own self-care toolkit/plan. Candidates described that the self-care assignments were impactful and structured to focus on personal development and strengths. Candidates confirmed that they are asked to reflect and implement self-care strategies on a weekly basis in their coursework. Candidates confirmed they also participate in group supervision on a weekly basis. Candidates described benefiting from the group supervision experiences as they were able to directly learn from and be supported by fellow candidates.

7. That the candidates in the PPS School Psychology program receive content and theory prior to conducting practice of competencies in their fieldwork.	Remove Stipulation
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2025 Revisit Team Rationale: Since the initial site visit in April 2024, the unit has provided documentation and interviews with faculty and candidates which show that candidates in the PPS School Psychology program now receive content and theory prior to conducting practice of competencies in their fieldwork. The program master plan was updated and implemented to follow a knowledge content -> coaching -> practice sequence. Enrollment in courses is “locked” so that candidates are enrolling in courses according to the PPS School Psychology master plan along with any noted prerequisites and corequisites. Course and fieldwork content and experiences are scaffolded across Practicum I, Practicum II, Practicum III, and Practicum IV experiences. Candidates confirmed that both course work and practicum experiences follow a sequential model (e.g., learn about, then practice).

8. That the CTET program collaborates with local school districts and other teacher development programs to reflect the needs of teachers of English Learners.	Remove Stipulation
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2025 Revisit Team Rationale: Since the April 2024 site visit, a new program director started in September 2024. The program director and advisory board members described collaboration with local school districts and other teacher development programs through 1) program advisory board with members from school districts, a California professional organization, and other higher education institutions; and 2) working with the program advisory board members, along with two additional members of the Teacher Education Program Advisory Board for input and feedback on CTET and teacher education syllabi and assignments. The program director and advisory board members described creating and revising syllabi and assignments with a specific focus on English Learners. A specific emphasis was made in working with the teacher education programs focusing on the Content Knowledge #3 course syllabi which focuses on English Learners for teacher education candidates. Advisory board members reported being asked how the assignments are working in their classrooms and to make suggested revisions.

9. That within six months Alliant International University provide a mid-year report informing the COA of actions taken toward meeting the stipulations to ensure that candidates’ needs are addressed in accordance with the stipulations above.	Remove Stipulation
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2025 Revisit Team Rationale: Alliant International University provided a mid-year report at the [February 2025](#) COA meeting.

10. That within one year Alliant International University host a revisit so that a team may interview candidates, completers, cooperating teachers (district-employed supervisors), community partners (advisory board members), and faculty to confirm all stipulations have been addressed.	Remove Stipulation
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2025 Revisit Team Rationale: A revisit was conducted in March 2025.

Summary of Revisit

Following the April 2024 accreditation site visit, Alliant International University was tasked with addressing 10 stipulations and was granted Accreditation with Major Stipulations. Over the past year, the institution has implemented several initiatives to meet these requirements and enhance the candidate experience. Actively gathering feedback from candidates, Alliant consistently reaches out to offer support.

One particularly impactful initiative has been the establishment of student advisory boards for each credential program. The Pupil Personnel Services credential advisory board, launched last fall, has provided a valuable platform for student voices. While the three teacher education programs have yet to introduce their advisory boards, they are set to do so soon.

Another promising practice is the introduction of two-way communication between Alliant personnel and district-employed supervisors, fostering stronger collaboration. As these initiatives continue to take root, they are expected to benefit more candidates and yield more consistent results. However, additional time is needed to fully integrate a continuous feedback loop between the program and site-based supervisors to enhance candidate support and development.