
6C

Action

Professional Services Committee

Initial Institutional Approval

Executive Summary: This agenda item presents two program sponsors for initial institutional approval by the Commission.

Policy Question: Have the two institutions reviewed in this report satisfied the Commission's requirements for initial institutional approval?

Recommended Action: That the Commission take action to approve Antioch University and Teacher College of San Joaquin as institutions eligible to offer educator preparation in California.

Presenter: Teri Clark, Director, and Cheryl Hickey, Administrator, Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

Initial Institutional Approval

Introduction

This agenda item presents two program sponsors for initial institutional approval by the Commission. This item differs from previous initial institutional approval applications in that both entities seeking initial institutional approval have been previously granted initial institutional and program approval under different institutional configurations. Both have had changes in their institutional context that require initial institutional approval at this time.

Background

An institution that wishes to offer a credential program in California and that has not previously been declared eligible to offer a credential preparation program must undergo a two-stage initial accreditation process: 1) initial institutional approval; and 2) initial approval of programs as described below. The steps in the Commission's accreditation system were described in the Study Session presented to the Commission in December 2010. The agenda item may be found at: (<http://www.ctc.ca.gov/commission/agendas/2010-12/2010-12-6E.pdf>). Provided below is information on the Initial Accreditation process.

Initial Accreditation is a two-stage process:

1. The prospective program sponsor prepares a complete program proposal that responds to all preconditions, Common Standards, and appropriate program standards. The proposal is considered to be the application for accreditation. The Common Standards document is reviewed by members of the Board of Institutional Reviewers and the Preconditions document is reviewed by staff. The documents are reviewed for compliance with the appropriate preconditions and the Common Standards. Once the review process is complete, the application for initial institutional approval is presented to the Commission for consideration.
2. If the Commission confers initial institutional approval, the institution's proposed programs will be reviewed against the relevant program standards and then forwarded to the COA for action. The program sponsor's responses to the credential program standards for each program the institution (sponsor) wishes to offer are reviewed by Commission staff and panels of expert advisors to determine the sufficiency of the responses.

Once granted initial accreditation, the institution will then come under the continuing accreditation procedures and will participate in the regular accreditation cycle for on-site reviews.

Currently, agenda items for initial institutional approval are brought before the Commission when an institution or other sponsor that has not previously been declared eligible to offer educator preparation programs elects to submit a program proposal for approval.

Request for Initial Institutional Approval for Antioch University

Antioch University was approved by the Commission to offer educator preparation in California on May 27, 1999. In November 2007, Antioch Santa Barbara and Antioch Los Angeles were each approved as independent campuses eligible to offer educator preparation in California (<http://www.ctc.ca.gov/commission/agendas/2007-11/2007-11-3A.pdf>). Both held independent accreditation status through the Western Association of Schools and Colleges, Senior Colleges and Universities (WASC). In addition, both held accreditation through the Higher Learning Commission of the North Central Association (HLC). Both Antioch University Santa Barbara and Antioch University Los Angeles had been dual accredited by HLC and WASC.

In June 2011, Antioch Santa Barbara and Antioch Los Angeles voluntarily withdrew from the Western Association of Schools and Colleges, Senior Colleges and Universities (WASC) following guidance from the United States Department of Education. Antioch University holds regional accreditation from the Higher Learning Commission of the North Central Association (HLC). The guidance from the federal government indicated that the university needed to be accredited by only one regional accrediting body. Provided in Appendix A is the letter from the U.S. Department of Education to the six regional accrediting bodies indicating that institutions should be accredited by one accrediting body. Also in Appendix A is the letter from Antioch University Chancellor Murdock dated January 27, 2012 describing the reason that the two campuses in California withdrew from WASC accreditation. Both California campuses were in good standing with WASC and the Commission when regional accreditation was voluntarily withdrawn and both campuses are regionally accredited as satellite campuses of Antioch University (Ohio) by the HLC.

Given that Antioch University Santa Barbara and Antioch Los Angeles are no longer independently WASC accredited, but rather are regionally accredited through the Antioch University Ohio campus, it is necessary to recognize that change in its relationship with the Commission. In a letter dated April 2, 2012, Antioch University requested that the Commission grant initial institutional approval for Antioch University to offer educator preparation programs in California. The university has indicated that Dr. Luis Pedraja, Provost and Vice President for Academic Affairs, Antioch University Los Angeles is responsible for the educator preparation programs at both the Santa Barbara and Los Angeles campuses.

In keeping with the Commission process for initial institutional approval, Antioch University submitted its Preconditions document and a document responding to the Common Standards. A review has been completed by staff of the Preconditions document and by members of the Board of Institutional Review of the Common Standards document. The Preconditions worksheet is available in Appendix A to this item and the Common Standards document will be available prior to the Commission meeting on the Commission's webpage as follows: <http://www.ctc.ca.gov/commission/agendas/2012-06/2012-06-6C-appendix-1.pdf>

Request for Initial Institutional Approval for Teachers College of San Joaquin

Teachers College of San Joaquin (TCSJ) is a graduate school of education founded in 2009 by the San Joaquin County Office of Education. According to its founders TCSJ was established in response to “a call to action from local teachers, school leadership, and the community at large in response to the need to reform K-12 education.”

TCSJ applied for accreditation through the Senior Commission of the Western Association of Schools and Colleges, Commission for Senior Colleges and Universities in 2009 and in April 2009 was granted eligibility status. TCSJ took part in its first WASC review in 2010 (Capacity and Preparatory Review) and 2011 (Educational Effectiveness Review) and was granted accreditation in February 2012.

According to its published documents and website, the mission of the TCSJ is as follows:

To develop a workforce of teachers and school leaders that are comfortable with collaboration, understand the need to prepare students for both work and higher education, and have the skills to develop, implement and sustain innovative educational ideas, including multiple pathways programs. To build a workforce of teachers and teacher leaders that will be neither "academic" nor "career" educators, they will be both. As such, we value and support the experiences and contributions of all our students and are committed to providing rigorous, authentic, and innovative teaching and learning approaches.

The San Joaquin County Office of Education (SJCOE) has sponsored Commission-approved teacher preparation programs for more than fifteen years. SJCOE sponsors multiple subject, single subject and education specialist intern programs, induction for both general education and special education teachers, and preliminary administrative services preparation programs.

Provided in Appendix B is a letter from letter from Dr. Catherine Kearney, Dean of the Teachers College of San Joaquin requesting initial institutional approval. TCSJ submitted a response to the Commission’s Common Standards and Preconditions. The response to the Common Standards was reviewed by members of the Board of Institutional Reviewers (BIR). Staff has completed its review of the Preconditions. The preconditions worksheet is included in Appendix B to this item. The Common Standards document and the reviewer feedback form will be available prior to the Commission meeting on the Commission’s website at: <http://www.ctc.ca.gov/commission/agendas/2012-06/2012-06-6C-appendix-2.pdf>.

Recommendations

Based upon a determination by a review panel that the following entity has met all relevant standards and requirements, staff recommends Commission approval of the following:

Antioch University
Teachers College of San Joaquin

Appendix A

Antioch University Preconditions Feedback Form Letter from Antioch University

Precondition	Meets Precondition	How Antioch University Meets the Precondition
institution/district. If a reporting relationship is indirect, describe the levels of authority and responsibility for each credential program.		
(3) Personnel Decisions. To be granted <u>initial program accreditation</u> or <u>continuing accreditation</u> by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an institution/district that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.	Yes	Antioch University confirmed that it makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited conditions. These decisions include decisions regarding the admission, retention, or graduation of students, and decisions regarding the employment, retention or promotion of employees.
(4) Demonstration of Need. To be granted <u>initial program accreditation</u> by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.	NA	NA
(5) Practitioners' Participation in Program Design. To be granted <u>initial program accreditation</u> by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.	NA	NA
(6) Commission Assurances. To be granted <u>initial program accreditation</u> by the Committee on Accreditation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission; (b) assure that the institution/district	Yes	(a) Antioch University confirmed that it will fulfill all of the applicable standards of the program quality and effectiveness that have been adopted by the Commission.

Precondition	Meets Precondition	How Antioch University Meets the Precondition
will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program; and (c) assure that the institution/district will participate in focused reviews of one or more aspects of the program when designated by the Commission.		(b) Antioch University will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program. (c) Antioch University will participate in focused reviews of one or more aspects of the program when designated by the Commission.
(7) Requests for Data. To be granted <u>initial</u> or <u>continuing accreditation</u> by the Committee on Accreditation, the institution/district must identify a qualified officer responsible for reporting and respond to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, and state and federal reporting within the time limits specified by the Commission.	Yes	Luis Pedraja, Ph.D.
General Preconditions Established by State Law		
(8) Faculty Participation. Each postsecondary faculty member who regularly teaches one or more courses relating to instructional methods in a college or university program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. <i>Reference: Education Code Section 44227.5 (a) and (b)</i>	Yes	Antioch University provided an agreement that all staff must complete ensuring adequate faculty participation in public schools.
(9) California Basic Educational Skills Test. In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test (CBEST). The institution shall use the test results to ensure that, upon admission, each	Yes	Antioch University requires all program applicants to take the CBEST, and will provide appropriate academic assistance to ensure candidates

Precondition	Meets Precondition	How Antioch University Meets the Precondition
candidate receives appropriate academic assistance necessary to pass the examination. <i>Reference: Education Code Sections 44252 (f) and 44225 (n)</i>		successfully complete the CBEST prior to daily student teaching or obtaining an intern credential.
For Internship Programs: In each internship program of professional preparation, candidates who are admitted shall be required to pass the California Basic Educational Skills Test prior to assuming intern teaching responsibilities. <i>Reference: Education Code Section 44252 (b)</i>	Yes	
(10) Certificate of Clearance. A college or university that operates a program of professional preparation shall not allow a candidate to assume daily student teaching responsibilities until the candidate obtains a Certificate of Clearance from the Commission that verifies the candidate's personal identification, unless the individual has already completed the fingerprint and character identification process and has been issued a valid document by the Commission. <i>Reference: Education Code Section 44320 (d)</i>	Yes	Antioch University requires all candidates to obtain a Certificate of Clearance from the Commission prior to daily student teaching or obtaining an intern credential.
For Internship Programs: A Certificate of Clearance must be obtained prior to assuming intern teaching responsibilities, intern counseling or psychologist responsibilities.	Yes	



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF POSTSECONDARY EDUCATION

THE ASSISTANT SECRETARY

FEB 18 2010

Dear Colleague:

We are writing concerning the treatment of branches, or locations of a Title IV-participating institution, that have been determined by the accrediting agency to no longer qualify as a branch or additional location and instead need to seek independent (main campus) accreditation. We address this issue separately depending on whether or not the change in institutional accreditation involves a change in accreditor because of the geographic scope of the regional accrediting agency.

Regional Accrediting Agencies and Institutions They Accredit

A regional accrediting agency has within its scope of recognition institutions that have their main campuses in the region, and within-region and outside-region locations that would not qualify as branch campuses (34 CFR 600.2) or for independent accreditation. In addition, within-region branch campuses, or locations that have been determined to be separately accreditable by the accrediting agency, are within the scope of the regional accrediting agency that accredits the main campus. Outside-region branch campuses, or locations that have been determined to be separately accreditable by the accrediting agency, are within the scope of the regional accrediting agency that accredits the main campus, *but only for the period of time (generally not in excess of two years) in which the Department of Education (Department) considers them to be engaged in the process of obtaining accreditation (or preaccreditation) from an agency whose scope of recognition covers the geographic location of the site, and obtaining approval by the Department of an application for certification as a freestanding institution.* The starting date for this two-year period is the date the campus becomes a branch campus, or the accrediting agency advises the school that the location is separately accreditable.

As of the date that accreditation (or preaccreditation) is obtained from the new accreditor, the outside-region branch/separately accreditable location must apply to the Department to participate in Title IV programs as a freestanding institution (Initial Certification) and select the new accreditor as its primary accreditor. *The outside-region branch/separately accreditable location should not drop its accreditation with the original accreditor prior to gaining Departmental approval to participate in Title IV programs as a freestanding institution with the new accreditor as its primary accreditor for Title IV program purposes.* The outside-region branch/separately accreditable location must demonstrate

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www.ed.gov

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

to the Department, in accordance with 34 CFR 600.11, reasonable cause for the change of accrediting agencies, which must include documentation that the branch/separately accreditable location and institution remain in good standing with the original, regional accrediting agency. If expeditious action to seek and obtain alternative accreditation (or preaccreditation), and certification as a freestanding institution, is not taken, the outside-region branch/separately accreditable location loses eligibility for Title IV programs because its accreditation is no longer within the scope of recognition of the agency that accredits it.

For-profit institutions should seek full accreditation. Obtaining preaccreditation will oblige them to select the new accreditor as their primary accreditor, which is insufficient for for-profit institutions to establish Title IV eligibility. Also, the location should seek designation as a "branch" from the original accreditor and the Department of Education to ensure that the time is appropriately counted toward the two-year rule (see 34 CFR 600.8), which requires that a branch campus of a for-profit institution must be in existence for at least two years as a branch campus before seeking to be designated as a main campus or a free-standing institution.

Whether located inside or outside a regional accrediting agency's geographic scope, branches or locations that have been directed by the accrediting agency to seek separate accreditation from the main campus must obtain their own accreditation by any deadlines specified by the accrediting agency for expiration of the inclusion of the branch or location in the accreditation of the main campus. If the branch or location fails to obtain its own accreditation, it loses its eligibility to participate in the Title IV programs.

Change in Institutional Accreditation for a Reason Other than Geographic Scope of Recognition

If a branch/location that has been directed by its accreditor to seek separate accreditation from the main campus does so from a different recognized accrediting agency, the branch/separately accreditable location must notify the Department of its intent to seek accreditation from a different accreditor as explained below under "Institution's Reporting Requirements."

A branch or separately accreditable location that is subject to the directive to obtain separate accreditation and that is within the scope of recognition of the original accrediting agency may continue to use the accreditation of the main campus for Title IV purposes for whatever period of time is required for it to develop into an autonomous institution and during any time thereafter in which it is in preaccreditation status, as long as the accrediting agency continues to include the branch/separately accreditable location in the accreditation of the main campus. However, it must apply to participate in Title IV as a freestanding institution (Initial Certification) if a recognized accrediting agency grants it separate and full accreditation. Within-region branches/locations would not

need to seek separate accreditation unless required to do so by their accrediting agency. They could continue to be included under the accreditation of the main campus and to operate as a branch or location for Title IV purposes.

Accrediting Agency Notification to the Department of Education

The accrediting agency must notify the Department at the same time it notifies the institution of the need to seek a different accreditor and/or independent status.

Institution's Reporting Requirement to the Department of Education

In accordance with 34 CFR 600.11, the institution must notify the Department at the time it begins the process of seeking a new institutional accreditor. The institution is considered to have begun the process on the date it becomes a branch campus or is notified by the accrediting agency that it is separately accreditable. The branch/separately accreditable location's notification must include all materials related to its accreditation or preaccreditation; materials demonstrating reasonable cause for changing its accrediting agency; and evidence that the branch/separately accreditable location and institution remain in good standing with the original accrediting agency.

To apply for freestanding recognition from the Department, the institution must submit an *Application for Approval to Participate in Federal Student Financial Aid Programs* for Initial Certification via www.eligcert.ed.gov.

Accrediting Agency's Responsibility for Continued Oversight

An accrediting agency that requires a branch or location to obtain separate accreditation must continue to enforce its own standards while the branch or separate location seeks alternative accreditation. If the agency finds evidence of non-compliance in the course of arriving at the conclusion that separate accreditation is required, the agency must also take prompt action to enforce its standards. An agency that has reason to believe an institution that it continues to accredit but that is seeking alternative accreditation is failing to meet its Title IV, HEA program responsibilities or is engaged in fraud or abuse remains responsible for notifying the Department of the situation.

Extent of Accreditation Review

In accordance with 34 CFR 602.17, an accrediting agency must conduct its own review of any non-main campus seeking independent accreditation to determine whether the campus meets its standards. Judgments relied on in the accreditation process must be the agency's own. Accreditation by another accrediting agency, recognized or unrecognized, cannot be "transferred" or given "full faith and credit."

Page 4

A recognized agency's process for granting accreditation to an institution accredited by another recognized agency, or for granting accreditation to a non-main campus seeking independent accreditation, must undergo review by the Department as part of the recognition process if it differs from the process the agency uses in other grants of initial recognition. Such a process would need to comply with all of the Criteria for Recognition, including, but not limited to, 34 CFR 602.17 (application of standards) and 602.28 (regard for decisions of States and other accrediting agencies).

If you have questions about accreditation, please contact the Department's Office of Accreditation and State Liaison at (202) 219-7011. Questions about Title IV eligibility should be addressed to the appropriate School Participation Team of the School Eligibility Channel in the Office of Federal Student Aid. A list of the Teams, telephone numbers, and the states served is enclosed.

Sincerely,



Daniel T. Madzellan,
Delegated the Authority to Perform
the Functions and Duties of the
Assistant Secretary for
Postsecondary Education

Enclosure

Enclosure

School Participation Team Phone Numbers

New York/Boston Team - (646) 428-3750 & (617) 289-0133

New Jersey, New York, Puerto Rico, the Virgin Islands, Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont

Philadelphia Team - (215) 656-6442

Delaware, the District of Columbia, Maryland, Pennsylvania, Virginia, and West Virginia

Atlanta Team - (404) 974-9303

Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina

Chicago Team - (312) 730-1511

Illinois, Indiana, Minnesota, Ohio, and Wisconsin

Dallas Team - (214) 661-9490

Arkansas, Louisiana, New Mexico, Oklahoma, and Texas

Kansas City Team - (816) 268-0410

Iowa, Kansas, Kentucky, Missouri, Nebraska, and Tennessee

Denver Team - (303) 844-3677

Colorado, Michigan, Montana, North Dakota, South Dakota, Utah, and Wyoming

San Francisco/Seattle Team - (415) 486-5677 & (206) 615-2594

Arizona, California, Hawaii, Nevada, American Samoa, Guam, Federated States of Micronesia, Palau, Marshall Islands, Northern Marianas, Alaska, Idaho, Oregon, and Washington



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January 27, 2012

Director Teri Clark
Professional Services Director
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811

Dear Director Clark:

Thank you for your letter inquiring about the status of the education preparation programs at Antioch University Los Angeles (AULA) and Antioch University Santa Barbara (AUSB), and about the relationship between AULA, AUSB, and Antioch University. Additionally, thank you for asking if Antioch University intends to sponsor an education preparation program leading to a California teaching or services credential.

In response to your question about the status of the AULA and AUSB education preparation programs, please know that it is the intent of AULA, AUSB and Antioch University to take whatever steps are necessary to enable both AULA and AUSB to continue to offer education preparation programs leading to a California teaching or services credential.

With regard to your question about the relationship between AULA and AUSB and Antioch University, AULA and AUSB are two of five Antioch University campuses. Antioch University is accredited by the Higher Learning Commission of the North Central Association (HLC) and was, as you point out in your letter, previously authorized to offer education preparation programs leading to a California teaching or services credential. In your letter you indicate that the CTC granted initial accreditation to AULA and AUSB on November 8, 2007. While this is technically correct in regard to the two separate campuses, it is important to note that prior to 2007 the two campuses operated together as Antioch University Southern California and had received initial accreditation by the CTC on May 27, 1999 and remained in good standing with the CTC until the two campuses became separately accredited by CTC in 2007 (see attached documentation). During the years from 1999 to 2007, Antioch University Southern California was regionally accredited by HLC. In 2007, the two campuses comprising Antioch University Southern California were authorized by the Antioch University Board of Trustees to split into two separate organizational units. This change was authorized in part so that each campus could better serve the constituents of their respective communities. It also allowed them to separately pursue WASC accreditation for the reasons stated below. As separate campuses of Antioch University, AULA and AUSB are currently accredited by HLC and recognized by the United States Department of Education as having regional accreditation through HLC. Attached are copies of HLC's Statement of Affiliation Status, which documents that both campuses are included within the scope of its accreditation. I am also attaching copies of the USDE's listing of both campuses as regionally accredited by HLC.



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With regard to your question as to whether Antioch University intends to sponsor an education program, I assure you that Antioch University does intend to ensure that AULA and AUSB can continue to offer education preparation programs in California and will take the steps necessary to meet California credential program requirements in accordance with commission regulations and state law.

I think at this point it is important to share with you why AULA and AUSB sought WASC accreditation, and why, in 2011, both campuses voluntarily withdrew from WASC.

In 2006, when Governor Schwarznegger vetoed the bill that would have extended the Bureau for Private Postsecondary and Vocational Education (BPPVE) sunset date to 2008, Antioch University, not knowing what the consequences of the closure of BPPVE might be for the academic degree programs offered by the University, authorized AULA and AUSB to seek WASC accreditation as separately accreditable institutions. Both AULA and AUSB successfully sought WASC accreditation and each institution subsequently developed its own education preparation program leading to a California teaching or services credential. Additionally, according to the U.S. Department of Education, during the years from 2007 to 2011, both campuses continued to be dually accredited by HLC as part of Antioch University.

In February, 2010, the U.S. Department of Education issued a Dear Colleague letter stating that regionally accredited institutions could not be simultaneously accredited by two regional accrediting bodies (see attachment). At that time AULA and AUSB held WASC accreditation as separately accreditable institutions, but because they were campuses of Antioch University, they were viewed by the USDE as also being dually accredited by the Higher Learning Commission of the North Central Association.

In the Fall of 2010, the Antioch University Board of Governors met to determine how they wanted to comply with the Dear Colleague letter. The decision of the Board was that, if AULA and AUSB could not simultaneously hold WASC accreditation and be part of a system of five campuses accredited by the Higher Learning Commission, then the University would be better served by having a uniformly accredited five campus system. Subsequently, I wrote a letter to the Executive Director of WASC requesting that AULA and AUSB be permitted to voluntarily withdraw from WASC. WASC staff recommended that my request be approved, and the Commission approved the staff recommendation.

Because the U.S. Department of Education in its Dear Colleague letter had determined that AULA and AUSB held two regional accreditations (WASC and HLC) when those campuses were WASC accredited, and because the requirements of Section 4 A 1 of the CTC's Accreditation Standards state that institutions must be accredited by WASC, **or another regional accrediting body**, the University did not understand that when the two campuses

ANTIOCH UNIVERSITY

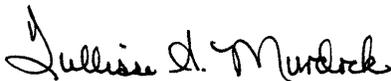
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voluntarily withdrew from WASC , they would no longer be permitted to offer education preparation in California. Consequently, because it seemed to Antioch University that both campuses continued to be in compliance with the requirements of Section 4 A 1 of the CTC's Accreditation Standards by virtue of having regional accreditation through HLC, the University took no action to notify the Commission on Teacher Credentialing at the time the withdrawals were approved. It was not until I received copies of your letters to President Boggs and President Leffert that I learned that it is the opinion of the California Commission on Teacher Credentialing that AULA and AUSB are not regionally accredited. I assure you that both campuses are regionally accredited by HLC and are in compliance with the requirements of Section 4 A 1 of the CTC's Accreditation Standards as documented in our attachments.

Following your review of this letter and attachments, please let me know what further action, if any, AULA, AUSB, and Antioch University need to take to ensure that AULA and AUSB can continue to offer education preparation programs in California.

In closing, I would like to reiterate that Antioch University wishes to have AULA and AUSB offer education preparation programs in California and intends to take whatever steps are necessary to meet California's credential program requirements in accordance with commission regulations and state law. I look forward to receiving the information that will give us direction on how to do so. Thank you in advance for your consideration and advice.

Sincerely yours,



Tullisse (Toni) Murdock
Chancellor
Antioch University

Appendix B

Teachers College of San Joaquin Precondition Feedback Sheet Letter from TCSJ

Precondition	Meets Precondition	How Teachers College of San Joaquin Meets the Precondition
responsibility for each credential program.		○ Preliminary Administrative Services Credential Programs: Pam Dunham
(3) Personnel Decisions. To be granted <u>initial program accreditation</u> or <u>continuing accreditation</u> by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an institution/district that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.	Yes	TCSJ confirmed that it makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited conditions. These decisions include decisions regarding the admission, retention, or graduation of students, and decisions regarding the employment, retention or promotion of employees.
(4) Demonstration of Need. To be granted <u>initial program accreditation</u> by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.	Yes	It was at the request of the local districts in San Joaquin, Stanislaus, Sacramento, Calaveras, and Amador counties and the teachers within those counties that TCSJ was established.
(5) Practitioners' Participation in Program Design. To be granted <u>initial program accreditation</u> by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.	Yes	TCSJ curriculum and overall program design is as a result of initial and ongoing input from practitioners. In 2008, prior to seeking WASC accreditation, a group of teachers was convened as researcher/participants. This group worked with faculty and institutional leadership to develop core values, core learning outcomes and curriculum.

Precondition	Meets Precondition	How Teachers College of San Joaquin Meets the Precondition
<p>(6) Commission Assurances. To be granted <u>initial program accreditation</u> by the Committee on Accreditation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission; (b) assure that the institution/district will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program; and (c) assure that the institution/district will participate in focused reviews of one or more aspects of the program when designated by the Commission.</p>	Yes	<p>(a) TCSJ confirmed that it will fulfill all of the applicable standards of the program quality and effectiveness that have been adopted by the Commission.</p> <p>(b) TCSJ will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program.</p> <p>(c) TCSJ will participate in focused reviews of one or more aspects of the program when designated by the Commission.</p>
<p>(7) Requests for Data. To be granted <u>initial or continuing accreditation</u> by the Committee on Accreditation, the institution/district must identify a qualified officer responsible for reporting and respond to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, and state and federal reporting within the time limits specified by the Commission.</p>	Yes	Catherine Kearney, Ed.D., Dean and Louise Gammon, Registrar
General Preconditions Established by State Law		
<p>(8) Faculty Participation. Each postsecondary faculty member who regularly teaches one or more courses relating to instructional methods in a college or university program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. <i>Reference: Education Code Section 44227.5 (a) and (b)</i></p>	Yes	All TCSJ methods courses in both teacher and administrator preparation programs are taught by current practitioners, therefore they are assigned to K-12 sites.

Precondition	Meets Precondition	How Teachers College of San Joaquin Meets the Precondition
<p>(9) California Basic Educational Skills Test. In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test (CBEST). The institution shall use the test results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. <i>Reference: Education Code Sections 44252 (f) and 44225 (n)</i></p>	Yes	<p>TCSJ requires all program applicants to take the CBEST, and will provide appropriate academic assistance to ensure candidates successfully complete the CBEST. For intern candidates, passage of the CBEST is a requirement for the Intern credential.</p>
<p>For Internship Programs: In each internship program of professional preparation, candidates who are admitted shall be required to pass the California Basic Educational Skills Test prior to assuming intern teaching responsibilities. <i>Reference: Education Code Section 44252 (b)</i></p>	Yes	
<p>(10) Certificate of Clearance. A college or university that operates a program of professional preparation shall not allow a candidate to assume daily student teaching responsibilities until the candidate obtains a Certificate of Clearance from the Commission that verifies the candidate's personal identification, unless the individual has already completed the fingerprint and character identification process and has been issued a valid document by the Commission. <i>Reference: Education Code Section 44320 (d)</i></p>	Yes	<p>All candidates for professional preparation programs at TCSJ are required to obtain a Certificate of Clearance prior to being assigned to a site for student teaching or teaching internships. Additionally, all full and part time faculty who serve in fieldwork supervision positions also clear fingerprints with the Department of Justice prior to serving in those roles.</p>
<p>For Internship Programs: A Certificate of Clearance must be obtained prior to assuming intern teaching responsibilities, intern counseling or psychologist responsibilities.</p>	Yes	



Teachers College
of San Joaquin

March 24, 2012

To: Teri Clark
Professional Services Division, California Commission on Teacher Credentialing

From: Catherine Kearney, Ed.D.
Dean

A handwritten signature in black ink, appearing to read 'Catherine Kearney', is written over the printed name.

RE: Initial Institutional Approval

Thank you for reviewing the Common Standards for Teachers College of San Joaquin.

Teachers College of San Joaquin (TCSJ) is a WASC accredited graduate school of education founded by San Joaquin County Office of Education. The college has a singular purpose—preparing educators who will take the lead in improving our schools. The Central Valley of California has one of the highest unemployment rates and the lowest college attendance rates in the state. This is clear evidence of a crisis in our schools. Teachers and school leaders lack the preparation to prepare students to be both college and career ready. Teachers College of San Joaquin was founded as a call to action from local teachers, school leadership, and the community at large in response to the need to reform K-12 education. We are dedicated to training teachers and future administrators able to prepare students for college and career readiness including the attainment of 21st Century Skills. Additional information is available at www.teacherscollegesj.edu. TCSJ maintains a separate governing board and is an autonomous unit operating inside San Joaquin County Office of Education (SJCOE).

SJCOE has offered accredited teacher and administrator preparation programs through our district intern programs for more than 15 years and graduated more than 1300 teachers and administrators. The programs currently offered through SJCOE are general education intern (single subject, multiple subject, CTE), education specialist (mild/moderate, moderate/severe, ECSE, ASD), induction (general education and clear education specialist), and preliminary administrative services credential. Additionally, we also provide VPSS and operate the paraprofessional teacher training program offered through CCTC. We are currently under review for Education Specialist LAD and the Tier II Administrative Services Credential programs. These programs are under the direction the Director of Teacher Development, Catherine Kearney, who also serves as the dean of Teachers College of San Joaquin.

Teachers College of San Joaquin is seeking approval to continue the work started by SJCOE Teacher Development. As part of the WASC review process, the work we have done in credentialing was examined and found to be of high quality. During the Educational Effectiveness Review, the team found no recommendations for educational effectiveness. We see this as an indicator of our readiness to do this work.

Teachers College of San Joaquin values the input of the CCTC and looks forward to working with you through the approval process. If you have any questions or if I can provide additional information, please contact me at ckearney@sjcoe.net or by phone at 209-468-9155.

Thank you.